Syllabus

Course Overview

This course provides an overview of the theories, research, and best practices of the scientific study of addiction. In this course, you will explore general perspectives as well as specific theories of addiction, the relative strengths and weaknesses of these models, and review how sociocultural factors influence both addictive behavior and professional development in the field of addictions.

Each learner enters this course with pre-existing ideas and beliefs about addictive behavior. These beliefs may be influenced by personal or family experiences, as well as media portrayals of addiction. The overarching goal of this course is that by reviewing various models of addiction and their relative support from scholarly research, each learner will develop a broad view of the complexity of addictive behavior and better understand what evidence exists for its different theories and models. Armed with this new knowledge and understanding, each learner can then move forward with further education that serves to broaden and build understanding of the complexities of this field.

You will study biological models of addiction that include the so-called disease or medical models, psychological models of addiction based on cognitive and behavioral principles, social models of addiction that include family therapy approaches as well as public health and prevention efforts, and finally the somewhat controversial theory of behavioral addictions that may include gambling and Internet gaming disorder. Throughout the study of these theories, your professional development will be broadened and built upon an understanding of both theory and research that is reflected in clinical practice.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Apply relevant theories to current issues in the field of addictions.

2   Describe how sociocultural factors influence addictive behavior and professional development.

3   Apply research findings from scholarly literature to current issues in the field of addictions.

4   Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of addictions.

Course Prerequisites

There are no prerequisites for this course.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- ABC News (Producer). (2000). *Drinking: Are you in control?* [Video]. Films on Demand.
- ClickView Pty Limited (Producer). (2010). *Griffiths: Cognitive bias and gambling: Core studies in psychology* [Video]. Films on Demand.
- Moyers, B. (Producer). (1998). *The politics of addiction* [Video]. Films on Demand.
- Moyers, B. (Producer). (1998). *Treatment increases odds of recovery* [Video]. Films on Demand.
- Roy, A. K., III., & Miller, M. M. (2012). The medicalization of addiction treatment professionals. *Journal of Psychoactive Drugs, 44*(2), 107–118.
- Satel, S., & Lilienfeld, S. O. (2014). Addiction and the brain-disease fallacy. *Frontiers in Psychiatry, 4*(141), 1–11.
- Thombs, D. L., & Osborn, C. J. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: The Guilford Press.
- TVF International (Producer). (2012). *Breaking the taboo: Have we lost the war on drugs?* [Video]. Films on Demand.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Foundation for Critical Thinking. (2007). *Online model for learning the elements and standards of critical thinking.* Retrieved from http://www.criticalthinking.org/ctmodel/logic-model1.htm
- Foundation for Critical Thinking. (2013). *Our conception of critical thinking...* Retrieved from http://www.criticalthinking.org/pages/critical-%20thinking-where-to-begin/796
- Foundation for Critical Thinking. (2013). *The critical thinking community.* Retrieved from http://www.criticalthinking.org/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use <u>Journal and Book Locator</u>. Refer to the <u>Journal and Book Locator library guide</u> to learn how to use this tool. If the full text is not available, you may be able to request a copy through the <u>Interlibrary Loan</u> service.

- Ashley, L. L., & Boehlke, K. K. (2012). <u>Pathological gambling: An overview.</u> *Journal of Psychoactive Drugs, 44*(1), 27–37.
- Caan, W. (2012). <u>Defining addiction, with more humanity?</u> *Contemporary Social Science,7*(2), 159–165.
- Gambrill, E. (2010). <u>Evidence-informed practice: Antidote to propaganda in the helping professions?</u> *Research on Social Work Practice, 20*(3), 302–320.
- Heather, N., & Dawe, S. (2005). <u>Level of impaired control predicts outcome of moderation-oriented treatment for alcohol problems.</u> *Addiction, 100*(7), 945–952.
- Jones, C. M., Scholes, L., Johnson, D., Katsikitis, M., & Carras, M. C. (2014). <u>Gaming well: Links between videogames and flourishing mental health.</u> *Frontiers in Psychology, 5*(260), 1–8.
- Karim, R., & Chaudhri, P. (2012). <u>Behavioral addictions: An overview.</u> *Journal of Psychoactive Drugs, 44*(1), 5–17.
- King, D. L., & Delfabbro, P. H. (2014). <u>The cognitive psychology of Internet gaming disorder.</u> *Clinical Psychology Review, 34*(4), 298–308.
- Koob, G. F., & Volkow, N. D. (2010). <u>Neurocircuitry of addiction.</u> *Neuropsychopharmacology,35*(1), 217–238.
- Leyton, M. (2013). <u>Are addictions diseases or choices?</u> *Journal of Psychiatry and Neuroscience, 38*(4), 219–221.
- Marlatt, G. A., & Donovan, D. M. (2005). *Relapse prevention: Maintenance strategies in the treatment of addictive behaviors* (2nd ed.). New York, NY: The Guilford Press.
- Peele, S., & DeGrandpre, R. J. (1998). <u>Cocaine and the concept of addiction: Environmental factors in drug compulsions.</u> *Addiction Research, 6*(3), 235–263.
- Polosa, R., Rodu, B., Caponnetto, P., Maglia, M., & Raciti, C. (2013). <u>A fresh look at tobacco harm reduction: The case for the electronic cigarette.</u> *Harm Reduction Journal, 10*(19), 1–11.
- Price, R. K., Risk, N. K., & Spitznagel, E. L. (2001). <u>Remission from drug abuse over a 25-year period: Patterns of remission and treatment use.</u> *American Journal of Public Health,91*(7), 1107–1113.
- Rowe, C. L. (2012). <u>Family therapy for drug abuse: Review and updates 2003–2010.</u> *Journal of Marital and Family Therapy, 38*(1), 59–81.
- Russell, C., Davies, J. B., & Hunter, S. C. (2011). <u>Predictors of addiction treatment providers' beliefs in the disease and choice models of addiction.</u> *Journal of Substance Abuse Treatment, 40*(2), 150–164.
- Tiffany, S. T., & Conklin, C. A. (2000). <u>A cognitive processing model of alcohol craving and compulsive alcohol use.</u> *Addiction, 95*, S145–S153.
- Valliant, G. E. (2005). <u>Alcoholics Anonymous: Cult or cure?</u> *Australian and New Zealand Journal of Psychiatry, 39*(6), 431–436.
- Young, K. (2009). <u>Understanding online gaming addiction and treatment issues for adolescents.</u> *The American Journal of Family Therapy, 37*(5), 355–372.
- Young, R. M., Connor, J. P., & Feeney, G. F. X. (2011). <u>Alcohol expectancy changes over a 12-week cognitive-behavioral therapy program are predictive of treatment success.</u> *Journal of Substance Abuse Treatment, 40*(1), 18–25.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- National Institute on Alcohol Abuse and Alcoholism. (2009). <u>Alcoholism isn't what it used to be.</u> *NIAAA Spectrum, 1*(1), 1–3. Retrieved from http://www.spectrum.niaaa.nih.gov/archives/v1i1Sept2009/media/pdf/NIAAA_Spectrum_Sept_09_tagged.pdf

Unit 1 ≫ Addictive Behavior Overview

Introduction

Addictive behavior has a long-recorded history. "For at least the last 200 years in U.S. history, substance misuse (primarily alcohol) has been viewed as an immoral or sinful activity and addiction as a somewhat mysterious, or at least nonspecific, condition frequently referred to as a disease. These views remain prominent today in the legal and corrections system, as well as in the treatment community" (Thombs & Osborn, 2019, p. 1). Every year in the United States, billions of dollars are spent on the "War on Drugs" and millions of nonviolent drug offenders are incarcerated while addiction thrives.

"Addiction treatment in the United States today is at a crossroads. Increasingly, the Twelve-step-total abstinence model and, more broadly, the disease concept are being subjected to public and professional scrutiny" (van Wormer & Davis, 2013, p. xi). Because many people still avoid or refuse treatment and drop out of treatment or relapse, it is apparent that the prominent models of addiction prevention and treatment need to be reconsidered.

In this unit, we will explore the basic conceptualizations of addictive behavior, review some of the basic perspectives on addiction, and explore some of the social and cultural foundations that should be considered whenever we are discussing addiction prevention and treatment. This foundational knowledge will enable you to gain a better understanding of the basic theories or models of addiction as well as their relative strengths and limitations.

References

Thombs, D. L., & Osborn, C. J. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: The Guilford Press.

van Wormer, K., & Davis, D. R. (2013). *Addiction treatment: A strengths perspective (*3rd ed.). Belmont, CA: Brooks/Cole.

Learning Activities

u01s1 - Studies

Checklist

In each unit of this course, you are provided with a checklist to help you organize your studies and successfully complete the unit activities. Each activity is structured to build upon previous work, so you will need to complete the activities in sequence. You can follow the steps in the checklist to complete the activities in order, and to track your progress. You can also use this checklist as a communication tool if you have questions about completing your activities. Read the unit checklist at the start of each week and use it however it will be most helpful for you.

- Unit 1 Checklist.

Readings

Read the following chapters from your <u>Introduction to Addictive Behaviors</u> text:

- Chapter 1, "Conceptualization of Addictive Behavior and the Need for Informed Practice," pages 1–32.
  Today, some people may consider addictive behaviors, especially alcohol and substance abuse, as immoral or destructive. In fact, many consider addictive behaviors as a "disease." This chapter focuses on what addictive behaviors are and various theories that may be used to evaluate them. You may find the "Review Questions" at the end of the chapter to be useful in preparing for the activities in this course.
- Chapter 9, "Social and Cultural Foundations," pages 243–277.
  As you read through this chapter, think about how culture and social situations can influence addictions. In addition, identify various drug subcultures and think about how they affect values and conduct in society, especially among young people. You may find the "Review Questions" at the end of the unit useful as you continue to learn more about addictive behaviors.

Multimedia

Capella Media

- Click <u>Addiction Perspectives</u> to launch the interactive.
  - As you read in your text, there are three primary perspectives of addiction: moral, disease, and maladaptive behavior. Take time to review this interactive piece, and then compare and contrast the different perspectives.
- Click <u>Addictions Timeline</u> to launch the interactive timeline.
  - This timeline is designed to give you a perspective on the evolution of the concept of "addictions." As you learned in your readings, the concept of addictions has only been around for the last two centuries, and over the years it has expanded to new types of addictions as well as new models of treating and preventing addictions.

Films on Demand Video

- Click <u>Treatment Increases Odds of Recovery: Many Roads to Addiction Recovery</u> to view the video.
  - In this video, Bill Moyers talks about addictions and the uphill battle people face to recover from them.

Optional Resources

You may want to read the following articles, found either in the Capella library or on the Internet. These articles can help you with the activities in this unit, as well as help you prepare for the assignment in the next unit.

- Caan's 2012 article, "<u>Defining Addiction, With More Humanity?</u>," from *Contemporary Social Science*, volume 7, issue 2, pages 159–165.
  This article challenges the popular trend in North America to reduce addiction to a neuroscientific level without giving consideration to sociocultural factors.
- Price, Risk, and Spitznagel's 2001 article, "<u>Remission From Drug Abuse Over a 25-Year Period: Patterns of Remission and Treatment Use</u>," from the *American Journal of Public Health*, volume 91, issue 7, pages 1107–1113.
  The major finding from this research was that young drug abusers gradually achieved remission without treatment, even if they had been using heroin. "Spontaneous remission was the rule rather than the exception" (p. 1107).
- Russell, Davies, and Hunter's 2011 article, "<u>Predictors of Addiction Treatment Providers' Beliefs in the Disease and Choice Models of Addiction</u>," from the *Journal of Substance Abuse Treatment,* volume 40, issue 2, pages 150–164.
  This article demonstrates that U.S. treatment providers are more inclined to consider addiction a disease whereas U.K. providers are more likely to see addiction as a choice, based on their answers to the Addiction Belief Scale. This has implications for training addiction professionals in the United States.

- The National Institute on Alcohol Abuse and Alcoholism's 2009 article, "Alcoholism Isn't What It Used To Be," from *NIAAA Spectrum*, volume 1, issue 1, pages 1–4.
  This article is an acknowledgement from the NIAAA that "about 75% of persons who recover from alcohol dependence do so without seeking any kind of help, including specialty alcohol (rehab) programs and Alcoholics Anonymous" (p. 2).

u01s2 - APA and Writing Resources

In this course, as well in all of the psychology courses, you are expected to write your assignments in APA style, as applicable. This study provides resources that will help you improve your writing and use of APA style. Capella follows the current APA style and formatting manual. Many of these resources can also be found in the assignments within this course.

- APA Resources:
    ◦ Click APA Tutorial to launch the tutorial.
    ◦ Click APA Anatomy of a Reference to launch the presentation.
    ◦ Click Mapping the APA Manual to launch the presentation.
    ◦ APA Guide.
    ◦ APA Paper Template.
- Pre-Writing.
- Additional Guidelines for Formatting Papers.
- Writing Feedback Tool. Your instructor may also use the Writing Feedback Tool to provide feedback on your writing in the assignments. In this tool, there are links to helpful resources.

Finally, refer to APA Style Central for guidance in using proper APA style. See the APA Style and Format section of the Writing Center for instructions on accessing and using APA Style Central.

Course Resources

APA Module

u01s3 - Capella Policies and Resources

Academic Honesty and Policies at Capella

The following Capella University policies will influence your course experience.

- Academic Honesty. Note that claiming another writer's work as your own is not tolerated at Capella.
- Learner Code of Conduct Policy. Note that respect, collegiality, and ethical behaviors are expected in your communications within our courseroom.

Smarthinking

Capella University has partnered with Smarthinking, a Web-based tutoring service, to provide you with an online tutor to help build your writing skills. It is recommended to take some time to look at the site, become familiar with how to access Smarthinking, and begin working with a writing tutor. Access the Smarthinking site for more details.

SafeAssign

SafeAssign is a tool you can use to ensure the integrity of your texts when using researched, published material. Please make note of the various ways that you can use SafeAssign in the future. You can learn more about how to use SafeAssign reports on the SafeAssign Campus page.

Using the Capella Library and RefWorks

For many activities in this course, you are required to find peer-reviewed and scholarly articles for references. The Capella library is a good place to find these types of articles and RefWorks can be used to collect, organize, and store the article citations. Look at the following items to help you become more familiar with using the library and RefWorks.

Tour the Library

- The following resources will help you understand how the Capella library works:
  - To start, Tour the Library.
  - Next, look through the Getting Started with the Library to better understand how to use online libraries, such as Capella's library. You will find information on how to conduct searches, use the journal and book locator, and so on.

How to Access Library Databases

You can access the Capella library from Campus:

- Step 1: Starting at your Campus home page, hover over the Library tab and click the "Articles, Books, and More" heading.
- Step 2: Next click "Databases by School" to search psychology-specific research databases and then select "School of Undergraduate Studies."
- Step 3: In the table, under the heading "Specialization Areas," consider any of the databases from the category "Psychology."
- Step 4: Follow the search directions for the database and also consider the advance search options to find relevant resources.

Finding Peer-Reviewed and Scholarly Resources

Now that you have an understanding of now the Capella library works, it is time to know how to properly identify peer-reviewed and scholarly resources within the library databases. Use the Identifying Scholarly Resources page to get tips on how to find peer-reviewed and scholarly resources within the library.

RefWorks

RefWorks is citation management software that allows you to create a personal library of articles and Web sites, organize them into folders, and create APA reference lists (bibliographies). It is recommended to look at the RefWorks tutorials before beginning your library search. The directions in the tutorials will help you set up an account and save articles to your RefWorks folder.

Discussion and Feedback Guidelines

You are required to follow various guidelines when completing the discussion questions and the responses to your peers' initial posts. Your discussion participation grade will be determined using these guidelines. You can find the following tools in each discussion question within this course. Make sure you take the time to review them before posting your discussion.

- PSYC Discussion Participation Scoring Guide.
- G.R.E.A.T. Discussion and Feedback Guidelines With Checklist.

Critical Thinking Resources

One of the requirements of this course is to use critical thinking skills as you create your discussion posts and complete your assignments. The following resources may help you understand what critical thinking means and what it entails:

- Foundation for Critical Thinking Web site: The Critical Thinking Community.
  - Our Conception of Critical Thinking...
  - Online Model for Learning the Elements and Standards of Critical Thinking.

Course Resources

SafeAssign

u01s4 - Preparation for Course Assignments

In the assignments, located in Units 2, 3, and 4, you will investigate various models of addiction as they relate to a particular case study. There are several case studies to choose from. You can either use the same case study for all three of the assignments, or you can choose a different one for each assignment. In order to prepare for your assignments, look at *Addiction Case Studies* to become familiar with the scenarios. Also note, at the end of the course, you will be asked to identify the case study or studies you used and discuss the outcomes of your investigations. Click Addiction Case Studies to launch this interactive.

u01d1 - Perspectives on Addiction

As you identified in your readings and from looking over the *Addiction Perspectives* interactive, there are three broad perspectives under which the various models of addiction may be organized. They are:

- Moral.
- Disease.
- Maladaptive Behavior.

For this discussion:

- Identify and describe the characteristics of each of these three broad perspectives. Specifically focus on the features that make them distinct and logically exclusive from one another.
- Describe what you would consider to be the advantages and disadvantages of each perspective. The interactive *Addiction Perspectives* is in the Resources for easy access.

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. Include current APA style in-text citations and a list of references as applicable. Unless otherwise specified, these are the expectations for all discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers and provide substantive feedback on their thoughts about the three addiction perspectives. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

Addiction Perspectives | Transcript

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

APA Style and Format

u01q1 - Unit 1 Quiz

In this unit, you have been introduced to the field of addiction psychology. This quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competencies:

- Apply relevant theories to current issues in the field of addictions.
- Describe how sociocultural factors influence addictive behavior and professional development.

Read the following instructions before taking the quiz:

- Please take and submit the quiz within this unit.
- You can only take the quiz one time, and once submitted the grade cannot be changed.
- Since you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click "submit" on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.
- There are 10 questions, with a total of 100 points possible. Each question is worth 10 points.

To begin, click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 2 ≫ Biological Models

Introduction

In this unit, we will consider the biological models of addiction—models that examine biological and medical aspects of addictive behavior and may be better known as disease models or medical models of addiction. Stolberg proposed that "In the United States today, the predominant model for understanding alcoholism and other addictions is the view that these disorders are diseases" (as cited in Thombs & Osborn, 2019, p. 33).

As with other models or conceptualizations of addiction, there is not just one biological or disease model. Depending on the background of the individual (for example, psychologist, physician, or Alcoholics Anonymous member), adherents may emphasize different aspects of a biological model of addiction. Psychologists who endorse biological models might acknowledge an underlying biological susceptibility to addiction due to genetic origins while also emphasizing psychological aspects (for example, conditioning, cognitions, and systemic influences) that contribute to addiction. Physicians may focus more directly on neurobiological effects on the brain and related organs that are impacted by the addictive behavior. Members of AA may acknowledge genetic and neurobiological factors but consider their condition to be "like a disease" rather than the medical perspective of disease purported by physicians.

Despite growing controversy around the disease concept of addiction, valuable contributions have been made from these models on research in behavioral genetics, and on the effect of drugs on the brain's structure, function, and reward pathways. Having a basic grasp of the underlying neurobiological components of addiction is clinically useful regardless of one's preferred model of addiction.

Reference

Thombs, D. L., & Osborn, C. J. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: The Guilford Press.

Learning Activities

u02s1 - Studies

Checklist

Read the Unit 2 Checklist and use it however it will be most helpful for you.

Readings

Read the following chapter from your *Introduction to Addictive Behaviors* text:

- Chapter 2, "The Disease Models," pages 33–55.
  This chapter looks specifically at one category of popular addiction models: the disease models. In this unit's assignment, you are asked to consider a case study based on the disease models. You will find the information in this chapter useful as you prepare for the assignment. As with the other chapters in this book, you will also find the "Review Questions" at the end of the chapter helpful.

Read the following articles from the Capella library:

- Roy and Miller's 2012 article, "The Medicalization of Addiction Treatment Professionals," from the *Journal of Psychoactive Drugs*, volume 44, issue 2, pages 107–118.
  The focus of this article is health care legislation and how it can change the practice activities of addiction therapists, doctors, nurses, and counselors.
- Satel and Lilienfeld's 2013 article, "Addiction and The Brain-Disease Fallacy," from *Frontiers in Psychiatry*, volume 4, issue 141, pages 1–11.
  This article challenges the popular disease conceptualization of addiction and promotes the need for a perspective broader than the predominant "medicalized" view in the United States today. The information in this article will be helpful in completing this unit's assignment.

Multimedia

Take a look at the following videos. These videos will help you connect the information in your readings to actual events and situations.

Capella Media

- Complete The Progression and Recovery of the Alcoholic in the Disease of Alcoholism.
  - This interactive explores the cycle of alcoholism and recovery from the still-popular 1960s' disease model of E. M. Jellinek.

Optional Resources

The following articles can be found in the Capella library. You may find these articles helpful with the assignment and other activities in this unit.

- Koob and Volkow's 2010 article, "Neurocircuitry of Addiction," from *Neuropsychopharmacology*, volume 35, issue 1, pages 217–238.
  This article, written from the medical (disease) model perspective, looks at how addiction is a chronically relapsing issue, and examines the cycles of withdrawal.
- Leyton's 2013 article, "Are Addictions Diseases or Choices?," from the *Journal of Psychiatry and Neuroscience*, volume 38, issue 4, pages 219–221.
  In this article, you will explore the question, "Are addictions diseases?" This article may help you prepare for the assignment that is due in this unit.

u02a1 - The Disease Models

For this assignment, imagine you are a counselor working in a disease model treatment program. Select one of the case studies you were introduced to in the last unit. The person in your selected case study will represent the "client" who is seeking help from your program.

Assignment Instructions

Complete the following sections for this assignment:

- **Introduction**—In this section of the paper:
  - Identify the client from the case study and briefly summarize the client's demographic characteristics and addictive behavior history that are relevant to the disease models of addiction. This section sets the stage for the next sections.

- **Applications of Disease Models**—In this section:
  - Apply your understanding of the disease models of addiction to your client. Do client demographics and history suggest that your client suffers from a disease of addiction? Based on your interpretation, what disease model treatment strategies might you recommend for this client?

- **Sociocultural Factors and the Disease Models**—Finally, in the last section:
  - Describe how sociocultural factors ("medicalization" of addictions through diagnoses, medical treatment, pharmacotherapy, genetic influences, brain scans, and media portrayal of addictions) may affect the client's perception of the problem and the addictive behavior.
  - Describe factors that may contribute to the addictive behavior as well as factors that may be helpful in overcoming the addiction from the perspective of the disease models of addiction.

Assignment Requirements

- **Length**: The paper should be 2–3 pages, excluding the title page and resources page.
- **References**: Throughout your paper, apply relevant research findings from scholarly literature using in-text citations to support your reasoning. Include references for each of your citations in a separate reference page at the end of your paper.
- **SafeAssign**: Use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your paper as a draft. Based on your SafeAssign results, make any necessary changes to your paper before submitting your assignment to your instructor.

In addition, look through The Disease Models Scoring Guide to ensure you have met all of the criteria for the assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Addiction Case Studies | Transcript

Mapping the APA Manual | Transcript

Additional Guidelines for Formatting Papers

APA Module

APA Paper Template

u02d1 - Maturing Out

Members of the self-help community often refer to getting "sick and tired of being sick and tired" as a motivation for change. For this discussion:

- Explain, with examples, the concept known as "maturing out" of addiction (also known as natural recovery or spontaneous remission). How does this concept support or fail to support the progressive nature of the disease models of addiction? How can we explain "maturing out" given the genetic origins of addictive behavior?

Response Guidelines

Read the responses of your peers and provide substantive feedback to two of your peers. A topic you can consider in your response includes comparing and contrasting your ideas and thoughts with your peer's. Did you and your peer agree or disagree about how the concept of "maturing out" supports or fails to support the progressive nature of the disease model? Explain.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

Unit 3 ❯❯ Psychological Models

Introduction

Adherents of psychological models of addiction do not dismiss the relevance of genetic and biological contributions to addiction, they simply place greater emphasis on psychological factors that may effectively prevent and treat addictive behavior. Genetic susceptibility to addiction is not destiny; psychological and environmental factors play an important role in the genesis and maintenance of addictive behaviors.

In this unit, we will examine conditioning models of addiction based on observable behavioral psychology, cognitive models that emphasize covert mental processes (for example, thinking, self-talk, expectancies, and beliefs) applied to addictive behavior, and the value of promoting motivation and autonomy for making personal changes when one struggles with any form of addictive behavior. These diverse perspectives can be subsumed under the title of psychological models of addictive behavior.

One of the primary strengths of psychological models of addiction is their relatively strong evidence base. Because these models are based upon established psychological theories, with often decades of scholarly research to support them, it is relatively easy to transfer these psychological theories and technologies to the field of addictions.

In addition, we will be studying recent developments in theories and models of prevention and treatment that have a psychological foundation. Popular among these are the transtheoretical model of change (TTM), motivational interviewing (MI) and the very recent applications of self-determination theory (SDT) to counseling and psychotherapy as applied to substance abuse and addiction.

Learning Activities

Checklist

Read the Unit 3 Checklist and use it however it will be most helpful for you.

Readings

Read the following chapters from your *Introduction to Addictive Behaviors* text:

- Chapter 6, "Conditioning Models and Approaches to Contingency Management," pages 144–168.
  Psychological models based on behaviorism believe that all human behavior is learned, and addictions represent learned maladaptive behavior. As you read through this chapter, think about what conditioning is and how it is connected to addiction.
- Chapter 7, "Cognitive Models," pages 169–195.
  Rather than focusing exclusively on behavior, cognitive models also consider the impact of covert mental processes such as thinking, self-talk, expectancies, and beliefs. In this chapter, you will look at social learning theory (SLT) and the significance of self-efficacy and expectancies on addictive behavior and relapse prevention.
- Chapter 11, "Promoting Motivation and Autonomy for Personal Change," pages 296–343.
  In this chapter, you will focus on how addiction can be considered a disorder of motivation, and review important models of change theory and motivational enhancement strategies.

Multimedia

Films on Demand Video

- Click Drinking: Are You in Control? to view the video.
  ◦ This video, originally presented by ABC News, looks at how Americans view alcoholism and questions the predominant view of alcoholism as a disease.

Optional Resources

The following resources can be found in the Capella library. You may find that many of these resources can help you with the assignment in this unit, as well as the activities in this unit and upcoming units.

- Heather and Dawe's 2005 article, "Level of Impaired Control Predicts Outcome of Moderation-Oriented Treatment for Alcohol Problems," from *Addiction*, volume 100, issue 7, pages 945–952.
  This article reveals a simple questionnaire that can predict patients who would be successful in seeking treatment using a moderation-oriented treatment model. As you read this article, think about how it may be used to complete the assignment in this unit.
- Polosa, Rodu, Caponnetto, Maglia, and Raciti's 2013 article, "A Fresh Look at Tobacco Harm Reduction: The Case for the Electronic Cigarette," from the *Harm Reduction Journal*, volume 10, issue 19 pages 1–11.
  This article promotes the use of electronic cigarettes (e-cigs) as a moderation-oriented treatment for nicotine addiction.
- Tiffany and Conklin's 2000 article, "A Cognitive Processing Model of Alcohol Craving and Compulsive Alcohol Use," from *Addiction*, volume 95, supplement 2, pages S145–S153.
  This article describes how important cognitive (thinking) components affect individuals' responses to craving and how by understanding this, helps them to avoid relapse even when craving.
- Young, Connor, and Feeney's (2011) article, "Alcohol Expectancy Changes Over a 12-Week Cognitive-Behavioral Therapy Program Are Predictive of Treatment Success," from the *Journal of Substance Abuse Treatment*, volume 40, issue, pages 8–25.
  This article reveals that cognitive-behavioral therapy (CBT) constructs of alcohol expectancy and drinking refusal self-efficacy discriminated who responded effectively to a treatment program for alcohol dependence. As you read the article, think about how this information may help you with the assignment in this unit.
- Marlatt and Donovan's 2005 book, *Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors* (2nd ed.). The authors conducted research on relapse prevention. If you are interested in learning more about relapse prevention, this is a recommended book to look at.

For this assignment, imagine you are a counselor working in a psychological model treatment program. Select one of the case studies you were introduced to in Unit 1 to represent your "client," who is seeking help from your program. You may choose the same one that you used for The Disease Models assignment, or you may choose to use a different case study.

Assignment Instructions

Complete the following sections for this assignment:

- **Introduction**—In this section of the paper:
  - Identify the client from the case study and briefly summarize the client's demographic characteristics and addictive behavior history that are relevant to the psychological models of addiction. This section sets the stage for the next sections.
- **Applications of Psychological Models**—In this section:
  - Apply your understanding of one or more of the psychological models of addiction to your client. Do client demographics and history suggest that your client suffers from a psychological model of addiction? Based on your interpretation, what psychological model treatment strategies might you recommend for this client?
- **Sociocultural Factors and the Psychological Models**—Finally, in this section:
  - Describe how sociocultural factors (poverty, education, drug laws, media portrayal of addiction and treatment, and support for harm reduction methods like methadone maintenance and needle exchange programs) may affect the client's perception of the problem and the addictive behavior. Does the media present psychological models of addiction with the same support shown to the medical, pharmaceutical, and recovery industries? If not, how could that affect the client's acceptance of psychological models of addiction treatment?
  - Describe sociocultural factors that may contribute to the addictive behavior as well as factors that may be helpful in overcoming the addiction from the perspective of the psychological models of addiction.

Assignment Requirements

- **Length**: The paper should be 2–3 pages, excluding the title page and resources page.
- **References**: Throughout your paper, apply relevant research findings from scholarly literature using in-text citations to support your reasoning. Include references for each of your citations in a separate reference page at the end of your paper.
- **SafeAssign**: Use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your paper as a draft. Based on your SafeAssign results, make any necessary changes to your paper before submitting your assignment to your instructor.

In addition look through The Psychological Models Scoring Guide to ensure you have met all of the criteria for the assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Addiction Case Studies | Transcript

Mapping the APA Manual | Transcript

Additional Guidelines for Formatting Papers

APA Paper Template

APA Module

APA Style and Format

Prewriting

Smarthinking

Writing Feedback Tool

SafeAssign

u03d1 - Contingency Management

To complete this discussion:

- Describe the major differences in the application of contingency management to moderation-oriented treatment versus abstinence-based treatment.
- Consider client addiction severity, selection of goals, choice of rewards, and the implications of delay discounting in your response.

Response Guidelines

Read the posts of your peers and substantially respond to two. In your response you may consider how your response is similar and different from your peer's. Did you both identify the same major differences? If your peer considered other differences, what are your thoughts on those he or she identified?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u03s2 - Self-Check Quiz

This quiz is not graded. It is set up to give you a chance to check your knowledge.

Up to this point in the course, you have been introduced to the basic concepts of addictive behavior in addition to two addiction models: biological and psychological models. At this time, click **Self-Check Quiz: Unit 3** to access the quiz and to see how you are doing. Answers and reference information will be provided once you have finished the self-check quiz.

Course Resources

Self-Check Quiz: Unit 3

Unit 4 ≫ Social Models

Introduction

In this unit, we will explore the social models, or systems models of addictive behavior that include public health and prevention approaches as well as family system models of addictive behavior. Concentrating on social models shifts our focus away from addiction at the individual level, with its biological and psychological contributions, to the systemic influences of one's family and social environment on addictive behavior.

Public health and prevention programs typically focus their efforts on communities of individuals in an effort to prevent problems such as addictive behavior. Rather than waiting until the addicted individual has been devastated by addiction, public health and prevention programs attempt to serve high-risk individuals and reduce the possibilities of addiction becoming problematic and resulting in treatment, incarceration, or death.

"Environmental influences on the family system include within-family or intrafamilial interactions (e.g., parenting practices, level of family cohesion) and extrafamilial exchanges or ways in which an individual member or the entire system is affected by forces external to the family (e.g., incarceration of family member, adolescent involvement with deviant peers)" (Thombs & Osborn, 2019, p. 201). Examining these external and internal influences on the family system reveals important prevention and treatment strategies for addictive behavior.

Three family treatment models in addiction are reviewed in this unit: family disease models, which are supported by adherents of some disease models; family systems models, which emphasize systems theory from mental health and marriage and family therapists; and behavioral models of couples and family treatment, which emphasize treatment based on operant conditioning. Also included in our review are family-based approaches to substance abuse treatment for adolescent clients, some of which may be implemented by nonprofessional helpers.

Reference

Thombs, D. L., & Osborn, C. J. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: The Guilford Press.

Learning Activities

u04s1 - Studies

Checklist

Read the Unit 4 Checklist and use it however it will be most helpful for you.

Readings

Read the following chapters from your *Introduction to Addictive Behaviors* text:

- Chapter 3, "Public Health and Prevention Approaches," pages 56–103.
  Rather than focusing on individual patients, public health uses a systemic focus on populations of people to promote health and prevent disease.
  This chapter looks at public health history and practices, some important surveys, and prevention efforts directed toward high-risk families.
- Chapter 8, "The Family System," pages 196–242.
  This chapter focuses on the family system and reviews family disease models, family systems models, and behavioral models for treating couples and families who struggle with addictions.

Multimedia

Films on Demand Video

- Click The Politics of Addiction to view the video.
  ◦ This video examines addiction and the challenges it causes to public policy.

- Click Breaking the Taboo: Have We Lost the War on Drugs? to view the video.
  ◦ In the United States, we have been fighting against drugs and drug addiction for half a decade. However, the question remains—is the battle being won? This video will explore that question and offer answers.

Optional Resources

The following articles can be found in the Capella library. You may find them useful for the assignment and other activities in this unit.

- Peele and DeGrandpre's1998 article, "Cocaine and the Concept of Addiction: Environmental Factors in Drug Compulsions," from *Addiction Research*, volume 6, issue 3, pages 235–263.
  This article looks at cocaine addiction and challenges the prominent models of addiction that emphasize the drug's addictive quality. The authors encourage researchers to look at the environmental factors associated with addiction. As you read this article, think about how the information may be used to help you in completing this unit's assignment. The research mentioned in this article is still valid to the research done today.
- Rowe's 2012 article, "Family Therapy for Drug Abuse: Review and Updates 2003-2010," from the *Journal of Marital and Family Therapy*, volume 38, issue 1, pages 59–81.
  This article reviews previous research on family therapy models for drug abuse treatment and concludes that family-based models are now consistently recognized among the most effective approaches for treating adults and adolescents with drug problems.
- Valliant's 2005 article, "Alcoholics Anonymous: Cult or Cure?," from the *Australian and New Zealand Journal of Psychiatry* volume 39, issue 6, 431–436.
  This article reviews research on the effectiveness of Alcoholics Anonymous (AA) and concludes that AA is effective and follows principles of cognitive-behavior therapy (CBT) in relapse. The insights presented in this article are still valid today.
- Young's 2009 article, "Understanding Online Gaming Addiction and Treatment Issues for Adolescents," from *The American Journal of Family Therapy*, volume 37, issue 5, pages 355–372.
  This article explores the emergence of online gaming addiction and its impact on individuals and families.

u04a1 - The Social Models

For this assignment, imagine you are a family therapist working in an addictive behavior treatment program. Select one of the case studies to represent your "client," who is seeking help from your program. You can use one that you used in the previous assignments, or you can choose to use a different one.

Assignment Instructions

Complete the following sections for this assignment:

- **Introduction**—In this section of the paper:
    ◦ Identify the client from the case study and briefly summarize the client's demographic characteristics and addictive behavior history that are relevant to the social models of addiction. This section sets the stage for the next sections.

- **Applications of Social Models**—In this section:
    ◦ Apply your understanding of one or more of the social models of addiction (such as family systems and mutual-help groups) to your client. Do client demographics and history suggest that your client would benefit from a social model of addiction? Based on your interpretation, what social model treatment strategies might you recommend for this client?

- **Sociocultural Factors and the Social Models**—In this section:
    ◦ Describe how sociocultural factors (family structure, family roles, family systems, peer influence, community support) affect the client's addictive behavior from the perspective of the social models. Does the media present social models of addiction with the same support shown to the medical, pharmaceutical, and recovery industries?
    ◦ Describe sociocultural factors that may contribute to the addictive behavior as well as factors that may be helpful in overcoming the addiction from the perspective of the social models of addiction.

- **Sociocultural Factors and Professional Development**—Finally, in this section:
    ◦ Describe how awareness of sociocultural factors affects your professional development. How have your professional beliefs been affected by media portrayals of the disease model? Do you believe race, education, economic status, or neighborhood quality affect one's chances of becoming addicted? Do you believe family structure, family roles, family systems, peer pressure, and community support affect one's chances of becoming addicted, or recovering from addiction? How might the adoption of a specific model of addiction (disease, psychological, social) affect your chances for employment as an addiction professional? Provide examples to support your best critical thinking.

Assignment Requirements

- **Length**: The paper should be 3–4 pages, excluding the title page and resources page.
- **References**: Throughout your paper, apply relevant research findings from scholarly literature using in-text citations to support your reasoning. Include references for each of your citations in a separate reference page at the end of your paper.
- **SafeAssign**: Use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your paper as a draft. Based on your SafeAssign results, make any necessary changes to your paper before submitting your assignment to your instructor.

In addition look through The Social Models Scoring Guide to ensure you have met all of the criteria for the assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Addiction Case Studies | Transcript

Mapping the APA Manual | Transcript

Additional Guidelines for Formatting Papers

APA Module

APA Style and Format

APA Paper Template

Prewriting

Smarthinking

u04d1 - Family Treatment Models

To complete this discussion:

- Explain the major differences between the family disease models, family systems models, and behavioral models of family treatment of addictive behaviors. What clients might be best served by each of the models? Which of the models would you like to learn more about to advance your professional development?

Response Guidelines

Read the posts of your peers and substantially respond to two. In your response, consider how your response compares to your peer's response. Do you and your peer agree on how clients are best served by each of the models? Explain. Also, what are your thoughts about your peer's interest in the models; do you have the same interest? Explain your interest to your peer.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u04s2 - Self-Check Quiz

This quiz is not graded. It is set up to give you a chance to check your knowledge.

In this unit, you looked at social models of addiction. Use the information learned from this unit, as well as from previous units to test your knowledge up to this point. Click **Self-Check Quiz: Unit 4** to access the quiz. Answers and reference information will be provided once you have finished the self-check quiz.

Note: Next week, in Unit 5, you will be taking a graded quiz, just as you did in Unit 1.

Course Resources

Self-Check Quiz: Unit 4

Unit 5 ≫ Behavioral Addictions and Professional Development

Introduction

"Behavioral addiction, also referred to as process or non-substance-related addiction, can be defined as … activities that have potential for producing excessive reward seeking without drug ingestion" (Thombs & Osborn, 2019, p. 278). In *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM–5*; American Psychiatric Association, 2013), the category name was changed to Substance-Related and Addictive Disorders and included one behavioral or nonsubstance-related disorder: gambling. This reflects a significant change of classification of these still controversial behavioral addictions.

In this unit, we will explore some of the purported behavioral addictions and place special emphasis on Internet gaming disorder (IGD), which is currently the focus of considerable research yet still controversial. In addition, we will consider how many of the popular behavioral addictions have little research support and may reflect only an abuse of the term addiction.

Professional development in the field of addictions is critical today because of expanding research in this field, and our ability to link theory with scholarly evidence and clinical practice. It is important to understand the value of evidence-based practice (EBP), in which scholarly research evidence informs our clinical practice as well as practice-based evidence that helps to inform our theoretical understandings of addiction.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Thombs, D. L., & Osborn, C. J. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: The Guilford Press.

Learning Activities

u05s1 - Studies

Checklist

Read the Unit 5 Checklist and use it however it will be most helpful for you.

Readings

Read the following chapters from your *Introduction to Addictive Behaviors* text:

- Chapter 10, "The Controversial Science of Behavioral Addiction," pages 278–295.
  Many "popular" addictions (gambling, Internet gaming disorder) have been described in media, and this chapter reviews the limited evidence supporting behavioral addictions.
- Chapter 12, "Linking Theory, Evidence, and Practice," pages 344–354.
  This chapter briefly reviews the standards for scholarly supportive evidence in the field of addictions, and encourages evidenced-based practice and practice-based evidence.

Multimedia

Films on Demand Video

- Click Griffiths: Cognitive Bias and Gambling—Core Studies in Psychology to view this video.
  - Gambling researcher Mark Griffiths reveals the research on the effects of cognitive bias (a lack of critical thinking) on pathological gambling. Consider how this information could relate to Internet gaming disorder in our discussion this week.

Optional Resources

So-called behavioral addictions are mentioned often in media and represent a new direction for medical (psychiatric) diagnosis and treatment. This controversial area includes such conditions as pathological gambling, Internet gaming disorder, sexual addiction and others. If you wish to learn more about behavioral addictions, read through these articles that can be found in the Capella library:

- Ashley and Boehlke's 2012 article, "Pathological Gambling: An Overview," from the *Journal of Psychoactive Drugs*, volume 44, issue 1, pages 27–37.
  This article provides a solid overview of the etiology, risk factors, co-morbidity, prevention, and treatment of pathological gambling.
- Gambrill's 2010 article, "Evidence-Informed Practice: Antidote to Propaganda in the Helping Professions?" from *Research on Social Work Practice*, volume 20, issue 3, pages 302–320.
  Gambrill provocatively challenges the use of propaganda, "encouraging beliefs and actions with the least thought possible" (p. 304), in the helping professions, and provides the rationale for much needed critical thinking and evidenced-informed practice.
- Jones, Scholes, Johnson, Katsikitis, and Carras's 2014 article, "Gaming Well: Links Between Videogames and Flourishing Mental Health," from *Frontiers in Psychology*, volume 5, issue 260, pages 1–8.
  This article provides a counter argument to the concerns of video game addiction by examining how gaming can lead to high levels of well-being (flourishing).
- Karim and Chaudhri's 2012 article, "Behavioral Addictions: An Overview," from the *Journal of Psychoactive Drugs*, volume 44, issue 1, pages 5–17.
  A useful overview of common behavioral addictions and what evidence exists (or does not exist) to support the validity of these conditions.
- King and Delfabbro's 2014 article, "The Cognitive Psychology of Internet Gaming Disorder," from *Clinical Psychology Review*, volume 34, issue 4, pages 298–308.
  This article directly addresses Internet gaming disorder and reviews current research to reveal what elements of cognitive-behavioral therapy

(CBT) are effective in treating this condition. This psychological model perspective runs counter to popular disease models of Internet gaming disorder.

- Roy and Miller's 2012 article, "The Medicalization of Addiction Treatment Professionals," from the *Journal of Psychoactive Drugs*, volume 44, issue 2, pages 107–118.

  Also found in Unit 2, this article reviews how changes to the health care system and the "medicalization" of addictions affect physicians, therapists, addiction counselors and nurses.

u05d1 - Internet Gaming Disorder

Based on your readings from the text, complete the following:

- Explain the credibility of the concept of Internet gaming disorder. Include the following:
  - What evidence exists to support this condition?
  - Based on the severity of the condition, what treatment strategies might be useful in treating this condition?
  - What are some of the social consequences of defining conditions like Internet gaming disorder as a behavioral addiction?

Response Guidelines

Read the posts of your peers and respond to two. In your response, consider the similarities and differences in your thoughts about Internet gaming disorder with your peer's. Explain. Also, do you and your peer agree on treatment strategies and social consequences? Explain.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u05d2 - Case Studies Review

In Units 2, 3 and 4, you completed assignments on the application of different models of addiction to case studies. You were given the option of choosing different cases for each of the assignments or selecting one case and addressing it in all of the assignments. Your insights will be based on what you decided. The purpose of this discussion is two-fold:

1. Explain your insights of what you learned by doing these assignments.
2. Compare and contrast your insights with your peers. There are a variety of ways this can be done, simply because some of your peers will use one case study for all assignments, while others will use different case studies. In addition, some will use a case study you did not use, while others will use a case study you did use.

Explain Your Insights

Please complete the following for your initial post:

1. Identify which case studies you used and for which assignments.
2. Explain your insights for each assignment based on the case study you chose *and* explain your insights as a whole across all assignments, whether you used the same case study or not for each assignment.
3. Here are some questions to get your started:
   1. Describe what you have learned from applying different models of addiction to the same case or different cases.
   2. How has your understanding of addiction theories and treatments changed as a result of this course?
   3. How does your new understanding affect your professional development in this field?

Compare and Contrast Your Insights With Your Peers

See the Response Guidelines below for further information on how to respond.

Response Guidelines

Read the posts of your peers and respond to two. As you read the posts, pay attention to the insights of your peers. What are the differences between the insights, including your own? For those who used the same case study for all three assignments, are the insights the same? For those who used a different case study for each assignment, are their insights the same? What are the difference insights between those who used the same case study for the assignments and those who used a different case study for each assignment?

If possible, try to respond to one peer who worked on the same case study as you, and one who worked on a different one.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u05q1 - Unit 5 Quiz

In this course, you examined addictions psychology and the various theories and models that are used when explaining and treating addiction. This quiz will gauge your understanding of the material presented within the entire course and provide an opportunity for you to demonstrate your mastery of the following course competencies:

- Apply relevant theories to current issues in the field of addictions.
- Describe how sociocultural factors influence addictive behavior and professional development.

Read the following instructions before taking the quiz:

- Please take and submit the quiz within this unit.
- You can only take the quiz one time, and once submitted the grade cannot be changed.
- Since you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click "submit" on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.
- There are 20 questions, with a total of 100 points possible. Each question is worth 5 points.

To begin, click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.