

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, Course description, Course Competencies 1- 4 and 6 - 8, Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, Course description, Course Competencies 1- 4 and 6 - 8, Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, Course description, Course Competencies 1- 4 and 6 - 8, Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, Course description, Course Competencies 1- 4 and 6 - 8, Textbook Table of Contents, Class Experiential Exercise and Journal instructions
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
BHS	210	Addictions, Substance Use Disorders, and Relapse Prevention	Historical Awareness

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course	In examining the development of addiction and substance use disorders, this course also reviews the historical context in which theories and models of treatment were developed. From the moral model centuries ago to the disease/medical model, as well as development of psychocial interventions and the self-help (12-step) movement, this course analyzes addiction in historical context, given the social, cultural and political forces that shape how we understand and treat people with addictions.	Syllabus, Course Description, Course Competencies 1; 3 - 8, Assigned readings in primary text and Text Table of Contents. The first chapter of the primary text in particular provides a historical overview of drug laws in the US, as well as relevant social policy and legislation. Later chapters that cover the various classification of drugs (3-7) provide historical context for the drug in the US (i.e. the cocaine and crack epidemic of the 1980's, covered in chapter 3). Assigned chapter readings are found on the course outline, last page of the syllabus (5).
2. This course examines and explains human development as a sequence of events influenced by	Our understanding of addiction has been largely influenced by social, cultural, political, and economic forces. This course reviews the impact of drug laws (past and current legislation) and this directly impacts US drug policy and treatment. The "War on Drugs" as well as contemporary issues, such as criminal justice reforms are also analyzed in this course.	Syllabus, Course description, Course Competencies 1- 4 and 3 - 8, Textbook Table of Contents. Specific course readings include the first chapter, which provides a historical overview of US drug laws and their impact on current legislation and contemporary challenges. Subsequent chapters (3-7) examine each classification of drug in the given socio-political context. Subsequent course topics and corresponding chapters

<p>a variety of factors</p>		<p>include community prevention and treatment, which includes historical and contemporary models of intervention. See page 5 of syllabus for description of topics and assigned chapter readings.</p>
<p>3. There is a disciplined systematic examination of human institutions as they change over time</p>	<p>Our understanding of the development of an addiction, and substance abuse treatment specifically, has evolved considerably over the past several decades. This course examines early drug laws and the impact of drug policy on contemporary challenges such as mass incarceration, as well as how certain racial and cultural groups have suffered disproportionately secondary to drug policy. The course also includes evidence for bio-psycho-social model of addiction and recovery, examining the impact of treating addiction as a criminal justice issue as opposed to a public health issue.</p>	<p>Syllabus, Course Description, Course Competencies 1 - 9, Assigned readings in primary text and Text Table of Contents. Specific readings include chapters 8 (Drug Use & Prevention) 9 (Addiction Treatment) and 10 (Mental Health & Drugs) describe addiction treatment models both historical and current, as well as meaningful and historical legislation and criminal justice reform related to US drug laws and policy. Because addiction is not only a public health issue, but also treated as a criminal justice issue, several chapters in the text address relevant historical factors that impacted multiple systems (criminal justice, health care). Assigned readings listed with corresponding topics on syllabus (p5).</p>
<p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context</p>	<p>Early US drug laws that disproportionately impacted racial and cultural groups can be traced back to our earliest drug policies, to crack vs. cocaine sentencing disparities a generation ago, to more recent criminal justice "reforms" that led to modern day problems such as mass incarceration. The role of the pharmaceutical industry historical and current is examined; examples including heroin being originally sold and marketed by a pharmaceutical company to the current challenges related to prescription opiates and pills.</p>	<p>Syllabus, Course Description, Course Competencies 1 - 9, Assigned readings in primary text and Text Table of Contents, Class Experiential Exercise and Journal instructions. Chapter readings provide a historical overview and introduces current challenges in addiction prevention and treatment. Addiction is described in chapter readings as arising from a complex interaction of biological, psychological, and social forces. Chapter 1 provides historical overview, chapter 2 introduces the bio-psycho-social model of addiction, and subsequent course topics and chapter</p>

		<p>readings (3-7) not only discuss the various drugs of abuse, but also the social and political factors. An example is chapter 4 (opiates), which also examines the role of the pharmaceutical industry in opiate addiction.</p>
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MARICOPA

COMMUNITY COLLEGES

Addictions, Substance Use Disorders, and Relapse Prevention

Course: **BHS210**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

Course Type: **Occupational**

First Term: **2019 Spring**

Load Formula: **S - Standard Load**

Final Term: **Current**

Description: An introduction to the historical and current developments in the field of addictions, as well as sociological, psychological and physiological aspects of addictive behaviors and substance abuse. Introduces contemporary treatment methods within addiction practice, including self-help groups, levels of care, symptom identification, and models of prevention and intervention.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Describe the major historical and contemporary themes related to addictions and substance abuse disorders, including common myths and stereotypes. (I)
2. Identify the major categories of drugs of abuse/misuse and describe their primary effects, including complications and withdrawal symptoms. (II)
3. Describe behavioral, psychological, physiological, familial and sociocultural factors important to the development of addiction and drug use. (III)
4. Explain the potential impact of crisis and other trauma-causing events on the development of addictive behavior and substance use. (III)
5. Describe the relapse and recovery process and the factors that affect the probability of both relapse and recovery. (IV)
6. Describe the role of self-help groups and 12-step programs in addiction recovery and relapse prevention. (V)
7. Describe addiction prevention and treatment modalities and levels of care. (V)
8. Describe ethical and legal considerations related to substance abuse and addiction treatment. (VI)
9. Explain the importance of healthcare literacy to treatment access and options. (VII)

MCCCD Official Course Outline

- I. Historical overview of addiction, alcohol and other drugs
 - A. Historical concepts of addiction and treatment
 - B. Major themes and events

- C. Legislation
 - II. Licit and illicit drugs: primary effects, complications, and withdrawal
 - A. Narcotic analgesics (Opiates)
 - B. Central nervous system (CNS) depressants
 - C. CNS stimulants (Sympathomimetics)
 - D. Hallucinogens
 - E. Cannabis
 - F. Inhalants
 - G. Synthetic drugs
 - H. Alcohol
 - I. Nicotine
 - J. Other
 - III. Models of addiction development
 - A. Medical model
 - 1. Genetic factors
 - 2. Disease concept
 - B. Psychological factors
 - C. Sociocultural factors
 - D. Role of family and systemic factors
 - E. Impact of trauma
 - F. Integrated, bio-psycho-social considerations
 - IV. Overview of relapse and recovery process
 - A. Definition and description
 - B. Relapse warning signs
 - C. Transtheoretical model: stages of change
 - D. Relapse prevention
 - V. Understanding treatment of addiction
 - A. Levels of care and associated treatment goals
 - 1. Detoxification, inpatient, intensive-outpatient, outpatient
 - 2. Sober living environments and halfway houses
 - B. Transtheoretical model: Processes of change
 - 1. Cognitive and affective experiential processes
 - 2. Behavioral processes
 - C. Models of treatment
 - 1. Medication assisted
 - a. Antabuse
 - b. Naltrexone
 - c. Buprenorphine/Naloxone
 - d. Methadone
 - 2. Cognitive and behavioral interventions
 - 3. Self-help groups and 12-step programs
 - 4. Role of the family
 - 5. Abstinence vs. harm reduction
 - VI. Ethical, legal and professional issues in providing treatment
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- A. Ethical considerations and decision making
 - B. Addiction and the legal system
 - C. Professional organizations, standards and competencies
 - D. Certifications
- VII. Access to addiction treatment
- A. Domains and levels of healthcare literacy
 - B. Constraints on treatment options available
 - C. Using assistance of a healthcare navigator
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MCCCD Governing Board Approval Date: **June 26, 2018**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



BHS 210: Addictions, Substance Use Disorders & Relapse Prevention Spring 2020

Instructor: William D. Beverly, PhD, LMFT

Email: william.beverly@southmountaincc.edu

Phone: 602-305-5880

Office Location: Counseling Department, in Student Services Building

Counseling Office PH: 602-305-5608

Meeting Info: January 14 – May 10, 2020

Tues/Thurs, from 11:30-12:45

Room: NCC 215

Course Description:

Description: An introduction to the historical and current developments in the field of addictions, as well as sociological, psychological and physiological aspects of addictive behaviors and substance abuse. Introduces contemporary treatment methods within addiction practice, including self-help groups, levels of care, symptom identification, and models of prevention and intervention.

MCCCD Official Course Competencies:

1. Describe major historical and contemporary themes concerning addictions and substance use disorders, including common myths and stereotypes.
2. Identify the major classifications of drugs of abuse/misuse by major categories, describe their primary effects, including complications and withdrawal symptoms.
3. Describe behavioral, psychological, physiological, familial/systemic and sociocultural factors in the development of addiction and drug use.
4. Understands the impact of crisis and other trauma-causing events on the development of addictive behavior and substance use
5. Describe the relapse and recovery process and the factors that both increase and decrease the probability for relapse and recovery
6. Describe the role of self-help groups and 12-step programs in addiction recovery and relapse prevention
7. Describe addiction prevention and treatment modalities and levels of care (VI)
8. Understands ethical and legal considerations related to substance abuse and addiction treatment.
9. Explain the importance of healthcare literacy to treatment access and options

Course Materials:

Inaba, D., & Cohen, W. E. (2014). Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs. 8th edition. Ashland, Or: CNS Publications.

ATTENDANCE

Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. You **MUST** sign the Attendance sheet every class. Students who fail to attend the first week of class, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor be withdrawn. Attendance will be taken in all classes. If you come in late (more than five minutes), you may be counted tardy (three tardies will count as one absence). After three absences the instructor may withdraw the student from the course. ***The only "Excused" absence is a College Approved Activity or Holiday (See below for description of official absences)***

WITHDRAWAL

The instructor has discretion to withdraw a student at any time due to lack of satisfactory progress (quality and quantity of homework). Three or more consecutive absences and/or less than 75% overall attendance may result in the student being withdrawn. Some students may, for various reasons, desire or find it necessary to withdraw from this course. Remember that it is the student's responsibility for withdrawal from a class.

LATE & MISSED WORK

All assignments are due at the start of class on the assigned date. If the student does not turn in their homework by the assigned date and time, the student will receive a zero for that assignment.

GRADING & EVALUATION POLICY

The student's final grade will be based on the percentage of the student's total points obtained divided by the total points possible for this course. There will be no extra credit points in this course. No In-class Exercises can be made-up. All assignments must be turned in on the dates and times announced in class. A zero will be assigned as the student's grade for all assignments not turned in on the assigned date. Again, the student is responsible for knowing dates announced in class.

Evaluation of class performance will consist of the following criteria:

1. There will be 150 points possible for Quizzes completed in this course (30 pts x 5 quizzes)
2. There will be 150 points for the Class Journal Project
3. There will be 100 points for the midterm
4. There will be 100 points for the final exam

Total points possible: **500** (this is subject to revision by instructor)

Percentage

A= 100-90

B= 89-80

C= 79-70

D= 69-60

F=59-00

QUIZZES & EXAMS

Quizzes will cover the assigned readings and lectures, and will not be cumulative, though this is a course in which key concepts can be reinforced at multiple points in the class. Quizzes will consist of multiple choice, true-false, and short-answer questions. These will be based on assigned readings and material shared in class. Quizzes will be reviewed in class.

Exams (Midterm & Final) will also cover the assigned readings and lectures, and will not be cumulative, though this is a course in which key concepts can be reinforced at multiple points in the class. Exams will consist of multiple choice, true-false, and short-answer questions. These will be based on assigned readings and material covered in class. A study guide will be provided the week prior to the exam, and will be reviewed in class.

Abstinence or Acquisition Project & Journal

Instructions for these assignments will be given in class, are attached separately to the syllabus, and are also posted in Canvas.

Confidentiality:

Because we will be discussing personal issues in this class confidentiality is an absolute rule. Not only will we keep confidential anything said in class by not repeating it to anyone outside our class, we will also not discuss any confidential information with classmates outside of class.

Disability Accommodation:

Please contact the Disability Resource Services immediately if (1) you have or think you may have a disability or medical condition that may affect your performance, attendance, or grades in this class and for which you wish to discuss accommodations of class related activities or schedules; (2) you may require medical attention during class, or; (3) you may need special emergency evacuation preparations or procedures. For accommodations or additional assistance please contact the DRS Located in the Student Services Building (SS), (602) 243.8395. Accommodations are provided on an individualized, as-needed basis after the needs and circumstances have been evaluated. Please let me know if you have any questions at all.

Important Phone Numbers

Admissions	602.243.8123		Student Life	602.243.8065
Advisement	602.243.8330		Library	602.243.8194
Bookstore	602.243.8159		Safety (College)	602.243.8100
Counseling	602.305.5608		Learning Center	602.243.8189

Academic Integrity:

Please review the SMCC Student handbook for information about plagiarism and cheating. Any instances of plagiarism or cheating will result in a minimum sanction of a zero on the assignment, quiz or exam in question and a maximum sanction of a failure of the course.

Disclaimer:

This document and schedule are approximate and subject to change. The instructor may modify the syllabus and course documents to meet the needs of this class at any point in the semester. All changes will be announced in class, yet another important reason to attend all classes.

Week of class	Class #	Topics	Readings and Assignments (to be completed by end of week)
Jan 14	1	Course overview, Introductions, Review syllabus	
Jan 21	2	Psychoactive Drugs: History and Classification	Chapter 1
Jan 28	3	Historical and Socio-cultural issues in addiction	Chapter 2
Feb 4	4	Heredity, Environment and Psychoactive Drugs: Biological and Environmental factors in addiction	Chapter 2
Feb 11	5	Neuro-Biology of Addiction	Chapter 2 Quiz 1 on 2/14
Feb 18	6	Downers: Opiates & Narcotics	Chapter 4
Feb 25	7	Opiate overdose prevention and harm reduction principles in addiction recovery	Chapter 4 Quiz 2 on 2/28
March 4	8	Uppers (stimulants, such as cocaine, crack, amphetamines)	Chapter 3
March 18	9	Downers: Alcohol & Benzodiazepines Class Project Begins March 18th!	Chapter 5 Quiz 3 on 3/20
March 25	10	Course Review MIDTERM EXAM on March 28th	Review chapters 1 – 5, supplemental readings
April 1	11	Marijuana	Chapter 6
April 8	12	Hallucinogens	Chapter 6
April 15	13	Other drugs of abuse and compulsive behaviors (e.g. gambling addiction, sex addiction)	Chapter 7 Quiz 4 on 4/18
April 22	14	Substance Abuse/Addiction Treatment Co-Occurring Disorders, Mental Health & Addiction	Chapters 9 & 10
April 29	15	Community Prevention Programs Careers in Behavioral Health Avoiding Burnout, Compassion Fatigue, & Self-Care	Chapter 8 Quiz 5 on 4/25
May 6	16	Final review of all course material: Jeopardy Exercise FINAL EXAM is May 12th at 11:30 am	All course readings materials

(1) ABSTINENCE OR ACQUISITION PROJECT AND JOURNAL

Starting on no later than **September 2nd**, you are asked to abstain from a mood altering chemical / substance / food / activity for 30 days. The substance will be of your choosing, and can include alcohol, other drugs, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching television, spending time on the computer, swearing, etc. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. You will also hopefully begin to assess the role chemicals play in your life. You are to choose something that will be a true challenge for you, as this will help you learn much more than if you chose something easy to change about your life. You are to keep a journal describing and reflecting upon your abstinence, with at least 3 entries per week describing your experiences, thoughts, feelings, successes and struggles. Each day's entry should be one double spaced page, roughly one page (a couple paragraphs is fine) making 3 pages per week. You are to inform your instructor at the outset what substance you will be abstaining from, and you are to tell at least 2 significant persons in your life that you will be abstaining from that substance as well. You are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse. In your journal, describe yourself and your environment in terms of such areas as the following:

- Your reasons for choosing this substance or behavior to abstain from or acquire Who you told about this experiment and who you look to for support Your daily experiences and feelings
- Your physical state (health, energy, sleep, nutrition)
- Your psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management)
- Your social life (social support, undermining, changes, friends, family, classmates, insights about others, reactions by others)
- Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
- Your environment (media, advertising, social mores)
- What you are learning about yourself
- What you are learning about your environment
- What you are learning about addiction
- What you are learning about behavior and attitude change

Finally, write a 3-page double spaced conclusion about how this experience will assist you in understanding or working with chemically dependent people. Be specific. You will not be graded on your success or failure in abstaining, but on your growth in understanding yourself and of the dynamics involved in dealing with addictions. However, it is important to make your best effort to abstain for the full 4 weeks.

Alternative Assignment Choose a behavior or habit that you wish to acquire. For Four weeks, work at developing that habit or acquiring a behavior. Use the same reporting and journaling process as if you had chosen abstinence. Examples could be starting a daily exercise program, meditation, eating healthy food, or other self-care activities.

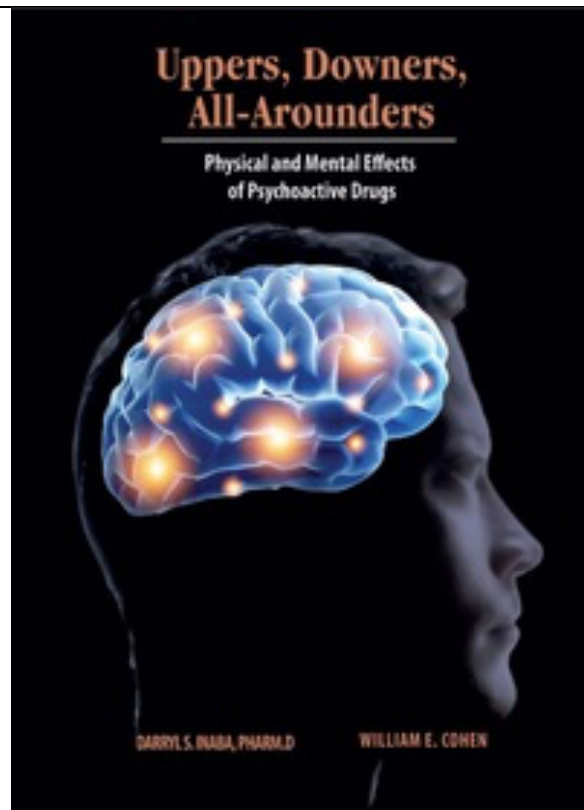


Table of Contents

1. Chapter 1: Psychoactive Drugs: Classification and History
2. Chapter 2: The Neurochemistry and the Physiology of Addiction
3. Chapter 3: Uppers
4. Chapter 4: Downers: Opiates/Opioids & Sedative-Hypnotics
5. Chapter 5: Downers: Alcohol
6. Chapter 6: All Arounders
7. Chapter 7: Other Drugs, Other Addictions
8. Chapter 8: Drug Use and Prevention: From Cradle to Grave
9. Chapter 9: Treatment
10. Chapter 10: Mental Health and Drugs
11. Reference
12. Glossary
13. Index

8th Edition - Table of Contents

Chapter 1 Psychoactive Drugs: Classification and History

- Classification of Psychoactive Drugs
- Definition
- Major Drugs
- Other Drugs and Addictions
- History of Psychoactive Drugs
- Introduction
- Five Historical Themes of Drug Use
- Prehistory and the Neolithic Period (8500--4000 B.C.)
- Ancient Civilizations (4000 B.C.--A.D.)
- The Middle Ages (400--1400)
- The Renaissance and the Age of Discovery (1400--1700)
- The Age of Enlightenment and the Early Industrial Revolution (1700--1900)
- The Twentieth Century
- Today and Tomorrow
- Conclusions
- Chapter Review

Chapter 2 The Neurochemistry and the Physiology of Addiction

- How Psychoactive Drugs Affect People
- How Drugs Get to the Brain
- The Nervous System
- Neuroanatomy

Physiological Responses to Drugs
From Experimentation to Addiction
Desired Effects vs. Side Effects
Theories of Addiction
Heredity, Environment, Psychoactive Drugs, and Compulsive Behaviors
Alcoholic Mice and Sober Mice
A Simplified View of the Addictive Process
Conclusions
Chapter Review

Chapter 3 Uppers

Introduction
General Classification
General Effects
Cocaine
Smokable Cocaine (crack, freebase, oxidado)
Amphetamines
Amphetamine Congeners
Look-Alike and Over-the-Counter Stimulants
Miscellaneous Plant Stimulants
Caffeine
Nicotine
Conclusions
Chapter Review

Chapter 4 Downers: Opiates/Opioids and Sedative-Hypnotics

General Classification
Major Depressants
Minor Depressants
Prescription Drug Epidemic
Opiates/Opioids
Introduction
Classification
History of Methods of Use
Twentieth and Twenty-First Centuries
Effects of Opioids
Therapeutic Pain Control vs. Hyperalgesia
Additional Complications Caused by Opioids
From Experimentation to Addiction
Specific Opioids
Sedative-Hypnotics
History
Classification
Use, Misuse, Abuse, and Addiction
Benzodiazepines
Barbiturates
Other Sedative-Hypnotics
Drug Interactions
Prescription Drugs and the Pharmaceutical Industry
Chapter Review

Chapter 5 Downers: Alcohol

Overview
Introduction
History
Alcoholic Beverages

- The Chemistry of Alcohol
- Types of Alcoholic Beverages
- Absorption, Distribution, and Metabolism
- Absorption and Distribution
- Metabolism
- Desired Effects, Side Effects, and Health Consequences
- Levels of Use
- Low-to-Moderate-Dose Episodes
- High-Dose Episodes
- Chronic High-Dose Use
- Addiction (alcohol dependence, or alcoholism)
- Classification
- Heredity, Environment, and Psychoactive Drugs
- Tolerance, Tissue Dependence, and Withdrawal
- Directions in Research
- Other Problems with Alcohol
- Polydrug Abuse
- Alcohol and Mental Problems
- Alcohol and Pregnancy
- Aggression and Violence
- Driving Under the Influence
- Injuries and Suicide
- Epidemiology
- Patterns of Alcohol Consumption
- Population Subgroups
- Conclusions
- Chapter Review

Chapter 6 All Rounders

- Introduction and History
- Classification
- General Effects
- LSD, Psilocybin Mushrooms, and Other Indole Psychedelics
- Peyote, MDMA, and Other Phenylalkylamine Psychedelics
- Anticholinergic Psychedelics (belladonna, henbane, mandrake, and datura [jimson weed, thornapple])
- PCP, Ketamine, Salvia Divinorum, and Other Psychedelics
- Marijuana and Other Cannabinoids
- Chapter Review

Chapter 7 Other Drugs, Other Addictions

- Introduction
- Other Drugs
- Inhalants
- Sports and Drugs
- Miscellaneous Drugs
- Other Addictions
- Compulsive Behaviors
- Heredity, Environment, and Compulsive Behaviors
- Compulsive Gambling
- Compulsive Shopping and Buying
- Hoarding
- Eating Disorders
- Sexual Addiction
- Electronic Addictions
- Conclusions
- Chapter Review

Chapter 8 Drug Use and Prevention: From Cradle to Grave

Prevention

- Concepts of Prevention
- History
- Prevention Methods
- Challenges to Prevention
- From Cradle to Grave
- Patterns of Use
- Pregnancy and Birth
- Youth and School
- Love, Sex, and Drugs
- Drugs at Work
- Drugs in the Military
- Drug Testing
- Drugs and the Elderly
- Conclusions
- Chapter Review

Chapter 9 Treatment

Introduction

- A Disease of the Brain
- Current Issues in Treatment
- Treatment Effectiveness
- Treatment Studies
- Drug Abuse Treatment Outcome Study
- Treatment and Prisons
- Principles and Goals of Treatment
- Principles of Effective Treatment
- Principles of Drug-Abuse Treatment for CJS Populations
- Goals of Effective Treatment
- Selection of a Program
- Diagnosis
- Treatment Options
- Beginning Treatment
- Recognition and Acceptance
- Treatment Continuum
- Detoxification
- Initial Abstinence
- Long-Term Abstinence
- Recovery
- Relapse Prevention
- Relapse Prevention Strategies
- Outcome and Follow-Up
- Individual vs. Group Therapy
- Individual Therapy
- Group Therapy
- Treatment and the Family
- Goals of Family Treatment
- Different Family Approaches
- Other Behaviors
- Trauma-Informed and Trauma-Focused Care
- Recovery Coach
- Adjunctive and Complementary Treatment Services
- Drug-Specific Treatment
- Polydrug Abuse

- Stimulants (cocaine and amphetamines)
- Tobacco
- Opioids
- Sedative-Hypnotics (barbiturates and benzodiazepines)
- Alcohol
- Psychedelics
- Marijuana
- Inhalants
- Behavioral Addiction Treatment
- Target Populations
- Men vs. Women
- Youth
- Older Americans
- Ethnic Groups
- Other Groups
- Treatment Obstacles
- Developmental Arrest and Cognitive Impairments
- Follow-Through (monitoring)
- Conflicting Goals
- Treatment Resources
- Medical Intervention Developments
- Introduction
- Medications Approved to Treat SUDs vs. Those Used Off-Label
- Medical Strategies in Development to Treat SUDs
- The New Drug Development Process
- Chapter Review

Chapter 10 Mental Health and Drugs

- Introduction
- Determining Factors
- Dual Diagnosis (co-occurring disorders)
- Definition
- Epidemiology
- Patterns of Dual Diagnosis
- Making the Diagnosis
- Mental Health vs. Substance Abuse
- Psychiatric Disorders: Pre-Existing Mental Disorders
- Substance-Induced Mental Disorders
- Treatment
- Psychopharmacology
- Chapter Review