

1.) DATE: 3/31/2021	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: BHS Number: 210 Title: Addictions, Substance Use Disorders, and Relapse Prevention Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: WILLIAM (BILL) BEVERLY PHONE: 602-305-5608 EMAIL: william.beverly@southmountaincc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECSWUprefix <input type="checkbox"/> Elective Current General Studies designation(s): Requested Effective date: 2021 Fall Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: SHARON ZYGOWICZ, COUNSELING IC CHAIR	
Chair/Director Signature: IC Response 4/5/2021	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Fall**

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Official Course Competencies, Course Syllabus with outline, Textbook: Inaba & Cohen 8 th edition, (primary reading) table of contents, Description of Experiential Class Journal Project
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY <div style="text-align: center; margin-top: 5px;">History</div>	Course competencies 1-8, course syllabus with outline, Experiential Class Project Instructions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <div style="text-align: center; color: yellow; font-weight: bold; margin: 5px 0;">OR</div> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course Competencies 1- 7. Course outline listed in syllabus, assigned primary reading
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Official Course Competencies 3-7, Course Syllabus with outline, Textbook: Inaba & Cohen 8 th edition, (primary reading) table of contents, Description of Experiential Class Journal Project

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

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

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 checklist)	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. Course is designed to advance basic understanding and knowledge about human interaction	This course provides a critical examination of multiple theories of addiction development; in addition to genetic factors, evidence for psychological and sociological factors in addiction development is analyzed. The bio-psycho-social model of addiction development is explored, along with the research on various medical and psycho-social interventions in addiction treatment and relapse prevention. In addition to chemical dependency (i.e. addiction to "substances"), also examined are behavioral addictions, such as gambling addiction).	Course competencies 3-7 explicitly deal with social, behavioral, psychological, physiological, familial/systemic and sociocultural factors that contribute to the development of addiction and the role of these factors in addiction treatment, relapse, and recovery. Primary course readings discuss various theories of addiction development and evidence for biological, psychological, social, and behavioral factors in addiction etiology and treatment. Course content covered in class (see syllabus outline) explores these concepts in detail. Chapter 2 in the textbook covers biological foundations in addiction, and chapters 3-7 discuss social and psychological elements of addiction, while chapters 8 - 10 review several evidence-based preventions and treatment programs that are social & behavioral in nature. Empirically-supported addiction treatment models are covered in these later chapters. Chapter readings found in course outline/schedule in syllabus (p5).

<p>2. Course content emphasizes the study of social behavior such as that found in: History</p>	<p>This course examines historical and contemporary views of addiction, including the moral model, the disease model, medical model, as well psychological, behavioral and socio-cultural factors in the development of addiction. Students examine the empirical support for these factors in addiction development, as well as corresponding treatment approaches that range from medication (e.g. methadone) to psychological, behavioral, and social interventions, such as behavioral health treatment to 12-step support groups.</p>	<p>Course competencies 1 and 3 - 8 examine psychological, behavioral, and social factors that account for addiction development and recovery. Chapter 1 in the text provides a historical overview of addiction treatment and in the US, and the criminal justice model is contrasted with the public health model in chapters 8 - 10 in the review of social and behavioral interventions and treatment programs for addiction. Primary source readings provide review of major theories, historical and contemporary. Also reflected on syllabus content areas listed in course outline (p5).</p>
<p>3. The course emphasizes the distinct knowledge base of the social and behavioral sciences</p>	<p>Course provides critical review of the literature related to the development and treatment of substance use disorders, as well prevailing psychological and behavioral explanations for behavioral addictions. Once viewed as a moral failing or weak will power, evidence from the behavioral and social sciences support that addiction develops from a complex interaction of biological, psychological, and social/behavioral factors.</p>	<p>Course competencies 1 - 8; see syllabus course outline and schedule (pg 5); table of contents from primary reading which examines multiple theories and models of addiction, including chemical dependency and behavioral addictions. Theories of addiction development are introduced in chapter 1, the bio-psycho-social model of addiction development is introduced in chapter 2, which provides evidence for addiction development based on genetics and neurochemistry, as well as social, behavioral, spiritual and cultural factors. This is expanded upon in later chapters which deal with the various classification of drugs. For example, chapter 4 covers opiates/opioids (e.g. heroin, oxycontin), and the development of an opiate addiction is covered from biological, psychological, and social/behavioral perspective.</p>

<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>This course critically examines the research on the development of addiction (biological, psychological, socio-cultural). The course content also explores various empirically-supported treatment approaches in addiction and relapse prevention, including behavioral and psycho-social interventions (e.g. therapy, rehabilitation, 12-step facilitation, community prevention programs).</p>	<p>Course competencies 1-9, assigned chapter readings listed in table of contents of primary course readings, course topics for lecture, in class exercise and discussion as noted in course outline in syllabus. Relevant chapter readings include chapter 2, which provides evidence for the biological and genetic bases for addiction, and how this interacts with social, behavioral and cultural factors. Later chapters (3-7) describe the evidence for bio-psycho-social factors in addiction development for various classifications of drugs. Chapter 7 also introduces the concept of "behavioral addictions" such as gambling and other compulsive behavioral disorders that are similar to chemical dependency. Description of class journal exercise and project also provided.</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.

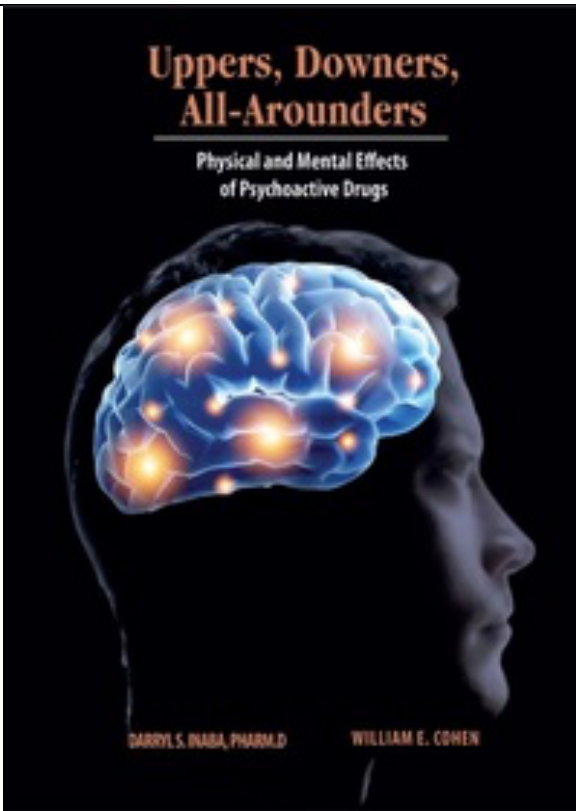


Table of Contents

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
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- Trauma-Informed and Trauma-Focused Care
- Recovery Coach
- Adjunctive and Complementary Treatment Services
- Drug-Specific Treatment
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- Stimulants (cocaine and amphetamines)
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- Alcohol
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- Men vs. Women
- Youth
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- Ethnic Groups
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- Medical Intervention Developments
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- Medications Approved to Treat SUDs vs. Those Used Off-Label
- Medical Strategies in Development to Treat SUDs
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Chapter 10 Mental Health and Drugs

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- Determining Factors
- Dual Diagnosis (co-occurring disorders)
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- Epidemiology
- Patterns of Dual Diagnosis
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- Psychiatric Disorders: Pre-Existing Mental Disorders
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