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Objective: Alcohol affects functions of prefrontal and temporal cortices, and alcohol use disorder and binge drinking share structural/functional abnormalities and cognitive deficits. This study investigated the neuropsychological profile of college students with binge drinking.

Participants and Methods: Participants: Based on the scores of Alcohol Use Disorder Identification Test (AUDIT) and Alcohol Use Questionnaire (AUDQ), binge-drinking (n=32, male: 8, female: 24) and control (n=32, male: 8, female: 24) groups were determined.

Neuropsychological tests: The Rey-Osterrieth Complex Test (RCFT), California Verbal Learning Test (CVLT), Wisconsin Card Sorting Test and Stroop Test were administered to evaluate nonverbal memory, verbal memory, executive function and attention, respectively.

Statistical analysis: Scores of the AUDIT and AUDQ were analyzed by one-way ANOVA, and the performances on the neuropsychological tests were analyzed by multivariate ANOVA.

Results: The binge-drinking and control groups differed on AUDIT (F(1,63) = 538.29, p < .001) and AUDQ (F(1,63) = 97.34, p < .001), with binge-drinking group obtaining significantly higher scores compared to the control group. The two groups differed on the copy (F(1,62) = 6.05, p < .05), immediate recall (F(1,62) = 11.68, p < .01) and delayed recall (F(1,62) = 11.87, p < .01) of the RCFT, and the long-term free recall of the CVLT (F(1,62) = 13.37, p < .01). The binge-drinking group exhibited significantly lower scores than did control group.

Conclusions: College students with binge drinking showed difficulties with verbal and nonverbal memory, and the present results indicate that excessive drinking could affect memory even when drinking history is relatively short.

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Objective: One consequence of alcohol-related cognitive dysfunction is impaired illness insight, which may hamper treatment outcome. That is, patients typically underestimate the amount of alcohol they have used, underestimate the length of their alcohol addiction, and misjudge the severe and adverse consequences of alcohol addiction on daily life and health functioning. In this study, we validated the Q8, a short questionnaire for the assessment of illness insight, in patients with Korsakoff's syndrome (KS) and alcoholic controls.

Participants and Methods: Ninety-seven patients alcohol use disorder (AUD) patients completed the Q8 as part of their regular assessment procedure. Forty-two were diagnosed as KS patients (29 men; mean age=57.4; range 42-77), fifty-five as alcoholic controls (38 men; mean age=54.7; range 30-76). The Q8 was validated by comparing it to the Dysexecutive Questionnaire (DEX) and relating it to tests for processing speed, memory and executive function.

Results: Internal consistency of the Q8 was acceptable (Cronbach's alpha=0.73) and significant correlations between Q8 and the DEX questionnaire and the neuropsychological measures were found (r-values=.26, p < .05), indicating that a higher degree of illness insight is associated with more self-reported cognitive complaints and better cognitive functioning.

Conclusions: The Q8 is a short, valid and easy to administer questionnaire for assessing illness insight in patients with moderate and severe alcohol-related cognitive dysfunction.

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Switching to a non-Efavirenz containing regime improves cognition in HIV-infected patients


Objective: HAND is a frequent comorbidity in HIV-infected patients. The aim of this study is to assess the effect of switching Atirpla (a regimen containing Efavirenz which is known for its adverse neurological of psychiatric events), to Eviplera (same as Atirpla, without Efavirenz) on cognition, hypothesizing patients' cognition will improve on Eviplera.

Participants and Methods: Participants N=48[32:16] were virologically suppressed male HIV-infected patients aged 25-50 on Atirpla, without neurocognitive complaints. They were randomized (2:1) to receive Eviplera (intervention group) or continue on Atirpla (control group) both for 12 weeks. At baseline and week 12, patients underwent neuropsychological testing, assessing the following domains; conceptual organization, executive functioning, speed of information processing, learning, memory, attention and working