Substance Abuse

OVERVIEW:
Youth today face many risks, but drugs abuse remains near the top of the list. Drug abuse has serious consequences in our homes, schools, and communities. Risk and protective factors for drug abuse are plentiful; sorting out the multitude factors that influence drug abuse is important in order to understand the problem and develop solutions.

GOAL:
Organize a broad set risk and protective factors and outcomes in a visual tool that will help demonstrate the scope of the drug abuse and the many antecedents and connections between factors that influence the problem.

ROLE:
You! As a team of high school health science students, you have a tremendous opportunity to promote understanding and positive choices in your community!

OBJECTIVE:
Obj. 3.12: Identify connections between risk & protective factors and outcomes associated with a health problem (this includes the behaviors and antecedents leading to the health problem).

DELIVERABLES:
1) Factor-Outcome Web
2) Proposal for a SMART intervention

ASSESSMENT:
Your visual map will be evaluated on a rubric based on the organization, depth of thinking, and rigor of thinking. The intervention will be graded for effort, quality, and effectiveness.

Case Introduction:

Risk & Protective Factors

Read Chapter 1: Risk and Protective Factors of the National Institute on Drug Abuse's report entitled, "Preventing Drug Use among Children and Adolescents." Answer the questions on the following page before, during and after reading.

Source: Robertson, EB, David, SL, and Rao, SA. Preventing Drug Use among Children and Adolescents (In Brief), Second Edition. National Institute on Drug Abuse. <http://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf>

Explore the Problem:

1. **Before Reading:**
   Consider your own life. Think about home, school, the community, organizations or activities you are part of, your family, friends, the media, and anything else that has an influence on you or occupies your time. What factors, in your experience, have influenced your choice to use or not use drugs. List as many as you can!

2. **During Reading:**
   Examine the five domains (or settings) on page 6 (first page of Ch. 1). Which domain (individual, family, peer, school, or community) do you think plays the **biggest role** in your decision to use or not use drugs? Which plays the **smallest role**? Explain.

3. **After Reading:**
   What was most surprising or interesting to you about this issue? List at least one new and useful thing you learned from this reading.

Background Research:

1. Choose the specific drug you will focus on and circle your choice below:
   a. Anabolic steroids
   b. Bath salts
   c. Cocaine
   d. Heroin
   e. Inhalants
   f. Marijuana
   g. MDMA (Ecstacy)
   h. Methamphetamine (Meth)
   i. Prescription Drugs
   j. Tobacco
   k. Alcohol

2. Conduct background research. Begin at the following website:

   http://teens.drugabuse.gov/drug-facts

   > **Note:** For teams choosing ALCOHOL, the website above does not have information. Instead, begin at: www.cdc.gov/healthyyouth/alcoholdrug/

3. Find additional credible sources (ex: CDC, NIH, WebMD, etc.) to gather additional background information.

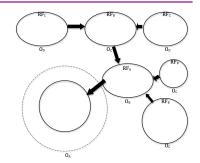4. Record important information and your source citation information in the table on the following page:

	Information
Description of drug (include routes of administration)	
How many teens abuse it? (include any other important data or statistics you find)	
What are the short and long-term effects?	
How does it affect the brain?	
SOURCES: (Record your source in this box. Number them so you can footnote the information you list above.)	

Identifying Risk & Protective Factors:

Using the reading, the web sources from your background research, and any other sources, list risk and protective factors for abuse of your assigned drug in the table below.

Risk Factors	Protective Factors

SOURCES:

Factor-Outcome Web:

Using your lists in the table above, create a Factor-Outcome web that encompasses all of the variables you have. As you create your web, you will likely add more variables as you go, because the connections you begin to see will give you new ideas. This is the benefit of creating a visual map of our thinking!

Identify Solutions:

Review your Factor-Outcome web. Choose one factor-outcome pair (two connected variables) and write them below:

Risk or Protective Factor:

Outcome:

Now you will propose a simple, yet SMART intervention aimed at reducing the negative risk factor you selected in order to improve the outcome OR promoting the positive protective factor to improve the outcome. Use the space below to brainstorm your intervention, then fill out the Intervention Proposal on the next page.

BRAINSTORM SPACE:

Intervention Proposal:

Drug:

Name of Intervention:

Factor/Outcome:

Description:

How is this intervention SMART?

    Specific:

    Measurable:

    Achievable (yet Ambitious!):

    Relevant:

    Time-bound:

How would your intervention be evaluated in order to determine how it worked and whether it was successful or not?

Rubric:

Your final Factor-Effect web and your Intervention Proposal will be graded using the rubric below.

Obj. 3.12: Identify connections between risk & protective factors and outcomes associated with a health problem (this includes the behaviors and antecedents leading to the health problem).				
	Needs Improvement	**Emerging Mastery**	**Partial Mastery**	**Mastery**
Factor-Effect Web	**Organization:** Web is very confusing **Depth:** Includes less than 10 variables **Rigor:** Variables are too simplified or unclear	**Organization:** Web is confusing or inaccessible **Depth:** Includes at least 10 variables **Rigor:** Variables are somewhat unclear	**Organization:** Web is visually accessible **Depth:** Includes at least 15 variables **Rigor:** Variables are mostly clear and detailed	**Organization:** Web is visually pleasing **Depth:** Includes at least 20 variables **Rigor:** Variables are clear and detailed
Intervention Proposal	**Effort:** Idea is incomplete **Quality:** Description incomplete or confusing. **Effectiveness:** Missing or incomplete SMART criteria and evaluation plan	**Effort:** Idea lacks originality **Quality:** Description somewhat unclear **Effectiveness:** Clear but is not convincing or does not meet SMART criteria or have a logical evaluation plan	**Effort:** Somewhat Creative but may lack originality **Quality:** Description provides fairly clear explanation **Effectiveness:** Clear but is only somewhat convincing or does not meet SMART criteria or have a logical evaluation plan	**Effort:** Creative and original intervention **Quality:** Description provides clear explanation **Effectiveness:** Clear and convincing; meets SMART criteria, has appropriate evaluation plan