

**Research Methods in Clinical Psychology  
Psychology 822 (Section 1)  
Spring 2016**

Instructor: Andrea Hussong, Ph.D.  
Office: Center for Developmental Science  
Email: hussong@unc.edu  
Phone: 962-6233  
Class Meetings: Fridays 1:30-3:45 for five weeks  
Office Hours: By appointment  
Course Website: Available on Sakai through UNC Student Portal

**Course Description**

This graduate seminar will cover major theories in the development of addictions, with an emphasis on the research methods used to evaluate these interdisciplinary theories and the implications of findings for practice. Class meetings will take place over five sessions and include a mix of brief lecture, full class discussion, and in-class project work. Out of class assignments include readings and a brief course paper tailored to students' needs. Course objectives include: (1) increasing students' understanding of developmental models of substance use and disorder, (2) strengthening students' ability to evaluate empirical research evaluating these developmental models, and (3) broadening students' perspective on the implications of developmental research for prevention and intervention programming that targets early substance use and disorder.

**Grading**

Students receive points on each assignment based on a H (4 points), P (3), L (2), F (1) system. They then receive a weighted average of these points for their class performance as a whole based on the following allocation.

<u>Requirement</u>	<u>Evaluation</u>
Course participation and discussion board contributions	40%
Leading an article discussion	20%
Course Paper	40%

Students with a final weighted average of 3 or higher receive a 'H', 2 or higher receive a 'P', 1 or higher receive an 'L', and less than 1 receive an 'F'.

**Course Requirements**

Course requirements were developed based on a clear teaching philosophy and course objectives for student learning. Class time will be spent primarily in brief lecture, student led discussion and in-class projects. Because discussion is central, you will need to read and prepare for each class period in order to participate actively. The course requirements serve to enhance student learning by preparing them for active discussion in class and application of material beyond the class discussion.

**Reading Assignments:** The course readings include research articles and chapters available at the course website. Notes on readings should be brought to class. In preparing your notes, consider your general reactions as well as ideas for discussion that reading the articles generated for you. Also, because we meet just once a week, the reading assignments are sometimes lengthy - do not attempt to do all the assignments in one sitting!

**Discussion Board Postings:** Instead of reactions papers, we will use a discussion board format to prompt reflection and discussion for class. I ask that everyone post 2-3 questions they have based on the readings and their own reflections each week by noon the day before class meetings. Those who are leading article discussions the next day should check the discussion board before class to consider their classmates comments in leading the discussion. Everyone is encouraged to look at the postings before coming to class to prepare for discussion.

**Leading an article discussion:** The course is six weeks long and in weeks 2-5, I will ask a pair of students to co-lead a discussion of an assigned article. In co-leading the discussion, I'd like you to be sure to hit the highlights of the article (key hypotheses, methods, take-home points) to make sure we are all on the same page – you may do this as a brief presentation or a didactic discussion as you choose. Then I'd like you to lead the class in a discussion of the article that involves both a critique of the empirical study, the relation of the study to larger models of substance use that we cover in class, and consideration of potential implications. I suspect these discussion will last 20-30 minutes each class period.

**Course Paper:** I encourage students to select a focused course project that will advance a skill that they hope to develop this year. Appropriate projects to consider include: (a) submitting an article review of a key paper that examines a developmental model of substance use, (b) providing a case conceptualization based on a vignette that applies one of the developmental models of substance use and considers treatment implications, (c) a proposal and justification for an assessment battery that you would recommend for the UNC Psychology clinic or the Wellness Center that aligns with at least one developmental model of substance use and disorder, (d) a brief grant proposal (small award) that describes and justifies key hypotheses not yet tested in the literature but that would advance current research on developmental models of addiction, (e) a brief report journal article that includes a secondary analysis of existing data that could be submitted to a journal (note: we have data for those interested in this option), or (e) a public-facing educational piece (e.g., policy briefing, in-service reading for teachers or school guidance counselors, clinical handout for parents and families) that translates the empirical literature regarding developmental models for substance use and disorder into a document appropriate for public dissemination. In addition to these examples, there may be others that are more aligned with your own training goals. If so, please feel free to propose alternatives to me. This is not meant to be arduous but to focus your learning into a deliverable product. All papers are designed to be short and focused, between 3 and 6 pages in length plus references as appropriate.

**Class participation:** You will not get much out of this course unless you come to class prepared and use class time to engage with the material we're considering. I'm looking for thoughtful input that indicates you're trying to help yourself and others become better researchers and that you've worked on the assignments in connection with readings. Brilliance is not required. If you are shy about speaking up in groups, this is the time to start working on it. If I don't hear from you frequently, I'll call on you and ask questions about readings or the

topic of discussion at the moment. My hope is to create a supportive environment in the classroom, so that you begin to develop an intellectual community that includes not only your advisor's lab group but also classmates who have different research interests than you. Overall my role and that of your fellow students in our class meetings is to support you in the process of learning to think of yourself as a researcher and writer.

**Attendance:** If you must miss class, please inform me in advance whenever possible.

**Honor code**

The principals of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student contact at the University. Your enrollment in this course presupposes a commitment to the principals embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4041). Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. Note that all written assignments are to be completed independently. Be sure as well that you understand what plagiarism is and pay special attention to the way you cite the work of others.

**Class Schedule**

Date	Topic	Readings
Jan 15	Defining the Problem	<p>REQUIRED READING: Chassin et al. (in press)</p> <p>READ THIS FOR CLASS REVIEW: Bachman, J.G., O'Malley, P.M., Johnston, L.D., Schulenberg, J.E., &amp; Wallace, J.M. (2011). Racial/ethnic differences in the relationship between parental education and substance use among U.S. 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-grade students. Findings from the Monitoring the Future project. <i>Journal of Studies on Alcohol and Drugs</i>, 72, 179-185.</p> <p>PICK AT LEAST ONE RECOMMENDED:</p> <p>Keyes, K.M., Vo, T., Vall, M.M., Caetano, R., Suglia, S.F., Martins, S.S., Galea, S., &amp; Hasin, D. (2015). Racial/ethnic differences in use of alcohol, tobacco, and marijuana: Is there a cross-over from adolescence to adulthood? <i>Social Science and Medicine</i>, 124, 132-141.</p> <p>Sung, M., Erkanli, A., Angold, A., &amp; Costello, E.J. (2004). Effects of age at first substance use and psychiatric comorbidity on the development of substance use disorders.</p> <p>Hussong, A.M., Bauer, D.J., &amp; Chassin, L.A. (2008). Telescoped trajectories from alcohol initiation to disorder in children of alcoholic parents. <i>Journal of Abnormal Psychology</i>, 117, 63-78.</p> <p>King, K.M. &amp; Chassin, L.A. (2007). A prospective study of the effects of age of initiation of alcohol and drug use on young adult substance dependence. <i>Journal of Studies on Alcohol and Drugs</i>, 68, 256-265.</p>

		Jackson, K.M., Barnett, N.P., Coby, S.M., & Rogers, M.L. (2015). The prospective association between sipping alcohol by the sixth grade and later substance use. <i>Journal of Studies on Alcohol and Drugs, 76</i> , 212-221.
Jan 22	The Externalizing Pathway	<p>REQUIRED READING: Chassin et al. (in press) Pp 844-852</p> <p>READ FOR CLASS REVIEW: O'Connor, R.M. &amp; Colder, C.R. (2015). The prospective joint effects of self-regulation and impulsive processes on early adolescence alcohol use. <i>Journal of Studies on Alcohol and Drugs, 76</i>, 884-894.</p> <p>PICK AT LEAST ONE RECOMMENDED:</p> <p>Meyers, J.L. &amp; Dick, D.M. (2010). Genetic and environmental risk factors for adolescent-onset substance use disorders. <i>Child and Adolescent Psychiatric Clinics of North America, 19</i>, 465-477.</p> <p>Salvatore, J.E. et al. (2015). Polygenic risk for externalizing disorders: Gene-by-Development and Gene-by-Environment effects in adolescents and young adults. <i>Clinical Psychological Science, 3</i>, 189-201.</p>
Jan 29	The Internalizing Pathway	<p>REQUIRED READING: Chassin et al. (in press) Pp 852-863</p> <p>READ FOR CLASS REVIEW: Crooke, A.H.D., Reid, S.C., Kauer, S.D., McKenzie, D.P., Hearps, S.J.C., Khor, A.S., &amp; Forbes, A.B. (2013). Temporal mood changes associated with different levels of adolescent drinking: Using mobile phones and experience sampling methods to explore motivations for adolescent alcohol use. <i>Drug and Alcohol Review, 32</i>, 262-268.</p> <p>PICK AT LEAST ONE RECOMMENDED:</p>
Feb 5	The Substance Effects Use Model	<p>REQUIRED READING: Chassin et al. (in press) Pp 863-872</p> <p>READ FOR CLASS REVIEW: Nguyen-Louie, T.T., Castro, N., Matt, G.E., Squeglia, L.M., Brumback, T., &amp; Tapert, S.F. (2015). Effects of emerging alcohol and marijuana use behaviors on adolescents' neuropsychological functioning over four years. <i>Journal of Studies on Alcohol and Drugs, 76</i>, 738-748.</p> <p>Schuckit, M.A., et al. (2011). Testing a level of response to alcohol-based model of heavy drinking and alcohol problems in 1,905 17-year-olds. <i>Alcohol: Clinical and Experimental Research, 35</i>, 1897-1904.</p> <p>PICK AT LEAST ONE RECOMMENDED:</p> <p>Ozbum, A.R., Janowsky, A.J., &amp; Crabbe, J.C. (2015). Commonalities and distinctions among mechanisms of addiction to alcohol and other drugs. <i>Alcoholism: Clinical and Experimental Research, 39</i>, 1863-1877. [review]</p>
Feb 19	Intervention Implications	<p>REQUIRED READING: Chassin et al. (in press) pp 872-879</p> <p>READ FOR CLASS REVIEW:</p> <p>Winters, K.C., Stinchfield, R.D., Latimer, W.M., &amp; Stone, A. (2008). Internalizing and externalizing behaviors and their association with the treatment of adolescents with substance use disorder. <i>Journal of Substance Abuse Treatment, 35</i>, 269-278.</p> <p>PICK AT LEAST ONE RECOMMENDED:</p> <p>Levitt, A. &amp; Cooper, M.L. (2015). Should parents allow their adolescent</p>

		<p>children to drink at home? Family factors as predictors of alcohol involvement trajectories over 15 years. <i>Journal of Studies on Alcohol and Drugs</i>, 76, 661-670.</p> <p>Abar, C.C., Hernandez, L., Rodriguez, A.M., &amp; Spirito, A. (2015). Trajectories of adolescent alcohol use in the year following a brief alcohol intervention. <i>Journal of Studies on Alcohol and Drugs</i>, 76, 710-720.</p>
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\*\* Two classes were cancelled (for UNC closure due to weather 1/22 I believe and then for a death in my family 2/5); to accommodate class material was pushed back a session and an extended additional class session was held on 2/26 from 1:30-5:00.