Class Activities

# Chapter 12: Substance-Related and Addictive Disorders

1. Visit the following Site – The ICD-10 Classification of Mental and Behavioural Disorders:

<http://www.who.int/classifications/icd/en/bluebook.pdf?ua=1>

Working in groups of 5 students, using your laptops and smart devices, compare and contrast DSM-5 and ICD-10 Description for Chapter Diagnoses. Each group is assigned a diagnosis.

* Alcohol Use Disorder (AUD)
* Tobacco Use Disorder
* Cannabis Use Disorder
* Stimulant Use Disorder
* Hallucinogen Use Disorder
* Opioid Use Disorder

|  |  |  |
| --- | --- | --- |
|  | DSM-5 Ray Textbook | ICD-10 |
| Description |  |  |
| Criteria |  |  |
| Benefits of using this system |  |  |

\*Expand table as needed.

2. Work groups of 3-5 students – Identify the effective treatments for alcohol and drug addiction. Have the students discuss the various types of treatment, highlighting whether the treatments meet as many of the 13 principles of effective treatments. For each treatment, provide specific examples relevant to the identified principles. Have each group identify a treatment approach, sharing the findings of their group work with the entire class. Class members may be able add to the identified principles of effective treatment, should a group miss a principle or two.

3. Work groups of 5 students – Identify 3 online videos from a documentary, health/mental health site, governmental institute, university, non-profit organization, hospital or clinic, or reputable news source topics relevant to the chapter: SUBSTANCE-RELATED AND ADDICTIVE DISORDERS. See chapter outline for possible ideas. For example, opiates addiction, withdrawal, and treatment. Assign different topics to the various groups.

1. Title, author, affiliation, when posted, approximate age of resource and web link
2. Strengths of the video example
3. Limitations of the video example
4. They are to show the video to the class providing a summary of the group information obtained.

4. Randomly develop groups of 5 students, assign half of the groups as being pro-legalization of marijuana and half of the groups as anti-legalization of marijuana. Encourage all the groups to come up with as many reasons to help support either pro-legalization or anti-legalization of marijuana. Give students about 10-15minutes to create their list. Combine a pro-legalization group and an anti-legalization group; resulting in several larger 10 student combined groups. Have students discuss and debate the legalization of marijuana in the 10 student groups for about 15 minutes. Have the students conduct an anonymous vote in their 10 student group as to whether marijuana is to be legalized for recreational use. Conduct another vote, as to whether marijuana is to be legalized for medicinal use. Have the 10 student group report results as to whether marijuana is to be legalized for recreational and medicinal use. Combine all the votes for legalization for recreational and medicinal use and present to the entire. Open up discussion to the entire class as to why legalization passed or not. You may need to encourage and prompt students to discuss implications related to abuse, addiction, treatment, economics, safety and well-being for self and family and community. After this discussion, you can conduct another vote to determine if students changed their perspective as a result of the class discussion.