

Substance Abuse

Unit Learning Objectives

At the end of this unit, you should know...

- ✓ how to explain the rationale behind why “Substance Abuse” is a more appropriate title for the unit versus “Drugs and Alcohol”.
- ✓ how to define **terminology** such as *use, misuse, abuse, tolerance, physiological dependence, psychological dependence, addiction, overdose, synergistic effect, withdrawal, etc.*
- ✓ how to **categorize substances** by characteristics and/or effect. For example:
 - a. Alcohol—depressant, gateway drug, legal, organic in origin
 - b. Nicotine—stimulant, legal, organic in origin
 - c. Anabolic Steroids—in a category of its own (mimics testosterone), synthetic, illegal...and so on
- ✓ why young people choose to start abusing substances and/or what could influence their decision.
- ✓ the signs and symptoms of **intoxication**.
- ✓ the legal limit of intoxication (BAC) in Washington and why the age of 21 was chosen as the legal age to consume alcohol.
- ✓ what **BAC** stands for and means; what factors *do* and *do not* influence a person's BAC.
- ✓ some short-term and long-term effects of drinking alcohol.
- ✓ what **FAS** stands for and is, as well as, what causes it.
- ✓ short and long-term effects of **smoking and chewing**.
- ✓ why alcohol is the biggest contributor to health problems, accidents, deaths, etc over ALL other abused substances.
- ✓ how **addiction** happens and what kind of structural and functional changes occur in the brain that helps define addiction as a disease. (A review of *neural communication* from the Mental Health Unit would be advised!)
- ✓ what **risk factors** may increase the likelihood of a person becoming addicted to a substance.
- ✓ some possible **treatment** options for addicts and what it takes for treatment to be successful/effective.
- ✓ some ways other people's substance abuse can impact our health (i.e. date rape, violence and crime, DUI's, guilty by association, etc.).
- ✓ what we can do to **prevent** substance abuse in young people and the importance of practicing refusal skills. (A review of *peer pressure, communication and communication styles* from the Social Health Unit would be beneficial here!)
- ✓ how to correlate/connect the information covered in the Substance Abuse Unit back to topics/issues addressed in the Social and Mental/Emotional Health Units (like I've been doing above in parentheses...☺).
- ✓ information about amphetamine use/abuse through watching “**Take Your Pills.**”