

## Module Four - a: Substance Abuse<sup>1</sup>

### Session Plans

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#### Session One: Drugs and their use

**Timing:** 1.5 hours  
Section 1: definitions - 30 minutes;  
Section 2: functions of drug use - 20 minutes;  
Section 3: range of drugs and methods of use - 40 minutes;

#### Session learning objectives:

- To define the following terms: drug, intoxication, tolerance, withdrawal, harmful use (abuse), dependence (addiction);
- To describe the functions and patterns of drug use;
- To describe how the 'effect' of a drug is related to the individual, their environment and the drug itself;
- To list the range of drugs used locally/regionally/nationally and their methods of use; and
- To describe and explain any sex differences in functions, drugs used, patterns, effects and methods of use.

#### Session contents:

- Section 1:
  - Definitions of drug, intoxication, tolerance, withdrawal, harmful use (abuse), dependence (addiction).
- Section 2:
  - Functions of drug use;
  - Patterns of drug use - experimental, functional, dysfunctional, harmful, dependent; and
  - Context of drug use and how it relates to 'drug effect' (drug, person and environment).
- Section 3:
  - The range of drugs used locally/regionally/nationally; and
  - Methods of use.

#### List of new terms:

- |  |   |
|--|---|
| • Drug (substance)   | • Psychoactive  |
| • Drug effect  | • Intoxication  |
| • Tolerance  | • Withdrawal  |
| • Harmful use (abuse)  | • Dependence (addiction)  |
| • Functional drug use  | • Pattern of drug use - experimental, functional, dysfunctional, harmful, dependent |
| • Local names of drugs - as used by street people, drug users and others | • Psychostimulant   |
| • Depressant   | • Opioid  |
| • Hallucinogen   | • Hypnosedative (Sedative Hypnotics)  |
| • Cannabis   | • Inhalant  |

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<sup>1</sup> This Module is an abridged version of the Module on Substance abuse and Sexual Exploitation (ESCAP, 2000). For a complete version of the Module, please contact ESCAP.

**Key questions to be asked:**

**Section 1:**

Ask the whole group as an introduction: "What do you understand by the word drug?"

**Section 2:**

First brainstorm section:

- "Why do people use drugs?"
- "What about young people - is it the same?"
- "Why don't some young people use drugs?"
- "Are there differences between young males and females?"

**Section 3:**

- "What drugs are used locally/regionally/nationally?"
- "Why do you think that young people from different countries might be using different drugs?"
- "What are the local names used by people for these drugs/"
- "How are each of the above drugs used and by which groups?"
- "Are there differences between young males and females?"

**Method of presentation:**

This lesson should be as participatory as possible. All participants should brainstorm the key areas in sections 1, 2, and possibly 3, followed by input from the facilitator on: definitions (section 1); functions of drug use (section 2); the range of drugs used locally/regionally/nationally; and the methods of use (section 3). Participants should be encouraged to provide relevant local examples. Section 3 could be completed as small group work, followed by presenter input, if a change of style of presentation is desired.

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder

**Session Two: Consequences and risks of drug use**

**Timing:** 1.5 hours

**Session learning objective:**

- To list the main short- and long-term health and social consequences of the drugs used locally/regionally/nationally.

**Session contents:**

- Main short- and long-term consequences of the drugs

**List of new terms:**

- Uninhibited/disinhibited
- Various medical terms

**Key question to be asked:**

- "What health and social consequences does drug use have for individuals, communities and the nation?"
- "Are there differences between young males and females?"

**Method of presentation:**

Group presentation. The lesson should be as participatory as possible, even though the presentation is mainly didactic. This lecture could be presented by a local health/medical or social worker if necessary/more appropriate. It is essential that both health and social consequences be covered during this session.

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder

**Session Three:            Drugs and Child Sexual Abuse /Child Sexual Exploitation (CSA/CSE)**

**Timing:**                    2 hours

**Session learning objective:**

- To explore the possible connections between drugs and child sexual abuse and exploitation.

**Session contents:**

- Connecting drugs and CSA/CSE

**List of new terms:**

*None*

**Key questions to be asked:**

For small groups:

- "What seem to be the connections between drugs and CSA/CSE?"
- "Are there differences between young males and females?"
- "Why do these connections exist?"

**Method of presentation:**

• **First hour:**

After a brief presentation by the facilitator of the key questions to the whole group, participants should be divided into smaller groups with a mixture of participants (i.e. not all from the same type of work). A rapporteur should be selected and then each small group should brainstorm and agree on a list of possible connections between drugs and CSE/CSA. Once each small group has generated a list, they should explain the connections. The cases included in the resource material for this session have been adapted from those included in various ESCAP country reports and the work of Dr Andrew Ball, WHO, Geneva (see Reference List).

• **Second hour:**

Each group reports to the whole group of participants and a final, combined list is agreed upon.

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder

## **Session Four:           The Modified Social Stress Model**

**Timing:**                   1.5 hours  
Presentation of the model - 30 minutes  
Small group work on five of the six components - 30 minutes  
Small group feedback and links to CSA/CSE - 30 minutes

### **Session learning objectives:**

- To list components of the Modified Social Stress Model;
- To describe each of the six components of the Modified Social Stress Model and what they include; and
- To describe the usefulness of the model in understanding the drug use of CSA/CSE.

### **Session contents:**

- The Modified Social Stress Model

### **List of new terms:**

- Modified Social Stress Model
- Major life events
- Everyday problems
- Availability
- Drug effect
- Coping strategies
- Resources - available and accessible
- Stress
- Enduring life strains
- Life transitions
- Normalization of drug use
- Attachment
- Competencies
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### **Key questions to be asked:**

To focus the whole group presentation:

- "How can we see drug use in context?"
- "What is a useful model for assisting our understanding of drug use and its context?"
- "What is a useful model for assisting our development and implementation of interventions for drugs use and CSA/CSE?"

For the small group:

- "What can be included in five of the six components of the Modified Social Stress Model – i.e. Stress, Normalization, Attachments, Coping Strategies and Resources?"

### **Method of presentation:**

The facilitator should first present the model and the six components. Small groups can then be formed to discuss five of components of the Modified Social Stress Model (Stress, Normalization, Attachments, Coping Strategies and Resources, but not Drug Effects). The small groups should work on one component each and describe the local situation (i.e. local stressors in the lives of young people; availability and price of drugs; possible attachments; demonstrated coping strategies; available and accessible resources). The small group work should focus on how the components of the model relate to drug use and CSA/CSE. Afterwards, the whole group should re-convene and provide feedback.

### **Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder

**Session Five:           The Change Process**

**Timing:**               30 minutes

**Session learning objectives:**

- To list and describe the stages of change; and
- To explain the role of workers at each stage.

**Session contents:**

- Stages of Change
- Roles of workers at each stage

**List of new terms:**

- Precontemplation
- Contemplation
- Preparing for change
- Action
- Maintenance
- Lapse
- Relapse

**Key question to be asked:**

- "How do people change their behaviour?"
- "Are there differences between young males and females?"

**Method of presentation:**

Group discussion, but it should be as participatory as possible.

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder

**Session Six:                   Applying the Modified Social Stress Model to situations of drug use and CSA/CSE**

**Timing:**                   2 hours

**Session learning objectives:**

- To apply the Modified Social Stress Model to individuals and situations of drug use and CSA/CSE.

**Session contents:**

- Applying the Modified Social Stress Model to cases presented,

**List of new terms:**

*None*

**Key questions to be asked:**

- "How does the Modified Social Stress Model apply to individuals and their situations?"
- "How does applying the Modified Social Stress Model apply to individuals and their situations assist in the development and delivery of interventions for prevention and reduction of drug use and CSA/CSE?"

**Method of presentation:**

The facilitator should take the whole group through an example of the application of the Modified Social Stress Model (see Background document). The participants should then be divided in to small groups, in order to apply the Modified Social Stress Model to case examples in the resource material provided for this session, or local examples provided by participants. The whole group can then re-convene and review each group's work.

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material and case studies provided in the participants' folder

## **Session Seven: Preparing for interventions: What do we need to know and how do we find out?**

**Timing:** 1.5 hours

### **Session learning objectives:**

- To understand the importance of assessing individuals, groups and their situations; and
- To describe methods of gathering relevant information,

### **Session contents:**

- The importance of adequate assessment
- Methods of data/information collection – rapid assessment

### **List of new terms:**

- Existing data
- Focus group
- Case study
- Observation
- Key informant study
- Narrative method
- Survey

### **Key questions to be asked:**

- "What do we need to know to develop and deliver appropriate and relevant interventions for prevention and reduction of drug use and CSA/CSE?"
- "How can we find out what we need to know in order to develop and deliver appropriate and relevant interventions for prevention and reduction of drug use and CSA/CSE?"
- "Are there differences between young males and females in terms of what we need to know and how we find out?"
- "How would you apply the rapid assessment methods to the cases and situations presented in the reference materials to any local examples?"

### **Method of presentation:**

Plenary/whole group of participants. Initial brainstorm, followed by input by the presenter on each method of data/information collection and discussion and clarification by participants.

### **Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

### **References:**

Resource material provided in the participants' folder

**Session Eight:            Developing interventions**

**Timing:**                    3 hours

**Session/learning Objectives:**

- Describe appropriate and relevant interventions for prevention and reduction of drug use and CSA/CSE
- Differentiate between primary, secondary and tertiary intervention
- Identify areas of overlap in interventions

**Content of session:**

- Developing interventions

**List of new terms:**

Primary, secondary and tertiary prevention

**Key questions to be asked:**

- "How do I develop interventions for prevention and reduction of drug use and CSA/CSE?"
- "What is necessary to make interventions for prevention and reduction of drug use and CSA/CSE?"
- "What skills and interventions already known or being implemented (e.g. counselling, drop-in-centres) can be applied to drug use and CSA/CSE?"
- "Do existing interventions require adaptation to effectively assist in the prevention and reduction of drug use and CSA/CSE?"
- "How can governments/communities help programmes in their efforts?"
- "How do we ensure gender sensitivity in programming?" Is it better to include young females and males in the same programmes, or do you think there need to be separate programmes?

**Method of presentation:**

First, the facilitator should lead a general discussion. Then, participants should be divided into small groups, to work on interventions for the case studies previously presented. This activity may also be undertaken during the evening also (in small groups).

**Workshop aids and equipment required:**

- Overhead projector
- Transparencies and pens
- White board and markers
- Large paper

**References:**

Resource material provided in the participants' folder