

## Tentative Syllabus Alcohol and Health (PSY 404)

<b>Instructor:</b>	Liana Hone, Ph.D.	<b>Class:</b>	O'Brian 209   M 7:00PM – 9:40PM
<b>Phone:</b>	(716) 887-2242	<b>Office:</b>	RIA 453   W 11:30AM – 1:30PM
<b>E-mail:</b>	lhone@ria.buffalo.edu	<b>Campus:</b>	Park 282   <i>by appointment</i> M 6:00PM
<b>Website:</b>	<a href="https://ublearns.buffalo.edu">https://ublearns.buffalo.edu</a>	<b>Final:</b>	Baldy 110   F 7:15PM – 10:15PM

### Course Description

Students will learn about the relationship between alcohol use and psychological, social, and physical well-being. Students will also become familiar with different approaches for the prevention and treatment of alcohol problems. By enrolling and staying in this class, you are implicitly saying that you understand this syllabus and agree to abide to all policies set forth.

### Materials

UBlearns | <http://ublearns.buffalo.edu>

This course will use UBlearns to disseminate class materials and required readings, provide grade information, and facilitate communication among the instructor and the students. Please refer to UB's Information Technology website with questions about how to access UBlearns.

Maisto, Stephen A., Connors, Gerard J., & Dearing, Ronda L. (2007). *Alcohol Use Disorders Advances in Psychotherapy – Evidence-Based Practice*. Cambridge, MA: Hogrefe.

**You do not need to purchase the book.** *Selected chapters will be provided on UBlearns.*

Boyle, Peter. (2013). *Alcohol: Science, policy, and public health*. Oxford: Oxford University Press. Oxford Scholarship. | <http://dx.doi.org.gate.lib.buffalo.edu/10.1093/acprof:oso/9780199655786.001.0001>

**This is an E-Book. You do not need to purchase the E-Book.** *Full-text link provided on UBlearns.*

### Learning Objectives

Students are expected to gain a broad knowledge base on alcohol use and alcohol use disorders, particularly as related to psychological, social and physical health. Emphasis will also be placed on different approaches for the prevention and treatment of problematic drinking. Specifically, at the completion of the course students should be able to:

1. Identify factors that define “normal” versus problematic patterns of alcohol use.
2. Distinguish the rationales for different prevention and treatment strategies in alcohol use.
3. Explain the impacts of moderate and heavy alcohol use on physical and mental health and social behavior.
4. Identify the biological mechanisms of alcohol and the biological and psychological factors involved in alcohol use disorders.
5. Recognize the utility of science as a way of thinking about approaches to understanding and treating alcohol use disorders.
6. Become familiar with the process of the scientific method and the variety of research strategies used to advance our knowledge of problem drinking, alcoholism treatment, and the interaction between alcohol use and physical and mental health.
7. Recognize the broad range of occupations in which alcohol use and/or abuse and psychology intersect.
8. Gain experience and familiarity with electronic database search engines for identifying appropriate published psychological research in the development of a literature review.
9. Develop and present a poster project based on integration of literature obtained during the literature review.
10. Apply critical and creative thinking strategies for the evaluation of colleagues' presentations on a research topic.

The student learning outcomes for this course address the goals detailed for the Department of Psychology's Undergraduate Program. See <http://psychology.buffalo.edu> for a list of these goals. Learning objectives 1 -7 will be assessed by the exams. The poster presentation assignment is designed to specifically address learning objectives 8-10, but may also address some aspects of objectives 1-7. Students may also opt to complete extra credit assignments, which may assess learning objectives 1-7.

### Format

The course content will be delivered via lectures and assigned readings and students will be assessed through quizzes, exams, a movie discussion assignment, a poster presentation assignment, and various opportunities to earn extra credit. Textbook and supplementary readings will provide a broad coverage of the topic from a psychological perspective. Lectures will focus on the information contained in the assigned readings and the instructor will also provide additional information about topics related to those readings. Exams will assess student knowledge of lecture material and assigned readings. The poster presentation assignment will provide students with the opportunity to apply the information and demonstrate their knowledge in a format different than the exams. Several opportunities to earn extra credit will be provided at random times during the semester.

### Exams

There will be four exams given in this course: Three regular exams plus one cumulative final exam. Exams are worth 300 points (60%) of your final grade will be based on your three highest of the four exam grades (the lowest exam grade will be dropped). This means that the final exam is not required if you complete all three regular exams to your satisfaction. However, if you miss a regular exam for any reason, you must take the final because no make-up exams will be given unless a university-approved absence is documented. The exams may be a combination of multiple choice, fill in the blank, matching, true/false, definitions and/or short answer, including questions related to topics discussed in class and material from the textbook and supplementary readings. The cumulative final exam will comprise questions from the three prior exams and new items from any of the course material. You may come to office hours or make an appointment to look at your exams to prepare for the final. Exams cannot be removed, photocopied, or photographed. **DO NOT ARRIVE LATE FOR EXAMS.** Exams will be distributed at the beginning of class. If you are not there, you must come up to the front of the classroom to be seated and receive an exam. No exams will be distributed after the first student in class has completed and turned in his/her exam, no exceptions.

### Poster

This assignment is worth 150 points (30%) of your course grade and has two parts. First, students will be required to complete a poster presentation based on a literature review. You will select a topic area related to how alcohol use impacts a specific health aspect and review the current research literature on that topic. This assignment will require you to develop and use psychological and biomedical research literature. Examples of specific topics will be provided in class and your topic must be approved in advance. The poster session will be set up to emulate the experience of presenting a scientific poster at a research conference. Thus, you will be evaluated both on your poster content and your presentation of the material. This will involve presenting your poster to multiple "colleagues" including the instructor, external evaluators (other professors and scientists), and your classmates and colleagues. The second part of this exercise will involve your evaluation of your colleagues' poster projects. You will be assigned posters to evaluate at each of the poster sessions for which you are not a presenter. You will be provided with guidelines and a score sheet for these evaluations. One goal of this assignment is to introduce you to the study of how alcohol impacts a specific health area and how research in this area is conducted. Another goal is to learn to integrate findings from different studies to form conclusions about a given topic and convey them in a concise format. This assignment will also familiarize you with the process of developing a physical poster presentation as well as oral communication of your findings. You are encouraged to start on this project early and speak to the instructor about your plans for your poster. Posters will be presented in a conference-like format which all students must attend. Late assignments and plagiarized assignments will be penalized. You will need to submit your poster topic online no later than **March 12<sup>th</sup>** before the beginning of class. Poster projects will be presented in class on **April 23<sup>rd</sup>** and **YOU MUST BE PRESENT**

**TO RECEIVE CREDIT FOR THIS ASSIGNMENT.** This will be treated like an exam; thus, no make-ups or unexcused absences will be permitted unless a university-approved absence is documented. If you cannot be in class that day or are otherwise averse to speaking in public, there will be a limited number of students (10) allowed to do an alternate assignment. The alternate assignment is a written research review and will be substantially more difficult than the poster presentation. Please speak to the instructor no later than **March 12<sup>th</sup>** if you would like to hear more about the alternate assignment. It is first come, first served. Your grade will be determined by the incorporation of written evaluation by myself, your fellow students, my colleagues, and my evaluation of your poster and your poster critiques. You will be required to turn your poster in online before the presentations for evaluation.

### Quizzes

There will be nine online reading quizzes posted to UBlerns before each lecture. Submitting your poster topic on time will count as a tenth quiz. These are worth 40 points of your grade. These quizzes are developed straight from the readings that you are to have read prior to class. That is, you will be being quizzed on material that has not yet been discussed in class. These quizzes are designed not to be difficult, but to test that you have read and absorbed the material. The quizzes are open book. Quizzes are due by 6:59PM the day of lecture. There will be no extensions or make-ups given under any circumstance. These quizzes will be posted on Wednesdays.

### Mid-Semester Evaluation

There will be one mid-semester evaluation in class. Feedback that will help improve the content and delivery of lectures or exams and assignments is welcomed. The evaluation is worth extra credit so if you do poorly on a quiz, this is a good opportunity to make up the missed points.

### Movie

In class on **April 9<sup>th</sup>**, we will be watching a movie related to alcohol use disorder. Following the movie, by **April 16<sup>th</sup>**, you must submit through UBlerns three high quality discussion questions to be graded. In class on **April 16<sup>th</sup>**, for the first part of class we will have a class discussion guided by your discussion questions. **YOU MUST BE PRESENT TO RECEIVE CREDIT FOR THIS ASSIGNMENT.** This assignment is worth 10 points of your grade.

### Extra Credit

Several opportunities to earn extra credit will be provided over the course of the semester. These opportunities and due dates will be announced during class. No late assignments will be accepted, with no exceptions. You must complete all aspects of the assignment to receive the full amount of extra credit possible. Thus, for some assignments it is possible to receive partial extra credit (e.g., 2 out of 4 points possible). Remember that consistent attendance will allow you to be alerted to these opportunities, as they will only be announced in class on the day that they are offered. **DO NOT ASK IF OR WHEN EXTRA CREDIT OPPORTUNITIES WILL BE OFFERED,** (especially at the end of the semester). Attend class and just take advantage of an opportunity when it is presented.

### Attendance

Attendance is not part of your required grade. However, attendance will be taken randomly throughout the semester and each time you are present you will receive extra credit. Random attendance may be taken at any time during the class. You are strongly encouraged to regularly attend class because poor attendance is associated with poorer final grade. Attendance will benefit you in two primary ways. First, the exams will include questions from materials presented during in-class lectures that are not available in your textbooks. Second, in-class opportunities for extra credit will only be provided to those students in attendance that day.

## Grading

Grades will be based on three exam scores (totaling 300 points each), the poster presentation (150 points), discussion questions and thoughtful discussion on the movie activity (10 points), and quizzes (40 points), as previously described. Thus, there are a total of **500** points in this class. Any extra credit will be added onto your point total. Grades will work as follows:

460 -- = A  
450 -- 459 = A-  
440 -- 449 = B+  
410 -- 439 = B  
400 -- 409 = B-  
390 -- 399 = C+  
360 -- 389 = C  
350 -- 359 = C-  
340 -- 349 = D+  
310 -- 339 = D  
300 -- 309 = D-  
-- 299 = F

## Incomplete

Incomplete grades can only be given under special circumstances, as described by University policy. Students should keep in mind that University policy prohibits instructors from giving an "I" for failing grades (see undergraduate catalog Policies and Procedures). All available grade information will be used to determine if you are failing the class at the time you request the incomplete. Individuals who are doing poorly in the course for personal reasons should seek a resignation from the Office of Academic Advising. Students are encouraged to meet with the instructor as soon as possible if they find that their ability to complete the class is in jeopardy.

## Deadlines

All quizzes and assignments, including extra credit, are due at 6:59 PM of the class the day in which they are due unless the assignment is to be completed in class. If you miss an exam, you will miss those points. Travel conflicts with exams or assignments are not excused absences and make-up exams or extensions will not be given for any reason. Look at the exam schedule at the beginning of the semester to determine if you will have a conflict, and if so, contact the instructor before the end of the drop/add period.

## Availability of Accessibility Resources

If you believe you will have difficulties carrying out the course work as outlined and/or require accommodations such as recruiting note takers, readers or extended time on exams, please contact Accessibility Resources, 67 Capen Hall, (716) 645-2608. Accessibility Resources will provide you with information and review appropriate arrangements for reasonable accommodations. You also must contact the instructors within the first two weeks of class to alert them of your situation.

## Academic Dishonesty

The University at Buffalo has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the independent and honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. Academic dishonesty will not be tolerated. This includes cheating during exams, plagiarism in written work (i.e., poster assignment or extra credit),

and misrepresentation of your class participation. In order to avoid any appearances of impropriety or opportunities for cheating, all electronic devices must be turned off and placed in book bags during exams. Students caught using electronic devices during exams will be immediately dismissed from the class. Likewise, talking or passing of notes is strictly prohibited during exams and will be grounds for dismissal from the exam. Cheating, including plagiarism, can result in dismissal from the University. Unchecked cheating, including plagiarism, devalues the degree earned honestly and impacts negatively on post graduate job placement for everyone. Please review the University policy on Academic Integrity to more fully understand your responsibilities.

### Plagiarism

Plagiarism on any assignment will not be tolerated. Collaboration with other students, with respect to sharing ideas, is encouraged. Students, however, must express their ideas in their own words. With respect to the required written assignment and extra credit opportunities, the following apply:

1. Students must not duplicate passages from any source, including (but not limited to) assigned readings, research articles, websites, or another students' work without putting the passages in quotes and providing an appropriate reference (including the exact page numbers). This includes copying a passage word-for-word, or substantially copying a passage or sentence while changing only a word or two here and there. More than three words in one sequence that is taken from any source and not cited appropriately with direct quotes and a page number is considered plagiarism in this course. Any assignment which is plagiarized in this way will automatically receive a zero, with no possibility of making it up. This could be grounds for failing the course under the tenets of the Undergraduate Academic Integrity Policy.
2. Excessive use of quoted passages will not be tolerated, even when appropriate references are provided. Students are expected to formulate and express their own ideas, inferences, and conclusions. This is an essential part of the learning process. Thus, passages placed in quotation marks should be kept at a minimum and used only for compelling reasons. Any writing assignment which contains an excessive use of quotations will be returned to the student to be re-written; the assignment will be considered late until it is turned back in, and policies regarding grade reductions for late assignments will apply.
3. Students may discuss the readings and their ideas for their written and extra credit assignments prior to any writing, but students must not share with one another their completed, written papers. If you share your completed assignment with another student, and that student plagiarizes all or part of your paper in their own assignment, you will both receive a zero for the assignment. When in doubt, ask.

### Cancelled Classes

Cancellation of class will occur only in the unlikely event that the University formally announces closure. Information about closings will be available from the university via UBAAlert, the UB website, and from the instructors via UBlearns announcements.

### Classroom Conduct

If you have a question during class, would like something repeated, or the lecture is moving too quickly, please raise your hand. Feel free to email your instructor if you have any questions about the class. Please visit the class website regularly for announcements and additional materials related to a given week's class. Please come to office hours or make an appointment to meet with the instructor if something in the lecture or exams is not clear. Turn the ringer off your cell phone before class begins. **IF YOUR CELL PHONE RINGS DURING CLASS YOU WILL BE ASKED TO LEAVE AND WILL NOT BE PERMITTED TO RETURN UNTIL THE FOLLOWING CLASS. THIS INCLUDES EXAMS.** Be on time and do not leave class early. In addition, if you are sleeping, working on materials unrelated to the class discussion (e.g., studying for an exam in another class or emailing) or being generally disruptive to the class, you will be asked to leave and will not be allowed to return until the next scheduled class session. In general, please respect your instructor and your fellow students by following basic University guidelines for good classroom etiquette, which includes the following:

1. Attend classes and pay attention. Do not ask an instructor in class to go over material you missed by skipping a class or not concentrating; it is disruptive to the other students and the instructor.

2. Do not come to class late or leave early. If you must enter a class late or leave early for an extenuating circumstance, e-mail the instructor ahead of time and do so quietly and do not disrupt the class by walking between the class and the instructor as it is disruptive to the other students and the instructor. Do not leave class unless it is an absolute necessity.
3. Do not talk with other classmates while the instructor or another student is speaking. If you have a question or a comment, raise your hand, rather than starting a conversation about it with your neighbor.
4. Be aware that discussions with your fellow students during class are very disruptive to other students around you.
5. Show respect and concern for others by not monopolizing class discussion. Allow others time to give their input and ask questions. Do not stray from the topic of class discussion.
6. Refrain from eating and drinking during class time.
7. Turn off unnecessary electronics and only use devices needed for note taking or responding to in-class activities during class.
8. Avoid expressing audible and visible signs of restlessness. These are both rude and disruptive to the instructor and the rest of the class.
9. Focus on class material during class time. Sleeping, talking to others, doing work for another class, checking email, texting, and exploring the internet are unacceptable and can be disruptive to everyone around you.
10. Refrain from packing book bags or backpacks to leave until the instructor has dismissed class.

### Tentative Schedule

Date	Topic	Reading	Due 6:59PM
M Jan 29	Introduction & Syllabus History & Estimating Consumption	Boyle Ch. 1, 44, 12	
M Feb 5	AUDs & Epidemiology Causal Factors & Theories	DSM-5; Jablensky (2002) Grucza (2007); Maisto Ch. 1, 2	Quiz 1
M Feb 12	Pharmacokinetics Pharmacodynamics: Heart, Vasculature, & Liver	Dubowski (1985); Cederbaum (2012) Boyle Ch. 30, 31	Quiz 2
M Feb 19	Pharmacodynamics: Heart, Vasculature, & Liver	Boyle Ch. 33	Quiz 3
M Feb 26	Exam 1		
M Mar 5	Pharmacotherapies Pathophysiology & Intoxication	Boyle 10, 36 Dudley (2000)	Quiz 4 Poster Topic
M Mar 12	Fetal Alcohol Spectrum Disorder Neurological Disorders	Boyle 38 Armstrong (2005)	Quiz 5 Mid-Sem. Eval.
M Mar 19	No Class Spring Recess		
M Mar 26	Alcohol & Special Populations (Military)		Quiz 6

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M	Apr	2	Exam 2		
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M	Apr	9	Alcohol & Sex	Boyle Ch. 17	Quiz 7
			Movie Discussion Instructions & Movie	Abbey (2002)	

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M	Apr	16	Alcohol & Sex	Zamboanga (2014)	Quiz 8
			Poster Presentation Instructions & Movie Discussion	Boyle Ch. 39	Disc. Questions

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M	Apr	23	Poster Presentations		
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M	Apr	30	Screening, Intervention, & Treatment	Boyle Ch. 40, 41	Quiz 9
			Stages of Change	DiClemente et al. (2004)	

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M	May	7	Exam 3		
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F	May	18	Final Exam		
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