

## Behavior & Alcohol Research Lab

### Main Research/Clinical Areas

- Motivational Interviewing (training, applications, evaluation), protective behavioral strategies, screening and brief intervention/prevention for college students' alcohol use

### Selected Publications With Students

- Self-esteem and protective behavioral strategies: Do feelings of self-worth influence negative outcomes associated with alcohol consumption? *Journal of Drug Education*.
- Drinking motives, negative consequences, and protective behavioral strategies, in lesbian, gay, bisexual, and transgender (LGBT) college students. *Journal of LGBT Issues in Counseling*.
- Contingent self-esteem, protective behavioral strategies, and alcohol related negative consequences. *Journal of Clinical and Social Psychology*.
- Alcohol expectancies, protective behavioral strategies, and alcohol-related outcomes: A moderated mediation study. *Drugs: Education, Prevention & Policy*.
- Social anxiety and drinking behaviors among college students: The mediating effects of drinking motives. *Psychology of Addictive Behaviors*.
- Social anxiety and negative alcohol-related consequences among college drinkers: Do protective behavioral strategies mediate the association? *Psychology of Addictive Behaviors*.
- Alcohol consumption and unwanted sexual experiences in female college drinkers: Do protective behavioral strategies moderate this relationship? *Journal of Drug Education*.
- Drinking motives and alcohol outcomes among African American college students. The mediating role of protective behavioral strategies? *Journal of Ethnicity & Substance Abuse*.
- Protective Strategies, Alcohol Consumption, and Negative Consequences among Lesbian, Gay, Bisexual College Students. *Journal of Gay & Lesbian Mental Health*.
- Social anxiety symptoms and alcohol use behaviors among college drinkers: The mediating effect of resistance to peer influence. *Addiction Research and Theory*.

### Current Student Projects

- Predictors of alcohol consumption, use of protective behavioral strategies and alcohol-related sexual consequences: A gendered social learning perspective. *Dissertation defended*.
- Sex-related alcohol expectancies, alcohol consumption and risky sexual behaviors among African American college women. *Thesis defended*.
- Predictive effects of parenting styles, self-regulation, and resistance to peer influence on alcohol-related outcomes in college freshmen: A social learning perspective. *Dissertation proposed*.
- An examination of the associations between social anxiety dimensions and alcohol-related outcomes: The mediating and moderating role of drinking context. *Dissertation proposed*.
- Protective behavioral strategies and alcohol-related negative consequences: Does marijuana use moderate this association. *Dissertation in preparation*.
- Positive alcohol expectancies and alcohol use behaviors: Evaluating the moderating role of specific protective behavioral strategies. *Thesis in preparation*.

Other opportunities:

- Provide services in the Brief Alcohol Screening and Intervention for College Students program.
- Provide MI intervention, training and supervision services as part of Dr. Madson's research and MI consultation projects.
- Assist in organizing and conducting College Alcohol Awareness Week/ a campus-wide prevention effort
- Collaborate with Dr. Madson on MI research and writing opportunities.
- Mentor undergraduate psychology students.
- Learn how to run a research team and prepare for a research/academic career.

Mentoring approach:

My approach to mentoring is best described as active, involved and collaborative. This means that I strive to facilitate the development of team members that work together to achieve shared as well as individual goals. To accomplish this, the team has regular interaction through team meetings, individual meetings with me and other students as needed. Members who succeed in the BAR Lab are highly motivated and driven to succeed, balance hard work and fun, and are genuinely supportive of each other. As a mentor I provide regular feedback that is direct and with the intent of challenging students while remaining supportive of their development. As students progress in the program they accept more autonomy and adopt leadership roles. Thus, early in the program I may adopt a more directive role than later in the program. Student success and achievement of their academic goals is very important to me and a focus of my mentoring.

For more information contact:

Margo Villarosa: [Margo.villarosa@eagles.usm.edu](mailto:Margo.villarosa@eagles.usm.edu), Danielle Cottonham:  
[Danielle.cottonham@eagles.usm.edu](mailto:Danielle.cottonham@eagles.usm.edu)