

Chapter 1 : Teens Exposed to Drugs and Alcohol | Influences & Treatment

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As teens transition into adulthood, they often become tempted by adult activities. Drugs and alcohol frequently become involved in this mix. Many teens turn to marijuana , prescription drugs , club drugs, alcohol , or other substances as a means of coping with stress, relating to their peers, and rebelling against authority. They want to know what it feels like to be drunk, intoxicated, or high. Their friends are doing it or pressuring them to do the same. Their parents or role models are doing it and they want to feel accepted by those they look up to. They want to rebel against rules placed on them. They want to send out a call for help. They want to experience something other than numbness. They feel there is nothing else to do, and trying drugs or alcohol gives them a feeling of excitement. They want to make their own decisions and assert their own independence. They want to feel good. Teens are dealing with a heavy mix of emotions, and drugs can help numb any pain and make them feel better even when times are tough. Peer Pressure in Social Circles At any age, people want to be liked and accepted by those around them. This is especially true for adolescents and teens who are going through a process of transformation from childhood into adulthood. They are still discovering who they are, and through the confusion that often causes, want all the more to be accepted by their peers. Imagine you find yourself with someone you trust and admire. You are handed a bong, a bottle, or some pills and offered a place in the crowd. Even the most upstanding student may be tempted to tryâ€¦just this once. Teens give into peer pressure for many reasons, including: Not wanting to be made fun of. Not wanting to lose a friend. The desire to appear grown up. The desire to appear in control. Not having a clear picture of what they want. Not understanding how to avoid or handle a situation. In an attempt to understand why teens are so likely to give into peer pressure, NIDA conducted a research study on how teens think about both risks and rewards associated with their decisions. For this study, researchers monitored the brain activity of teen drivers. They found that teens who were driving with a friend in the car were more likely to take risks, such as running a yellow light, than those who were driving alone. Where adults tend to consider both the risks and rewards of their behavior, teens tend to focus mostly on the reward while ignoring the risk. This type of thinking may contribute to peer pressure because teens are more likely to engage in behavior if they feel rewarded by peer approval or acceptance. Parents are role models, whether or not they choose to be, and while few mothers and fathers hand their children illicit substances, many make statements and take actions that insinuate using drugs is the grown-up thing to do. Manufacturing, selling, possessing, or taking drugs can send the message that drugs and alcohol are okay. Some parents try to hide their stash or use only when their children are not around. But many times the effect is virtually the same as if they had become high or drunk out in the open. A couple of beers or a few glasses of wine are socially acceptable for adults. Kids inevitably find out about the highs of drugs or alcohol and may experiment with them in an effort to achieve those highs. Teenagers living with parents who use alcohol or drugs may have direct access to substances kept in the home. If this becomes problematic, seek out help from a trained professional.

Chapter 2 : All Tools and Lessons | NIDA for Teens

Students perform a hands-on lab activity to investigate the long term effects of drug abuse on brain metabolism and gene expression in brain cells. Long-Term Effects Teacher Guide Long-Term Effects Student Guide.

Relapse Prevention In , One tragic result of the widespread use of drugs and alcohol is its impact on youth. Early use of drugs or alcohol has been linked to a several times greater risk of developing substance dependence, as the majority of Americans aged 18–30 admitted for substance abuse treatment initiated alcohol or drug use before the age of 18. The use of alcohol and illicit drugs by teenagers and youth is a serious issue. With a problem this widespread, we wanted to find out where youth drinking and drug use is most prominent. So, we compared data from the United States and European nations to find out just how many high school students are engaging in binge drinking and marijuana use. Read on to learn more about patterns of youth drinking and drug use around the globe. Marijuana and Binge Drinking Across the U. Binge drinking is defined by the Centers for Disease Control as drinking five or more alcoholic beverages within two hours. A clear coastal pattern can be seen when we map binge drinking patterns and marijuana use by state: Along the East Coast, West Coast, and some Southwest and Midwest states, marijuana use by high school students was more frequent than binge drinking. However, binge drinking was more widespread than marijuana use for students in a wide swath of Central and Western states extending from Montana to Texas, as well as in a smattering of Southern states such as Louisiana, Alabama, Kentucky, and West Virginia. In only two states, Pennsylvania and Nevada, were both alcohol and marijuana used at about equal rates. Drug and Alcohol Use Among U. High School Students Next, we took a closer look at the available information on state-by-state prevalence of past-month binge drinking among high school students, as well as past-month marijuana use. In some states, the difference is especially notable: Other states, such as Iowa, showed a much greater frequency of binge drinking: Interestingly, the differences were not very large in states that have taken a more relaxed approach to marijuana policy. We also looked at lifetime cocaine use – usage of cocaine even one time – among the high school population, as well as illicit usage of prescription drugs. However, lifetime illicit use of prescription drugs, such as opioid painkillers and benzodiazepines, was vastly more common. Top 5 States with Highest High School Drug Abuse Rates We also ranked which states had the highest overall rates of high school student substance use in the country. Each substance we studied – alcohol, marijuana, cocaine, and prescription drugs – shows a unique distribution. For past-month binge drinking, West Virginia ranked first in the country: The high rate of binge drinking in high school students continues into adulthood, as West Virginia also has the highest rate of adult binge drinking in the nation, according to a study conducted by the United Health Foundation. Montana placed second in the nation with Marijuana usage rates among high school students peaked at a much greater level. Nationally, lifetime prescription drug abuse was far more common than cocaine use, peaking at 30%. The state was also second-last for lifetime cocaine use 3. The church has expressed a particular disapproval of substance use , including alcohol and even caffeinated drinks. The state has adopted some of the most restrictive alcohol regulations , including the requirement that restaurants may only serve alcohol to those who have ordered food. While the District of Columbia placed first in the country for past-month marijuana use by high school students, use of other substances was less frequent. Europe What do substance use trends among American youth look like in a global context? We reviewed data from more than 50 European nations to understand how frequently youth reported drinking within the past month. Because this data counted any drinking and was not limited to binge drinking behavior, these figures were somewhat higher than statistics from American agencies. However, drinking among high school students in Europe remains surprisingly common. Recognizing that youth are the age group that engages in the heaviest drinking behaviors, the European Union has recently emphasized the importance of delaying the age at which youth first use alcohol and reducing the amount that they drink. Europe We also looked at the prevalence of past-month marijuana use by high school students in European countries, which allowed a direct comparison to U. We examined data on the availability of alcohol to high school students in the U. This placed America above only four European nations where students considered alcohol to be less easily available. High School

Student Access to Marijuana However, when it comes to marijuana availability and usage, the trends observed are quite different. Unlike patterns seen in the availability of alcohol, the U. While this is lower than the availability of alcohol, these numbers demonstrate that, despite many efforts at prevention of drug use, high school students are still faced with frequent opportunities to use marijuana. Learning More About Drug and Alcohol Addiction Use of drugs and alcohol by high school students may often be viewed as youthful experimentation, but the results are far from harmless. Youth who repeatedly binge drink can face problems in their social life, academic career, the legal system, and their health. Methodology Statistics on U.

Chapter 3 : Drug and Alcohol Abuse Prevention Program | Regent University

Students participate in hands-on activities that explore a neuron model, simulate the movement of drugs from a mother to her developing baby, analyze the effects of drugs on rat behavior, and investigate the long term effects of drug abuse on brain metabolism.

What is the difference between drug abuse and drug addiction? Drug abuse and drug addiction are different conditions. To be diagnosed with a drug abuse problem, a person would exhibit any one of four specific signs during a one-year period. To be diagnosed with a drug addiction or dependence problem, a person would exhibit any three out of seven specific signs during a one-year period. Some experts use other definitions for drug abuse and addiction exist. For example, abuse can be defined as any use of an illegal substance or the inappropriate use of a legal substance to produce pleasure, reduce stress, or escape reality or all three. Perhaps the primary distinction between abuse and addiction relates to the compulsion of an addict to get their next fix. Addiction causes a person to lose control over his or her drug use—it is no longer a choice. Why do addicts keep using if they know drugs are causing negative consequences in their lives? What are misconceptions about drug abuse and addiction? Is drug addiction a brain disease? Scientists consider drug addiction to be a brain disease because drugs change the way the brain functions. Drugs exert their effects by changing how the cells in the brain, the neurons, relay their signals. Although drugs do affect other parts of the body either when a person is addicted or just a drug abuser, most scientists consider addiction to be a brain disease because the changes in the way the brain works lead to a desire to continuing to use drugs and eventually to the compulsive, uncontrollable use of drugs that is characteristic of addiction. What do drugs do in the brain? What causes a drug abuser to become a drug addict? Scientists are still learning about the changes that occur in the brain when a person uses drugs. The specific changes that cause a person to move from a drug abuser to a drug addict remain unknown. However, scientists believe that it is not a single gene or a single event that causes the switch between abuse and addiction. There are likely to be many genes involved. In addition, scientists recognize that different individuals have different levels of risk for addiction. Having an understanding of how drugs alter the function of the brain is especially important for adolescents because of the developmental changes that are occurring during this time of life. Scientists now know that the human brain is still developing during the adolescent years. In particular, the part of the brain that controls impulsiveness and is important for decision making is still developing during the teenage years. Who can become a drug addict? Different people have different levels of risk for addiction. In addition to genetic factors, which are likely to be complex and involve many genes, environmental and social factors also play a risk. For young people, the younger a person starts using drugs, the more likely he or she is to become addicted. Is drug dependence the same thing as drug addiction Drug addiction and drug dependence are often used as synonyms. Because Drug Abuse, Addiction, and the Adolescent Brain is targeted to a middle school audience, the unit uses the term addiction to indicate the same thing as dependence. For this age group, we felt that distinguishing between the two terms was not necessary. In reality, however, there is a distinction between addiction and dependence. A person can be dependent on a drug but not be addicted. For example, a person who receives drugs such as opiates in the hospital for treatment of severe, chronic pain may become dependent on the drug. The patient with chronic pain needs the drug to manage the pain but does not rely on the drug for fulfilling all aspects of life. The patient uses the drug with the expectation of relieving pain so that he or she can function normally. Addicts, on the other hand, have a compulsive need for drugs so they can escape reality and produce euphoria, even when they are aware that the drugs are causing negative consequences in their lives. What do people mean by psychological and physiological dependence? Many scientists view these as outdated terms and choose not to use them anymore because, in reality, both physical and psychological dependence are due to physical changes in how the brain works. Is treatment for drug addiction effective? A relatively common misconception about drug addiction is that there is no effective treatment for drug addiction—“once a person is an addict, they will always have problems. In fact, the success rate for drug addiction treatment is similar to that of other chronic diseases such as diabetes or hypertension.

Some people will be very successful, others will get better but may have some problems, and yet others will not succeed well. One of the reasons that treatment for addiction is sometimes viewed as ineffective is that relapse is common. Most experts view relapse as part of the recovery process and that it indicates that the individual needs to continue with treatment. Has drug use among adolescents increased or decreased in recent years? The trends in drug use among adolescents have changed over the years, both in terms of overall use of drugs and the specific drugs that are most commonly abused. While in recent years, there have been some positive trends toward declines in drug use, drug abuse remains common. In , a survey found that almost 28 percent of 8th grade students had used some type of illicit drug in their lifetime. Detailed results of the Monitoring the Future survey are available at www.mtf.com. Under the influence of hallucinogenic drugs, people see images, hear sounds, and feel sensations that seem real but do not exist. Some hallucinogens also produce rapid, intense emotional swings. LSD is perhaps the drug most people think about as an hallucinogen, but other drugs such as PCP phencyclidine , peyote, psilocybin "magic" mushrooms , and ibogaine are also hallucinogenic. Hallucinogens are not stored in the body and "released" as flashbacks. Some former LSD users report experiences known colloquially as "flashbacks" and called hallucinogen persisting perception disorder HPPD by physicians. These episodes are spontaneous, repeated, sometimes continuous recurrences of some of the sensory distortions originally produced by LSD. The experience may include hallucinations, but it most commonly consists of visual disturbances such as seeing false motion on the edges of the field of vision, bright or colored flashes, and halos or trails attached to moving objects. This condition may, for some individuals, persist for years after drug use stops. Scientists are still working to understand the causes of HPPD. There is no established treatment for HPPD, although some medications and therapies may reduce the symptoms. What are the problems related to the use of marijuana for medical purposes? Long-term use of marijuana can lead to problems with memory and brain function as well as problems with lung function. Additionally, scientists know that marijuana use can be addictive. However, there are medications containing synthetic THC, the main active ingredient in marijuana, that are used to treat nausea in cancer patients undergoing chemotherapy, and to stimulate appetite in patients with wasting syndrome severe, involuntary weight loss due to AIDS. Since the discovery of the cannabinoid system's receptors in the body that bind THC, and chemicals that act as these receptors' scientists are actively looking for ways to make use of this system for medical purposes. Several highly promising compounds are being tested for the treatment of obesity, pain, and other disorders. However, it is unlikely that smoked marijuana will be developed as a medication, both because of its negative health effects on the lungs and the brain and because of the numerous other ingredients in the marijuana plant that may adversely affect health. The Facilitation Guide for Adult Audiences included in the teacher implementation guide provides a plan for presenting the video to parents and guardians. By having the parents see the same video that the students will see, parents may feel more comfortable discussing the topics of drug abuse and addiction with their children. A brochure located at the end of the masters can be sent home with students to inform parents about the program. The brochure is provided in both English and Spanish. Was it the science? Also featured in this section are recovering addicts talk candidly about their experiences and difficult lessons learned.

Chapter 4 : Lesson Plan and Activity Finder | NIDA for Teens

THE EFFECT OF DRUG ABUSE ON STUDENTS' ACADEMIC ACHIEVEMENT ABSTRACT The aim of this study was to examine the effect of drug abuse on students' academic performance in secondary schools in Ethiopia East Local Government Area of Delta State.

Be a Science Fact-Checker In this lesson, developed in partnership with Scholastic, students build skills that let them separate good science from misinformation. Students learn to spot the signs of misleading news and look for clues that indicate information is based on fact. This is especially important for teens who are inundated with stories on social media about important topics such as their health. Acids, Bases and Cocaine Addicts This interactive module introduces high school students to basic biology and chemistry principles using the pharmacokinetics of cocaine and crack cocaine. Students learn how the structure of a drug affects whether it can be smoked and whether it can pass through a biological membrane. This is one of six modules from the Pharmacology Education Partnership. An Introduction to the Brain and Nervous System: In this module students learn the parts of the brain, the functions of these parts, and how the brain communicates with the rest of the body. At the end of the module, students take part in a Challenge activity, giving visual presentations on brain parts and brain messages. This is one of six modules designed for students in grades to learn about the brain and the effects of drugs on the body. Topics cover the brain, neurons and the nervous system, diseases of the nervous system, human senses and movement, learning and memory, diseases of the nervous system, and the effects of drugs on the brain and body. Grades 6–9 A series of six modules takes students through a step-by-step exploration of scientific processes and how to use these processes to learn about the brain, the nervous system, and the effects of drugs on the nervous system and body. This series is part of the larger Brain Power! Challenge Program for grades K–9. BrainU Three lesson plans explore the disease of addiction and the changes that take place in the brain. Students test the effects of alcohol on the roundworm in a laboratory experiment, play a card game that models the unknown potential for individual addiction, and investigate how neurons change their connectivity when exposed to the drug morphine. Cool Science Careers Students explore careers in science through a series of interactive exercises. They can find their perfect career match in Professional Pathfinder or try out a career in Imagine Yourself. Facts and answers to common questions about science careers round out the series of games. Critically Thinking About a Nicotine Addiction Study Students develop critical thinking skills as they analyze and evaluate scientific explanations about nicotine addiction and the medication varenicline. They will analyze a scientific study, find sources of potential bias, analyze data tables, construct graphs, and evaluate results. This is one lesson of the seven-part curriculum Transforming Science for Critical Thinkers. They learn forensic science and find clues that help them unlock the mysteries of biology, including the effects of prescription drug abuse on the brain and body. Critical Thinking of a Study: Prescribing Patterns and Overdose-Related Deaths Students develop critical thinking skills as they analyze and evaluate scientific explanations about patterns in prescribing opioid pain medicines and deaths related to overdose. They learn the process of creating a scientific study to understand how science works and compare and contrast their analysis with that of traditional media articles. It contains several lessons that teachers can use to help students learn how drugs can change how the brain functions, causing changes in thoughts, feelings, and behaviors. Drug Scene Investigators Students are introduced to four short stories, each involving use of an illicit drug. The students must use clues from the stories, witnesses, and scenes, and from doing laboratory experiments to develop a hypothesis and identify the drug in the story. In this interactive module, the distribution of drugs throughout the bloodstream and their accumulation in a specific target i. A work sheet explains how alcohol can magnify the effects of some drugs and encourages students to think about how combining dangerous substances could make them even more dangerous. Students can explore the interactive activity, which includes videos, quizzes, and links to further resources, as a group or individually. Facts about drug use are presented in scientific charts and statistics, which students must read and understand to complete the worksheet activities. Students learn how common drugs—such as marijuana, alcohol, and cocaine—affect different areas of the brain. The student article also

discusses the chemical changes in the brain that can lead to drug addiction and overdoses. The lesson includes information on how researchers develop statistics and how to evaluate sources of statistics to determine whether they are reliable. A work sheet includes math problems for students to develop their own statistics. Drugs and Health Blog Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Alcohol Timely blog posts feature emerging trends and apply the science of drug use to real life. Anabolic Steroids Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Cocaine Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Heroin Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Marijuana Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Methamphetamine Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Prescription Drugs Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Prescription Pain Medications Opioids Timely blog posts feature emerging trends and apply the science of drug abuse to real life. Drugs in the Cupboard: Students learn about the damage inhalants and prescription drugs can cause to the brain when not used as intended or by someone for whom they are not prescribed. Abuse of these drugs can be common because they are legal and easily accessible. Following the lesson, students will participate in a Challenge activity where they will use colored papers to organize facts about these drugs. Additional activities include a public service announcement, the student magazine, the CD-ROM, and handouts. Drugs in the News: This module presents information about steroids, methamphetamine meth , and so-called "club drugs": Students learn about the effects of each drug and how use of these drugs affects individuals and our society as a whole. Following the lesson, students will a long-term media watch competition. Additional activities include a "ripple effects" handout, a debate, the student magazine, and the CD-ROM.

Chapter 5 : Substance Addiction | Quincy College

Gabrielle I. Edwards The student biologist explores drug abuse pages Jan 1, Medical Gordon Alexander Biology pages Science Karen Arms, Pamela S. Camp Biology pages Science.

Additional sanctions will be assigned as deemed necessary by the appropriate conduct officer or conduct board. Additional sanctions may include, but are not limited to, notification of parents and referral to an Alcohol and Drug Abuse Prevention counselor in the SMU Health Center. Sanctions will be imposed by the appropriate conduct officer or conduct board. Possible sanctions include, but are not limited to: Minors convicted in the criminal court system of possession or consumption of alcoholic beverages may be subject to fines, suspension of drivers license, community service and a mandatory alcohol education class. Convictions for providing to minors may subject individuals to fines and a jail term of up to one year. Fines and jail terms escalate after the first conviction. Sanctions upon conviction in the criminal court system for possession, distribution, or manufacture of controlled substances range from fines to probation to imprisonment. Amount of fines, terms of probation, or years of imprisonment generally are contingent upon the circumstances and amounts of drugs in possession, sale, distribution, or manufacture. We offer the following services: Counselors assess student problems with alcohol and other drugs, which may range from misuse to abuse to addiction. By working with friends, family, faculty and staff, counselors will reach out to students in trouble and provide access to appropriate help. As appropriate to the situation. Based on our assessment, counselors will assist students in finding specialized care. Counselors work with student organizations to coordinate projects to focus attention on the dangers of alcohol and drug abuse and the problems of dependency. Counselors support self-help groups and refers students to a wide range of support groups in the community, as dictated by the needs of the individual. Presentations are given about alcohol and other drugs, chemical dependency and substance abuse topics. Counselors utilize social norms marketing to correct student misconceptions about alcohol use. Students, faculty and staff are trained to deal with others they believe may have a substance abuse or dependency problem. SMU supports a peer education program in which students provide prevention education on campus and in the surrounding community. The Collegiate Recovery Community CRC at SMU supports students who are seeking recovery or in recovery from substance abuse disorders, mental health concerns, behavioral process0 addictions and other quality-of-life concerns. The CRC provides an affirming environment where students can pursue academic and personal success and improved quality of life. Additional information is available at the Dr. Monday through Friday; or

Chapter 6 : Red Ribbon Campaign: Curriculum and Tools

1. *Author(s): Edwards, Gabrielle I Title(s): The student biologist explores drug abuse/ by Gabrielle I. Edwards. Edition: 1st ed. Country of Publication: United States Publisher: New York: Rosen Press,*

Formerly referred to as Mind Over Matters, this booklet is part of a series focused on easy-to-understand scientific facts. Students learn to spot the signs of misleading news and look for clues that indicate information is based on fact. This is especially important for teens who are inundated with stories on social media about important topics such as their health. Students learn how the structure of a drug affects whether it can be smoked and whether it can pass through a biological membrane. This is one of six modules from the Pharmacology Education Partnership. July In this module students learn the parts of the brain, the functions of these parts, and how the brain communicates with the rest of the body. At the end of the module, students take part in a Challenge activity, giving visual presentations on brain parts and brain messages. This is one of six modules designed for students in grades to learn about the brain and the effects of drugs on the body. Topics cover the brain, neurons and the nervous system, diseases of the nervous system, human senses and movement, learning and memory, diseases of the nervous system, and the effects of drugs on the brain and body. Grades 6–9 October A series of six modules takes students through a step-by-step exploration of scientific processes and how to use these processes to learn about the brain, the nervous system, and the effects of drugs on the nervous system and body. This series is part of the larger Brain Power! Challenge Program for grades K–9. Students test the effects of alcohol on the roundworm in a laboratory experiment, play a card game that models the unknown potential for individual addiction, and investigate how neurons change their connectivity when exposed to the drug morphine. They can find their perfect career match in Professional Pathfinder or try out a career in Imagine Yourself. Facts and answers to common questions about science careers round out the series of games. They will analyze a scientific study, find sources of potential bias, analyze data tables, construct graphs, and evaluate results. This is one lesson of the seven-part curriculum Transforming Science for Critical Thinkers. They learn forensic science and find clues that help them unlock the mysteries of biology, including the effects of prescription drug abuse on the brain and body. Critical Thinking of a Study: Prescribing Patterns and Overdose-Related Deaths October Students develop critical thinking skills as they analyze and evaluate scientific explanations about patterns in prescribing opioid pain medicines and deaths related to overdose. They learn the process of creating a scientific study to understand how science works and compare and contrast their analysis with that of traditional media articles.

Chapter 7 : - NLM Catalog Result

The Student Biologist Explores Drug Abuse by Gabrielle I. Edwards *The Student Biologist Explores Drug Abuse* by Gabrielle I. Edwards (pp.) Review by: Raymond P. Tamppari.

Messenger Nonmedical use of Attention Deficit Hyperactivity Disorder ADHD drugs on college campuses, such as Adderall, Ritalin, Concerta and Vyvanse, has exploded in the past decade, with a parallel rise in depression disorders and binge drinking among young adults. These stimulants boost the availability of dopamine, a chemical responsible for transmitting signals between the nerve cells neurons of the brain. Besides helping with concentration, dopamine is also associated with motivation and pleasurable feelings. Individuals who use these ADHD drugs nonmedically experience a surge in dopamine similar to that caused by illicit drugs which induces a great sense of well-being. My journey with investigating the effect of the stimulant use nonmedically on college campuses started with a question from a student seven years ago. The question was about the long-term effect of misuse on brain and physical health. Having an educational background in cell and molecular biology with a concentration in neuroscience, I started a literature review and soon became an educator on the topic to teach students about the effects of such stimulant misuse on the maturing brain. College students who take ADHD drugs without medical need could risk developing drug dependence as well as a host of mental ailments. Substance abuse in college College students have been reported to use many stimulants, including but not limited to Adderrall, Ritalin and Dexedrine. They were also eight times more likely to use cocaine. In addition, 90 percent of the students who used Adderall nonmedically were binge alcohol consumers. Often they have a low GPA as well. Despite such a strict warning from the FDA, many practitioners end up prescribing them based on subjective reporting of symptoms of ADHD. The lack of a gold standard for ADHD diagnosis has, in fact, led to physicians overprescribing the drug. Furthermore, students who get hold of these prescriptions can easily sell pills on the black market. Students who buy these pills illicitly miss seeing the warning about potential abuse, addiction and other side effects. These are fruity-flavored extended-release drugs that dissolve instantly in the mouth. They are targeted for children for a fast medicated response, but present a great potential for abuse. The neurobiology of addiction What are the consequences of taking these drugs without a medical condition? The nonmedical use of the ADHD drugs stimulants is of great concern because it raises levels of dopamine the same way illicit drugs do. Therefore, abuse of these drugs may cause the same effect on addiction, brain rewiring and behavioral alteration. There is a limited body of knowledge on the effect of long-term nonmedical ADHD drug abuse on the developing brain. Of concern are potential permanent alterations taking place in the pathways of nerve cells of the maturing brain. ADHD drugs could be addictive, if used without medical necessity. Since brain development continues into the mids and the young brain is remarkably plastic, this sets up a risk of developing chronic substance abuse, addiction and mental ailments. The response of the brain reward system to natural cues is highly regulated by a homeostatic mechanism â€” a process by which the body maintains its constant internal environment. A consequence of this is that the brain starts to need an increased dosage of the drug to respond to the natural cues for motivation and life pleasures. This sets the stage for more substance abuse. The individual then reaches for higher doses and more potent substances. Eventually, a cycle of further dependence and drug abuse ensues. Impact of abuse The concern with the nonmedical ADHD drug abuse is that it might prime the brain for use of other substances such as alcohol, cocaine and marijuana something that the national surveys mentioned above revealed. Major behavioral changes emerge such as compulsive drug seeking, aggression, mood swings , psychosis, abnormal libido and suicidal thoughts. In fact, there have been documented cases of college students who have taken their lives following an addiction to nonmedical ADHD drugs. Animal studies show that the changes that lead to rewiring of the brain are due to an alteration in gene function. Some of these changes become permanent and heritable, especially with prolonged abuse, meaning that the altered newly programmed genes are passed down to offspring. In fact, a body of evidence is linking the process of addiction among many chronic diseases to altered gene function profile passed down by ancestors. This altered profile could predispose their offspring to certain disorders. Currently, prescription of

ADHD drug is based mostly on subjective self-reported symptoms, and a gold standard for ADHD diagnosis remains to be perfected. As a lyric from the rock band Marilyn Manson says:

Chapter 8 : Online Classroom - Generation Rx

Substance Abuse and Dependence tolerance Physical habituation to a drug such that with frequent use, higher doses are needed to achieve the same effects. withdrawal syndromeA characteristic.

Contacts Substance Abuse Substance abuse, also known as drug abuse, is very prevalent in many countries. The World Health Organization WHO defines a drug as any substance or product that modifies the behavior of a person for the benefit of the recipient. Substance abuse, on the other hand, is the drug use other than for the intended purpose in a manner that damages the physical functioning of the body. This essay talks about substance abuse with regard to the types of drugs, drug use and government efforts to curb substance abuse. There are several drugs that people use: Examples include Bhang and Hashish; sedatives or depressants calm down the central nervous system and may induce sleep, in this category are Barbiturates and Tranquilizers; stimulants majorly affect the central nervous system by activating it. They may treat mild depression and to some extent induce insomnia. The known ones are Caffeine and Cocaine; narcotics also produce a depressing effect, and produce feelings of superiority, pleasure and strength. Examples include Heroin and Morphine. People experiment with drugs for several reasons. Some use it to improve their athletic performance; others to ease problems such as depression or stress while other use drugs simply because their friends are using the drugs. Governments in many countries have established ministries to tackle the issue of substance abuse. For instance, in India, there is the Ministry of Health that deals with the treatment of substance addicts, and the Ministry of Information and Broadcasting that uses the government media for the advertisement of the cons of drug abuse. The government also plays a significant role in financially assisting non-governmental organizations and other voluntary organizations involved in the fight against drug abuse. Several acts of parliament have also been established to curb the menace posed by the misuse of drugs and appropriate punishment given to those involved. In conclusion, although substance abuse has become a major problem in the society, concrete steps should be taken to weaken the hold on drugs. The effects of substance abuse are disastrous and cannot be ignored. Testimonials Jack CA Thank you for helping me out with my college essay - I was totally stuck and your guides and manuals assisted me with my writing. Samantha NJ My college term paper was a mess. I had to revise it several times. Finally, I stumbled upon this resource and found a sample term essay that guided my writing. John TX I highly recommend this student blog to anyone in need of professional essay writing help. These guys have written my dissertation in several weeks and it was approved.

Chapter 9 : Gabrielle I. Edwards (Author of Regents Exams and Answers)

Explore the elements of substance abuse models, including personality disorders and trauma as well as family and tension-reduction models. The History of Substance Use and Abuse Discuss the.