

COMPREHENSIVE ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) TRAINING OBJECTIVES

In order to promote consistency in the delivery of ATOD Education training by different trainers across the state, we have developed a set of comprehensive ATOD Education objectives. The objectives may be addressed through lecture, discussion, hand-out overview, activity or other strategies. The objectives address the following nine areas:

1. Pharmacology
2. Chemical Use, Abuse, and Dependence
3. Chemical Dependence in the Family
4. Societal and Personal Attitudes
5. Policy and Legal Issues
6. Support and Referral for Students in Distress
7. Curriculum Development, Methods, and Classroom Issues
8. School Climate
9. Drinking and Driving and Other Risky Behaviors

At the end of the training, participants will be able to:

Pharmacology: Effects of Drugs on Body Function

- Identify substances, including alcohol, prescription drugs, over-the-counter medications, steroids, stimulants, inhalants, and popular drinks, and their short- and long-term effects on the way a person thinks, acts, and feels
- Identify dosage amounts of alcohol
- Identify high-risk behaviors associated with ATOD use, including binge drinking, such as: pregnancy, violence, suicide, HIV and other sexually transmitted infections, impaired driving, and lack of safety-belt use
- Describe the effects of ATOD on fetal development

Chemical Use, Misuse, Abuse, Dependence, and Recovery

- Recognize that alcoholism and drug addiction are diseases
- Define the terms *use, misuse, abuse, dependency, addiction, and recovery* as applied to ATOD
- Describe the alcohol continuum (nonuse to recovery), including signs and symptoms of chemical dependency and the process of recovery
- Identify drug use that poses potential risk for HIV transmission
- Discuss how substance use affects the transitional developmental stages from adolescence into adulthood (5-15 rule) including social, emotional, interpersonal and educational development
- Identify relevant Vermont statistics on trends in adolescent behavior including drug use and other risky behaviors such as drinking and driving, suicide and HIV exposure

Chemical Dependence in the Family

- Define what is meant by “family system” and describe how chemical dependency affects families, including the five survival roles that emerge in the dysfunctional family of the addict

- Describe risk factors for substance use, including environmental influences, inherited factors, and brain chemistry, and the role they play in a child's development including potential increase of substance use and other mental-health issues

Societal and Personal Attitudes

- Identify personal and societal norms and attitudes that influence drug use in society
- Identify how alcohol and other drugs (including over-the-counter drugs and popular drinks) are marketed and the effects of advertising on buying decisions
- Identify examples of how binge drinking influences peers
- Recognize how behaviors that put students at risk for HIV infection and other health concerns are promoted in the marketing of alcohol and other drugs
- Identify the relationship between body image and drug use, including steroid use

Policy and Legal Issues

- Identify strengths and deficit areas of school Alcohol, Tobacco, and Other Drug (ATOD) policies
- Identify federal, state, and local agencies and laws related to the regulation, prevention, and treatment of ATOD use

Support and Referral for Students in Distress

- Recognize the importance of intervention, and describe how interventions are carried out
- Identify the importance of positive adult role models when it comes to reducing ATOD use
- List the attitudes, skills, and knowledge (ASK) students need to resist ATOD use
- Identify strategies for effectively talking about ATOD issues with students and making appropriate referrals

Curriculum Development, Methods, and Classroom Issues

- Develop a concept for how ATOD use is addressed in the curriculum consistent with the Vermont Health Education Guidelines for Curriculum and Assessment

School Climate

- Identify strategies to coordinate school health initiatives that impact ATOD use, including peer leadership
- Understand the forty developmental assets and how they relate to building resiliency

Drinking and Driving and Other Risky Behaviors

- Define blood-alcohol content (i.e., consumption rate is greater than elimination rate—typically considered to be one drink in an hour for a 160-pound male)
- Identify the effects of alcohol and other mind-altering drugs on driving
- Describe the concept of tolerance and the difference between the terms *drunk* (subjective) and *impaired* (describing a condition)
- Make links between alcohol and other drug use and the transmission of communicable diseases (including Hepatitis and HIV)
- Make links between ATOD use and violence, suicide, pregnancy, injury, car crashes, and other unintentional injury or death.