Mediational role of motives in the relationship between urgency and alcohol

Ayca Coskunpinar
*Indiana University - Purdue University Indianapolis*

Melissa A. Cyders
*Indiana University - Purdue University Indianapolis*

Follow this and additional works at: [http://digitalcommons.wustl.edu/guzeposter2010](http://digitalcommons.wustl.edu/guzeposter2010)

Part of the [Medicine and Health Sciences Commons](http://digitalcommons.wustl.edu/guzeposter2010)

**Recommended Citation**


[http://digitalcommons.wustl.edu/guzeposter2010/10](http://digitalcommons.wustl.edu/guzeposter2010/10)

This Poster is brought to you for free and open access by the 2010: Disentangling the Genetics of Alcoholism: Understanding Pathophysiology and Improving Treatment at Digital Commons@Becker. It has been accepted for inclusion in Posters by an authorized administrator of Digital Commons@Becker. For more information, please contact engeszer@wustl.edu.
Mediation of Risky Behaviors in the Relationship Between Urgency and Alcohol Consumption

Ayea Coskunpinar
Indiana University – Purdue University Indianapolis

Melissa A. Cyders
Indiana University – Purdue University Indianapolis

ABSTRACT

Previous research has shown that negative urgency (the tendency to engage in risky behavior in response to extreme negative affect) and positive urgency (the tendency to engage in risky behavior in response to extreme positive affect) correlate with problematic alcohol consumption (Cyders et al., 2008). Research has also shown that coping motives (alcohol use to avoid or escape negative affect) and enhancement motives (alcohol use to pursue or enhance positive affect) also correlate with problematic alcohol use (Cooper et al., 2000). We know, through previous research, that the concept of personality has an effect on acquisition of different learning experiences, which is also known as acquired preparedness (Smith & Anderson, 2001). However, there has not been a lot of research done that looks at the mediational effects of learning on the relationship between urgency and alcohol problems. Thus, the goal of this paper is to examine whether negative and positive urgency predict drinking quantity through an increase in the coping and enhancement motives respectively. 418 first year students at a public mid-western university participated in the study (75% female, 25% male), they were all sampled three times during the first year of college (beginning of fall semester, end of fall semester, and end of spring semester). Their age ranged from 18 to 32 (mean = 18.2, SD = 0.76), and the majority of the sample was Caucasian. Results showed that negative urgency at time 1 was a significant predictor of drinking quantity at time 3 (β = .239, p < .001), and this relationship was reduced to non-significance with the addition of time 2 coping motives (β = .035, p = .452), and time 2 coping motives became a significant predictor of drinking quantity (β = .498, p < .001). Positive urgency at time 1 was a significant predictor of drinking quantity at time 3 (β = .258, p < .001). The significance of this relationship was significantly reduced with the addition of time 2 enhancement motives (β = .132, p = .001), and time 2 enhancement motives became a significant predictor of drinking quantity (β = .592, p < .001). This study suggests that the initial presence of the urgency traits leads to learning mood-congruent alcohol motives, which then lead to increased alcohol consumption motives during the first year of college (fully for negative urgency and partially for positive urgency).

INTRODUCTION

• Fundamental Hypothesis 1: The association between positive urgency and drinking quantity is mediated by enhancement motives to use alcohol
• Fundamental Hypothesis 2: The association between negative urgency and drinking quantity is mediated by coping motives to use alcohol

The Acquired Preparedness Model:

The Acquired Preparedness Model:  

<table>
<thead>
<tr>
<th>Personality Traits</th>
<th>Drinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Urgency</td>
<td>Learning</td>
</tr>
<tr>
<td>Positive Urgency</td>
<td></td>
</tr>
</tbody>
</table>

METHODS

• N = 418 (75% female, mean age = 18.2, 95.7% European-American)
• They completed a series of self-report questionnaires that included the following measures: Demographics, DSQ (Drinking Styles Questionnaire) (Smith, McCarthy, & Goldman, 1995), UPPS-P (Impulsive behavior scale) (Lynam et al., 2009), DMQ-R (Drinking Motives Questionnaire-Revised) (Cooper et al., 2000).
• We conducted a series of hierarchical multiple regression analyses (according to Cohen et al., 2003) to test study hypotheses.
• We conducted a mediational test with multiple regression in line with was suggested by MacKinnon et al. (2002).

RESULTS

Table 1: Predicting drinking quantity with negative urgency and coping motives

<table>
<thead>
<tr>
<th>Model Variable</th>
<th>β</th>
<th>SE (β)</th>
<th>βt</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urgency</td>
<td>.422</td>
<td>.084</td>
<td>.239</td>
<td>.050</td>
</tr>
<tr>
<td>Coping</td>
<td>.061</td>
<td>.081</td>
<td>.035</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>.588</td>
<td>.055</td>
<td>.498</td>
<td>.281</td>
</tr>
</tbody>
</table>

Table 2: Predicting drinking quantity with positive urgency and enhancement motives

<table>
<thead>
<tr>
<th>Model Variable</th>
<th>β</th>
<th>SE (β)</th>
<th>βt</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urgency</td>
<td>.449</td>
<td>.082</td>
<td>.258</td>
<td>.06</td>
</tr>
<tr>
<td>Enhancement</td>
<td>.229</td>
<td>.068</td>
<td>.132</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>.497</td>
<td>.033</td>
<td>.592</td>
<td>.474</td>
</tr>
</tbody>
</table>

DISCUSSION

• Negative urgency, coping motives and alcohol consumption
• When coping motives were added to the analysis, coping motives fully mediated the relationship between negative urgency and drinking quantity
• Positive urgency, enhancement motives and alcohol consumption
• When enhancement motives were added to the analysis, enhancement motives partially mediated the relationship between positive urgency and drinking quantity
• Positive and negative urgency both lead to engagement in alcohol consumption, but they do so (partially or fully) through their effects on the social learning process.

• These findings lead to more precise understanding of the development of risky alcohol use behaviors during the first year of college, a time period in which students are at a significant risk of increased risk-taking behaviors of clinical interest (Hingson, Heeren, Winter, & Wechsler, 2005; Wechsler, Moye-king, Davenport, Castillo, & Hansen, 1995) in part due to their leaving home (Budde & Testa, 2005).
• These findings could inform identification of those at risk and the design of intervention and prevention programs in this population.

• Portions of this research and presentation were supported by NIH award AA013717 to Ayea Coskunpinar, and NIAAA award F31 AA016265 to Melissa Cyders.