Social Psychology and Addictive Behaviors (SOP6409) **Fall 2024** Instructor: Lindsey Rodriguez, Ph.D.   Section HK74 Office: Psychology 220   CRN 26048 Phone: (352) 294-2209   Thursdays 12:50-3:50PM E-mail: lmrodriguez@ufl.edu   Room: PSY 0191 Office hours: By appointment

Course Description

This is a graduate course focusing on social psychological applications to health risk behaviors and addictive behaviors. The course is a combination of discussion, peer-reviewed journal reading and critique, and the application of social psychology to addictive behaviors of interest. Students are expected to gain knowledge about social psychological theory and research findings. However, the readings, discussion, and assignments will emphasize application of social psychology to the study of addictive behaviors (including alcohol use, gambling, cigarette smoking, etc.). Topics include social influences, motivations, identity, emotion regulation, and other topics based on students' interests.

We will cover theories and models that have been developed to explain and modify various addictive behaviors from a multidisciplinary perspective. Additionally, we will apply this understanding to the development of prevention and theory-based interventions that can be applied at both the individual and community levels to diverse populations.

The content of the course is balanced across etiology/theories of addiction (e.g., social learning theory, expectancy theory); prevention (universal, selective, and indicated); and treatment (e.g., CBT, MI, family and couples approaches).

Textbook

There is no required textbook for this course.

Learning Objectives

This course provides the opportunity to achieve the following goals:

1. Develop a foundational knowledge base of the classic and contemporary research and theory related to the psychology of addictive behaviors.

2. Practice critical evaluation of assumptions, theories, and research related to the etiology, prevention, and treatment of addiction.
3. Facilitate insightful and thought-provoking discussion of issues in current perspectives on addiction.
4. Consider novel theoretical and methodological extensions of existing research.
5. Independently review and/or propose a specific topic of research related to the social psychology of addictive behaviors.
6. Communicate your independent review/proposal in a professional quality manuscript and presentation.
7. Demonstrate knowledge and critical thinking through readings, discussions, thoughtful and coherent written critiques, and an independent review/research proposal.
8. Learn the ethical, diversity, and social justice issues in developing and implementing social psychological interventions for addictive behaviors.

Critical Thinking in This Course:

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going more deeply than just "reporting." Critical thinking means evaluating, synthesizing, and critiquing information, and figuring out how different ideas fit together. Exercise your critical thinking skills while taking this course!

Classroom Policies:

Here are some guidelines set in place to help you succeed in this course:

Show up. This one is pretty simple. It basically means that if you don't attend class, or if you arrive late repeatedly, you're going to miss a lot of relevant material. You'll also miss in-class participation activities that directly contribute to your grade. Thus, please attend every class. That said, I also understand that illness and various life events will happen. If you are ill, it's probably healthy for you and your fellow classmates to care for yourself and excuse yourself from class. If you need to miss a class for illness or for any other reason, you are still responsible for obtaining the notes from a classmate (or two).

Participate. The quality of this course depends in large part upon your level of engagement in the class with your fellow students. Classes will include group discussion, as well as interactive exercises and debates. Thus, your participation in class enhances the experience not only for yourself, but for your fellow students as well (and for me, as I am genuinely interested in what you have to say!).

Complete each assignment and turn it in on time. This course includes various

assignments intended to facilitate your exploration and application of social psychology to the field of addictive behaviors. All assignments are due either in class or at 5pm (Canvas). Written assignment grades will be reduced by a letter grade for each day late. Extensions will not be permitted except in unusual extenuating circumstances (e.g., loss of a loved one).

Ask questions and ask for assistance if you need it. This is important. Teaching is my passion, and it is extremely important to me to make concepts clear and accessible. Therefore, please do not wait or hesitate to ask questions or ask for help. Whenever you ask questions, you give me a rich opportunity to do my job.

Assignments and Evaluation Method:

<u>**Grading**</u>

Grades will be based on performance on the following:
(1) Presence + Engagement
(2) Written critiques of peer-reviewed articles
(3) Leading discussion
(4) Choose Your Own Adventure presentation + final paper

1. **Presence + Engagement (50 points)**

One of the objectives of this course is to help you build and improve your professional communication skills and ability to intelligently and conscientiously articulate your thoughts among your colleagues. You are expected to contribute to class discussions. This will require your presence and engagement. Every week, you are expected to have read all of the assigned readings prior to class and actively contribute to the class discussion. There are many ways of participating in this class. Active participation involves being fully present, asking thoughtful questions, building on others' comments, actively listening, raising interesting observations or issues about the material, and drawing links between the material and real-world or personal events. The key is to have everyone on board; we are all here to learn from each other, so view class participation as a way to enhance your learning and understanding of the material to make the most of this class. Your participation will be evaluated on a 3-point scale (1 = poor; 2 = mediocre; 3 = excellent). Those with unexcused absences will receive a 0. Those with excused absences will be exempted from the participation grade for that day.

2. Peer-Reviewed Article Critiques (100 points)

You will have the opportunity to write written critiques of class readings when you are not leading discussion. Reviews are intended to a) Help you recall content during discussion; b) serve as a resource for you in the future; c) provide practice in manuscript reviewing; and d) provide concrete thoughts, concerns, or suggestions about the readings which require a careful processing and thoughtful consideration of the assigned articles.

The expected length of your critique is approximately 1 page double-spaced per reading. Please note that the expectation is *not* to simply summarize the articles. Do not spend more than two sentences detailing what the authors did or found. Instead, write reviews as if you were reviewing the article or chapter for publication in a scientific journal or an edited book. Feel free to jump right into any issues you identify as particular strengths of the approach; problems with the research and/or theory; possible extensions; comparisons with other approaches; etc. For example, if two articles for a given week provide divergent findings, you might consider highlighting the divergence and speculating on possible reasons for divergence. As another example, if you disagree with the basic premises behind an approach, construct arguments for the holes in their thinking and how it might be improved. As other examples, you might consider limitations of the research, areas where claims made in the discussion are not supported by the results, or logical extensions to other domains or populations.

It is best to always try to be constructive (e.g., if you find a flaw in a study's research design, propose a solution) and scientific (e.g., is there evidence for your argument? If not, how might you collect it?). In addition to responding to issues raised in class, it is good to come to class with your own ideas. This way, you can be sure we spend some time talking about what interests you.

Critiques are to be turned in electronically on Canvas by each <u>Tuesday</u> at 5pm before class. These are due on Tuesday so that Discussion Leaders can incorporate your questions into their discussions (which you will also appreciate when you lead discussions!). These should be submitted for readings for which you are not serving as a Discussion Leader.

3. Discussion Facilitator (200 points)

Independent of being an active participator in class, students will take turns as a Discussion Facilitator during the semester. Dates and topics will be assigned on the first day of class.

We will have 3 readings each week. Depending on the class size, we will either have a different Discussion Facilitator assigned to each reading (i.e., we will have three

discussion leaders each week), or the weeks will be split amongst the students (i.e., we will have 1-2 discussion leaders each week). This will be clarified on the first day of class depending on the final number of students.

We will spend an average of 45 minutes focused on each reading; be sure to prepare your presentation to last approximately this long including discussion. The number of times you will be a Discussion Facilitator depends on the number of students in the class. You will be responsible for providing an outline or Powerpoint and discussion questions for the readings for which you are leading the discussion. Importantly, you can incorporate questions from your colleagues into the presentation. The structure of the outline is up to you and can be based on whatever you think will be most helpful in facilitating discussion. It might consist of a brief bulleted summary of content followed by several discussion issues or a more detailed narrative of points and issues to discuss.

Leading discussions will directly support learning objectives #1-3. Beyond that, your ability to lead discussions is essential for effective teaching, project management, and leadership in general. You will know that you are doing a good job leading the discussion if you are not doing most of the talking, but merely facilitating discussion and contributing on a relatively equal basis for any given point. It is also your responsibility to steer the discussion if it gets too far off track. Grades will be based on your preparation (i.e., outline/discussion points) and facilitation of discussion.

Some helpful tips:
- **Let people ask questions and share their reactions.** Give people a chance to bring up any concerns or interesting thoughts they had while reading the article. Encourage them to share the ideas they wrote about in their thought papers.

- **Ask us questions!** Generate some interesting discussion questions related to the articles. Give us time to think them through and discuss them.

- **Overarching presentation goals:** I have found over time that giving students opportunities to talk about questions in 5-7 minute intervals results in interesting class discussion.

- **Don't let us lose sight of the big picture**. There is always something the researchers could have done differently, so the challenge is to figure out how particular choices affect the interpretation of the results.

- **Keep things constructive;** often a limitation of one article is the starting point for another set of studies – how might you do those studies?

- **Keep things interactive and interesting.** Get people talking and thinking. You may use mixed media (e.g., videos) to keep the class engaged.

- **Keep things scientific.** If someone offers an opinion, ask how they would test it empirically.

- **Try to tie things together.** How do the different readings fit together? Do the ideas or findings from one article have interesting implications for the research described in the other articles?

4. **Choose Your Own Adventure! Research Paper + Presentation (150 points)**

In direct support of objectives #5-7, you will be asked to write a publication-quality paper or proposal which includes being able to identify areas in which the current state of theory and research leaves important issues unresolved. Your paper can focus on a topic of your choice within the realm of social psychology and addictive behaviors. Please choose a topic that may be helpful to you for multiple purposes (e.g., potential publication; research area you want to pursue; etc.) Papers must be written in APA (7th edition) format and should be 10-12 pages (not including title, abstract, or references) in length.

To find ideas for your proposal, think of unanswered questions in the literature, conflicting findings, limiting conditions, competing predictions, or new areas of application. Lay the groundwork by reviewing the relevant research and present your idea. Make sure you always support your claims with relevant theory and research. In addition, try to clearly emphasize what your study will add to the literature and field of social psychology and addictive behaviors.

Please identify a topic no later than mid-October. We will devote a little bit of class time in mid October identifying topics, so you will want to know what you are planning to do before then. You are encouraged to talk with me at any point about your topic.

If you write a review paper, the objective should include integration of the literature and conclusions and take-home points about what we know, what we don't, and what we need to know. *If you write a proposal*, it should include an integrative review which suggests the need to do the proposed study and then pages outlining the methods of your proposed study, anticipated results, and discussion of how your findings add to the current research landscape.

Presentation of review or proposal: You will present your research proposal or review to your colleagues near the end of the semester. Your presentation should be a 10-15 minute presentation with PowerPoint, as if you were presenting it at a conference. The presentation should cover the content of your paper. You will receive up to 50 points for your presentation. The grade will reflect the organization of your presentation, time management, effective delivery, and engagement.

Review paper or proposal: Papers will be due to be uploaded to Canvas in December. You will receive up to 100 points for your paper. Grades will be based on the quality of the paper.

Papers will be due on Canvas December 4th at 5pm. Grades will be based on the quality of the paper. Late papers will receive one full letter grade reduction per day late.

See **Research Proposal Guidelines** at the end of this syllabus for more detail.

Grades and Grading Policy:

Your grade in this course comprises grades from article critiques, leading discussion, and your research proposal or review. The number of total points you can receive is 500. Your grade will be determined by the number of points you receive. Here is a link to University grades and grading policies: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Component	Points
Presence/Engagement	50
Written Critiques	100
Discussion Facilitator	200
Review or Proposal Presentation	50
Review Paper or Proposal	100
Total	500

Final grades will be based on the following percentages:

97%-100%	A+		74% - 76%	C
94% - 96%	A		70% - 73%	C-
90% - 93%	A-		67% - 69%	D+
87% - 89%	B+		64% - 66%	D
84% - 86%	B		60% - 63%	D-
80% - 83%	B-		< 60%	F
77% - 79%	C+			

Drop Policy:

If you are unable to complete a course or courses for which you have registered, it is **your responsibility** to withdraw formally from the course.

The last day to drop a course with no fee liability = August 28
The last day to drop a course or withdraw with a "W" and 25% refund = September 13
The last day to drop a course or withdraw with a "W" = November 22

Students with Disabilities:

If you require classroom accommodation because of a disability, please register with the Dean of Students Office (DSO) at https://disability.ufl.edu/get-started/ within the first week of class. The DSO will provide documentation that you can give to the instructor when requesting accommodation. UF is committed to providing reasonable accommodations to assist students in their coursework. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Well-Being

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Here are some of those resources:
- **The Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: http://www.counseling.ufl.edu. Online and in-person assistance is available.
- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.
- **University Police Department:** Visit the UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **Crisis intervention** is always available 24/7 from:
    - Alachua County Crisis Center: (352) 264-6789
    - http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone. Please do not be afraid to ask for assistance.

Academic Resources

- **E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- **Career Connections Center:** Reitz Union Suite 1300, 352-3921601. Career assistance and counseling services. [Website](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information. [Website](#).
- **Teaching Center:** 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. [Website](#).
- **Writing Studio:** Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers. [Website](#).
- **Academic Complaints:** Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- **Enrollment Management Complaints** (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Makeup Assignments

Students who must miss an assignment or deadline because of conflicting professional or personal commitments must make prior arrangements with the instructor. If an assignment is missed because of illness, please contact me to discuss.

Please note: Any requests for late submissions due to technical issues must be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You must e-mail me within 24 hours of the technical difficulty if you wish to submit an assignment late due to this.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Required Class Attendance

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Undergraduate and Graduate Catalog. Additional information can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Academic Integrity

UF students are bound by The Honor Pledge which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor.

https://sccr.dso.ufl.edu/process/student-conduct-code/

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under 1 GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or

transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Non-discrimination Policy

UF's Non-Discrimination Policy reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

COURSE SCHEDULE*

- *Dates are tentative and will be adjusted according to the semester calendar.*
- *Readings for a given week will be discussed in class that week, therefore students should plan to read them prior to coming to class. Due to the dynamic nature of research, course readings may be added/dropped throughout the course but no later than the class prior to reading is assigned. Please download readings from Canvas weekly to ensure you are accessing the most updated readings.*

Week	Discussion Topics
1 – 8/22	Organization + Overview
2 – 8/29	Alcohol and Other Drugs + Models of Addiction
3 – 9/5	Theories + Biopsychosocial Model of Addiction
4 – 9/12	Theory of Planned Behavior + Prototype Willingness Model
5 – 9/19	Emotion, Motives, and Expectancies
6 – 9/26	Ego-depletion + Self-regulation
7 – 10/3	Self-determination + Motivational Interviewing
8 – 10/10	Social Influence: Social Comparison and Social Norms
9 – 10/17	**No Class – Instructor at Conference**
10 – 10/24	Stigma and Health Disparities in Addiction
11 – 10/31	Prevention + Brief Interventions
12 – 11/7	Personality + Addictive Behaviors
13 – 11/14	**VIRTUAL CLASS; Social Networks and Close Relationships**
14 – 11/21	Student Research Presentations
15 – 11/28	**No Class** – Happy Thanksgiving

Meeting Schedule

Week 1   **First day of class**

Organizational meeting. Syllabus. General introduction. Overview of the course.

Week 2   **Alcohol and Other Drugs + Models of Addiction**

1. Sellman, D. (2009). The 10 most important things known about addiction. *Addiction, 105*(1), 6-13.
2. Grant, J. E., Potenza, M. N., Weinstein, A., & Gorelick, D. A. (2011). Introduction to behavioral addictions. *American Journal of Drug and Alcohol Abuse, 36*(5), 233-241.
3. Sudhinaraset, M., Wigglesworth, C., & Takeuchi, D. T. (2016). Social and cultural contexts of alcohol use: Influences in a social–ecological framework. *Alcohol Research: Current Reviews, 38,* 35-45.

Optional:

1. Substance Abuse and Mental Health Services Administration. (2021). Key substance use and mental health indicators in the United States: Results from the 2020 National Survey on Drug Use and Health (HHS Publication No. PEP21-07-01-003, NSDUH Series H-56). Rockville, MD: Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration. Retrieved from https://www.samhsa.gov/data/

2. Sussman, S., Lisha, N., & Griffiths, M. (2011). Prevalence of the addictions: A problem of the majority or the minority? *Evaluation & the Health Professions, 34*(1), 3-56. doi: 10.1177/0163278710380124

3. Nathan, P.E., Conrad, M., & Skinstad, A.H. (2016). History of the concept of addiction. *Annual Review of Clinical Psychology, 12*, 29 – 51.

4. Miller, W. R., & Moyers, T. B. (2015). The forest and the trees: Relational and specific factors in addiction treatment. *Addiction, 110*(3), 401-413.

Week 3   Theories and Biopsychosocial Model of Addiction

1. Webb, T. L., Sniehotta, F. F., & Michie, S. (2010). Using theories of behaviour change to inform interventions for addictive behaviours. *Addiction, 105*(11), 1879-1892.

2. Skews, M.C., & Gonzalez, V. M. (2013). The Biopsychosocial Model of Addiction. (pp. 61-69). In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders*, Volume 1. San Diego, CA: Academic Press.

3. Dailey, S. L., Howard, K., Roming, S. M., Ceballos, N., & Grimes, T. (2020). A biopsychosocial approach to understanding social media addiction. *Human Behavior and Emerging Technologies, 2*(2), 158-167. DOI: 10.1002/hbe2.182

Optional:

1. Caudill, B. D. & Marlatt, G. A. (1975). Modeling influences in social drinking: An experimental analogue. *Journal of Consulting and Clinical Psychology, 43,* 405-415.

Week 4   Theory of Planned Behavior + Prototype Willingness Model

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. doi:http://dx.doi.org/10.1016/0749-5978(91)90020-T

2. Gerrard, M., Gibbons, F. X., Houlihan, A. E., Stock, M. L., & Pomery, E. A. (2008). A dual-process approach to health risk decision making: The prototype willingness model. *Developmental Review, 28*(1), 29-61.

3. Cooke, R., Dahdah, M., Norman, P., & French, D. P. (2016). How well does the theory of planned behaviour predict alcohol consumption? A systematic review and meta-analysis. *Health Psychology Review, 10*(2), 148-167.

Optional:

1. Debate about retiring the TPB
   Sniehotta, F. F., Presseau, J., & Araújo-Soares, V. (2014). Time to retire the theory of

planned behaviour. *Health Psychology Review, 8*(1), 1-7.
doi:10.1080/17437199.2013.869710

Ajzen, I. (2015). The theory of planned behaviour is alive and well, and not ready to retire: a commentary on Sniehotta, Presseau, and Araújo-Soares. *Health psychology review, 9*(2), 131-137. doi:10.1080/17437199.2014.883474

2. Todd, J., Kothe, E., Mullan, B., & Monds, L. (2016). Reasoned versus reactive prediction of behaviour: a meta-analysis of the prototype willingness model. *Health Psychology Review, 10*(1), 1-24. doi:10.1080/17437199.2014.922895

3. Webb, TL & Sheeren, P. (2006) Does changing behavioral intentions engender behavior change? A meta-analysis of experimental evidence. *Psychological Bulletin, 132*(2), 249-268

Week 5   Emotion, Motives, and Expectancies

1. Kober, H., & Bolling, D. (2014). Emotion regulation in substance use disorders. *Handbook of emotion regulation, 2*, 428-46.
2. Kuntsche, E., Knibbe, R., Gmel, G., & Engels, R. (2005). Why do young people drink? A review of drinking motives. *Clinical Psychology Review, 25*, 841-861.
3. Weirs, RW, Rinck, M, Kordts, R, Houben, K, & Strack, F (2010). Retraining automatic action-tendencies to approach alcohol in hazardous drinkers. *Addiction, 105,* 279-287.

Optional:
1. Wiers, R. W., Van Woerden, N., Smulders, F. T. Y., & De Jong, P. J. (2002). Implicit and explicit alcohol-related cognitions in heavy and light drinkers. *Journal of Abnormal Psychology, 111,* 648-658
2. Skenderian, JJ, Seigel, JT, Crano, WD, Alvaro, EE, Lac, A. (2008) Expectancy Change and Adolescent Intentions to Use marijuana. *Psych of Addictive Behaviors, 22,* 563-69.
3. Steele, C. M., & Josephs, R. A. (1990). Alcohol Myopia. *American Psychologist, 45*, 921-933.

Week 6   Ego-depletion + Self-regulation

1. Muraven, M. & Shmueli, D. (2006). The self-control costs of fighting the temptation to drink. *Psychology of Addictive Behaviors, 20,* 154-160.
2. Hagger, M. S., Wood, C., Stiff, C., & Chatzisarantis, N. L. (2009). The strength model of self-regulation failure and health-related behaviour. *Health Psychology Review, 3*(2), 208-238.
3. Baumeister, R. F., & Vonasch, A. J. (2015). Uses of self-regulation to facilitate and restrain addictive behavior. *Addictive Behaviors, 44*, 3-8. doi:10.1016/j.addbeh.2014.09.011

Week 7   Self-determination + Motivational Interviewing

1. Hettema, J., Steele, J., & Miller, W. R. (2005). Motivational interviewing. *Annu. Rev. Clin. Psychol., 1*(1), 91-111.

2. DiClemente, C.C., Corno, C.M., Graydon, M.M., Wiprovnick, A.E., & Knoblach, D.J. (2017). Motivational interviewing, enhancement, and brief interventions over the last decade: A review of reviews of efficacy and effectiveness. *Psychology of Addictive Behaviors, 31*(8), 862 – 887.
3. Markland, D., Ryan, R. M., Tobin, V. J., & Rollnick, S. (2005). Motivational interviewing and self–determination theory. *Journal of Social and Clinical Psychology, 24*(6), 811-831.

Optional:
1. Miller, W. R. (1983). Motivational interviewing with problem drinkers. *Behavioral Psychotherapy, 11,* 147-172.
2. DiClemente, C.C., Schlundt, D., & Gemmell, L. (2004). Readiness and stages of change in addiction treatment. *American Journal on Addictions, 13*(2), 103-119.
3. Cahill, MA, Adinoff, B, Hosig, H, Muller, K, & Pulliam, C. (2003) Motivation for treatment preceding and following a substance abuse program. *Addictive Behaviors, 28,* 67-79.

Week 8   Social Influence: Social Comparison + Social Norms

1. Lewis, M. A., Litt, D. M., Cronce, J. M., Blayney, J. A., & Gilmore, A. K. (2014). Underestimating protection and overestimating risk: Examining descriptive normative perceptions and their association with drinking and sexual behaviors. *Journal of Sex Research, 51*(1), 86-96.
2. Saxton, J., Rodda, S. N., Booth, N., Merkouris, S. S., & Dowling, N. A. (2021). The efficacy of Personalized Normative Feedback interventions across addictions: A systematic review and meta-analysis. *PloS one, 16*(4), e0248262.
3. Perkins, H. W., Linkenbach, J. W., Lewis, M. A., & Neighbors, C. (2010). Effectiveness of social norms media marketing in reducing drinking and driving: A statewide campaign. *Addictive Behaviors, 35,* 866-874.

* Discuss project proposals

Week 9   No Class – Instructor at Conference

Week 10   Stigma + Health Disparities in Addiction

1. Yang, L., Wong, L. Y., Grivel, M. M., & Hasin, D. S. (2017). Stigma and substance use disorders: An international phenomenon. *Current Opinion in Psychiatry, 30*(5), 378.
2. Glass, J. E., Williams, E. C., & Oh, H. (2020). Racial/ethnic discrimination and alcohol use disorder severity among United States adults. *Drug and Alcohol Dependence, 216*, 108203.
3. Burlew, A.K., Peteet, B., McCuistian, C., & Miller-Roenigk, D. (2019). Best practices for researching diverse groups. *American Journal of Orthopsychiatry, 89*(3), 354 – 368.

Optional:
1. Lehavot, K., & Simoni, J.M. (2011). The impact of minority stress on mental health and substance use among sexual minority women. *Journal of Consulting and Clinical Psychology, 79*(2), 159 – 170.

2. Tuchman, E. (2010). Women and addiction: The importance of gender issues in substance abuse research. *Journal of Addictive Diseases, 29*, 127 – 138.
3. Green, K.E., & Feinstein, B.A. (2012). Substance use in lesbian, gay, and bisexual populations: An update on empirical research and implications for treatment. *Psychology of Addictive Behaviors, 26*(2), 265 – 278.
4. Unger, J.B., Schwartz, S.J., Huh, J., Soto, D.W., & Baezconde-Garbanati, L. (2014). Acculturation and perceived discrimination: Predictors of substance use trajectories from adolescence to emerging adulthood among Hispanic individuals. *Addictive Behaviors, 39,* 1293 – 1296.
5. Nam, E., Matejowski, J., & Lee, S. (2017). Racial/ethnic differences in contemporaneous use of mental health and substance use treatment among individuals experiencing both mental illness and substance use disorders. *Psychiatry Quarterly, 88*, 185 – 198.

Week 11   Prevention + Brief Interventions

1. West, S. L. & O'Neal, K. K. (2004). Project D.A.R.E. Outcome Effectiveness Revisited. *American Journal of Public Health, 94,* 1027-1029.
2. Rodriguez, L. M., Dell, J. B., Lee, K. D., & Onufrak, J. (2019). Effects of a brief cognitive reappraisal intervention on reductions in alcohol consumption and related problems. *Psychology of Addictive Behaviors, 33*(7), 637.
3. Stockwell, T. Toumbourou, JW, Letcher, P, Smart, K, Sanson, A, Bond, L (2004). Risk and protection factors for different intensities of adolescent substance use: When does the Prevention Paradox apply? *Drug and Alcohol Review, 23*, 67 – 77.

* Discuss project proposals

Optional:
1. Cronce, J.M. & Larimer, M.E. (2011). Individual-focused approaches to the prevention of college student drinking. *Alcohol Research & Health, 34,* 210-221.
2. Meshberg-Cohen, S., Svikis, D., & McMahon, T. J. (2014). Expressive writing as a therapeutic process for drug-dependent women. *Substance Abuse, 35*(1), 80-88.
3. Toumbourou, J. W., Stockwell, T., Neighbors, C., Marlatt, G. A., Sturge, J., & Rehm, J. (2007). Interventions to reduce harm associated with adolescent substance use: An international review. *Lancet, 369,* 1391-1401*.*

Week 12   Personality + Addictive Behaviors

1. Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "Big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin, 136*(5), 768 – 821.

2. Littlefield, A.K., & Sher, K. (2010). The multiple, distinct ways that personality contributes to alcohol use disorders. *Social and Personality Psychology Compass, 4*(9), 767 – 782.
3. de Wit, H. (2008). Impulsivity as a determinant and consequence of drug use: A review of underlying processes. *Addiction Biology, 14,* 22 – 31.

Optional:
1. Sher, K. J., Trull, T. J., Bartholow, B. D., & Vieth, A. (1999). Personality and alcoholism: Issues, methods, and etiological processes. In K. E. Leonard, & H. T. Blane (Eds.), *Psychological theories of drinking and alcoholism (2nd ed.)* (pp. 54-105). New York, NY US: Guilford Press.
2. Dick, et al. (2010). Understanding the construct of impulsivity and its relationship to alcohol use disorders. *Addiction Biology, 15,* 217 – 226.

Week 13   VIRTUAL CLASS – Social Networks + Close Relationships

1. Rodriguez, L. M., & Derrick, J. (2017). Breakthroughs in understanding addiction and close relationships. *Current Opinion in Psychology, 13*, 115-119.
2. Meisel, M. K., Clifton, A. D., MacKillop, J., & Goodie, A. S. (2015). A social network analysis approach to alcohol use and co-occurring addictive behavior in young adults. *Addictive Behaviors, 51*, 72-79. doi 10.1016/j.addbeh.2015.07.009
3. Cohen, S., & Lemay, E. P. (2007). Why would social networks be linked to affect and health practices? *Health Psychology, 26*(4), 410-417. doi:10.1037/0278-6133.26.4.410

Optional:
4. Cohen, S. (2004). Social relationships and health. *American Psychologist, 59,* 676-684.
5. O'Farrell, T. J., & Schein, A. Z. (2011). Behavioral couples therapy for alcoholism and drug abuse. *Journal of Family Psychotherapy, 22*(3), 193-215.
6. Liddle, H.A. (2010). Treating adolescent substance abuse using multidimensional family therapy. In J.R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescents* (pp. 416-432). New York: Guilford.
7. Orford, J., Copello, A., Velleman, R. and Templeton, L. (2010). Family members affected by a close relative's addiction: The stress-strain-coping-support model. *Drugs: Education, Prevention and Policy, 17*(s1), 36-43

Week 14   Student Research Paper/Project Presentations

Week 15   No Class – Happy Thanksgiving

SOP6409 Research Proposal Guidelines

The research review paper or proposal should be publication quality, 10-20 pages, and include: (1) detailed background/theoretical rationale section, drawing upon ideas and topics covered this semester; it should also include specific hypotheses logically following from your theoretical background section; (2) detailed method section (including who the participants would be, materials to be used, procedure); (3) brief description of the data analysis strategy and expected pattern of results; and (4) conclusion (what your results would suggest if they were consistent with your hypotheses vs. if they were inconsistent). The research proposal should be written in APA (7th edition) format. Your proposal will be graded on how deeply, thoughtfully, and convincingly you can position your own research ideas in the context of the readings and topics covered this semester, and your ability to link various ideas together to propose a compelling and coherent set of studies.

If you decide to do a review paper, it should still be publication quality and of the same length. The focus, however, will be on integrating a large literature on some topic within social psychology and addictive behaviors. The guidelines here apply to either type of paper submitted.

Overview

To get ideas for your paper, think of unanswered questions in the literature, conflicting findings, limiting conditions, competing hypotheses, or new areas of application. Lay the groundwork by reviewing the relevant research and present your idea. Make sure that you always back up your claims with relevant theory and research. In addition, try to clearly emphasize what will be gained by running your proposed study. If you write a literature review, try to clearly emphasize how the pieces fit together, potentially creating a larger model to be tested by later research.

Format

Sections should include: Title page, abstract, introduction, method, anticipated results and conclusion, and references. Papers must be written in APA (7th edition) format and should be 10-20 pages (not including title, abstract, or references) in length.

Title page: Title, name, running head

Abstract: In 150 words or less, summarize your proposal. Don't forget keywords!

Introduction: The heading for the introduction section should be the title of your paper. You may use subheadings within the introduction to help organize things, but you will still need to include narrative transitions. Start by introducing the topic in a compelling way. Using previous research, build a case for your proposed study. Describe what is already

known, what is lacking, and how your study will contribute to the literature. End with a lead-in to your study and your specific hypotheses.

Method (proposal only): Describe your study using future tense. Include detail on participants (e.g., number, sample), design, procedure, manipulations, and measures. Provide enough detail so I can evaluate the quality of your design and procedures. For measures, give the wording of questions and response scales. For established measures, describe conceptually what they assess, include sample items, give the number of items and response scales (number and labels), and describe any special instructions. Consider including lengthy or detailed materials in an Appendix. For manipulations, make it clear what each participant will be exposed to.

Anticipated results and conclusions (proposal only): It is not necessary to detail the statistical tests that will be performed, but it should be clear how you will test your hypotheses (i.e., which comparisons are critical). If your study works out perfectly, what will you see on your dependent measures? In what ways will your results extend our knowledge? What are the implications of your findings (for theory and/or in the real world)?

References: Include references for everything you cite in your paper. The number of references you have will depend on your topic. Anywhere from 1-5 pages of references may be appropriate. Do seek outside articles, do read what you cite. Use APA (7th edition) style throughout.

Presenting Your Ideas

You will present your paper idea to the rest of class. Think about the presentation as a real-life conference presentation, where you walk through the background, your idea and hypotheses, method, results, and discussion. Be prepared to answer questions about how you manipulated and measured your variables of interest, what you expected to find, and what the implications of these findings are (in other words, why is this study interesting or important?). Try to minimize potential alternative explanations for your findings with careful attention to design and choice of measures.

Due Date and Grading Guidelines

Papers are due (uploaded on Canvas) by 5PM on December 4th.

Proposals will be evaluated based on the following criteria:
1. You have designed a decent theory-based study that would make a contribution to the social or clinical psychological fields by introducing a social psychological framework or approach and application to addictive behaviors.
2. Your review of the relevant literature is accurate, thorough, concise, and focused.
3. It is clear how the different theoretical components fit together.
4. Your logic is clear throughout the paper.

5. Your methods allow a test of your research question.
6. Mapping between conceptual and operational variables is clear and appropriate.
7. Method is well thought out and careful attention was paid to internal and external validity.
8. All required elements are present (e.g., abstract, conclusions, adequate detail on theory and method).

Review papers will be evaluated based on the following criteria:
1. You have found an area of social psychology that has components which may be integrated into a review paper on addictive behaviors.
2. You define and clarify the problem or gap that the current paper addresses.
3. You summarize previous investigations in order to inform the reader of the state of the current research.
4. There is a theory underlying at least one of the components, ideally that can permeate throughout the entire paper.
5. You identify relations, contradictions, gaps, and inconsistencies in the literature.
6. Your review of the relevant literature is accurate, thorough, concise, and focused.
7. It is clear how the different theoretical components fit together.
8. Your logic is clear throughout the paper.
9. You suggest next steps in solving the problem.

Style Guidelines

- Write as if you are writing for a professional outlet, not as if you are writing a paper for a class. Do not explicitly refer to assignment guidelines or introduce personal commentary.
- Imagine your target audience as an educated person, familiar with psychology, but not with any of the specific theories or concepts you mention. When you introduce something new (i.e., a theory, concept, methodology, measure), explain it in general terms.
- Keep your paper focused. If you read an article, but it isn't relevant to your final idea, don't include it. Longer is not better. If several different lines of research are relevant, decide on a logical order and use transitions between ideas.
- If you find you don't have room to explain things in sufficient detail, your topic might be too broad. You may go beyond the page limit only if it makes your paper substantially better.
- Limit your use of jargon and acronyms. Overusing jargon when plain language can easily be substituted can hurt the clarity of your paper. Similarly, if you use too many acronyms, readers will forget what they stand for and understanding will likely be compromised.
- Limit use of direct quotes. These can interfere with the flow of the paper by introducing a different writing style or phrasing that is not consistent with the rest of the paragraph. I recommend using quotations only in the following cases:

- o You want to introduce the reader to your topic by opening with a famous or clever quote
- o The precise wording of a definition or argument is important because you are going to take issue with the specifics.
- Revisions are essential to good writing. Once you have a complete draft, go back and fine-tune your logic and ideas. Cut, add, and reorganize where necessary. Look for missing gaps in your logic and descriptions by adopting the perspective of an outside reader. Keep an eye out for repetition. Sometimes it helps to come back to your paper after a few days to get a fresh perspective. Even if you are describing something very complicated, there is always a way to make it clear. It is your responsibility as a writer to make things understandable to your audience.
- Once you are confident in *what* you are saying, make sure readers won't get confused by *how* you are saying it. Read through your paper and clean up your writing. Look for awkward sentence structure, incomplete sentences, agreement errors, etc. Keep paragraphs focused to a single idea; split up paragraphs that are long (>1 page). Make sure everything flows smoothly – if you notice a sudden jump, add a transition sentence.

Tips on Literature Searches

- Use PsycINFO to find relevant articles
- Finding the right terms – try synonyms and variations of terms; read relevant papers and see what language they use
- Once you have a relevant article, determine what the authors cite in the introduction section and find those papers (be sure to read them!)
- See who has cited an earlier work (click on "Times cited in this database")

Understanding Appropriate Sources for Citations:

The following are considered appropriate and valid sources for references:
- - Published journal articles, both in online and paper formats.
- - Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- - Academic books (i.e., books written by psychological researchers).

The following are *not* to be used as citations in your work:
- - Information found on the internet, unless it is the online version of a scientific journal (e.g., accessing an electronic version of a journal online is fine). This includes Wikipedia and/or any other web pages.
- - Any undergraduate-level textbook.

In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.