

THE *WHAT YOU NEED TO KNOW* VIDEO SERIES



SCOPE AND SEQUENCE



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Purpose of the Video Series

The purpose of the *What You Need to Know* video series is to provide targeted coverage of substances of addiction, including opioids, meth, nicotine, cannabis, alcohol, cocaine, club drugs, inhalants, and hallucinogens. *What You Need to Know* features interviews with experts in the field, a time line of the issues surrounding each substance, and information about where individuals can turn for assistance. It also provides insight on assessing use and healthy strategies for hope and healing.

Each volume of the *What You Need to Know* series can be used on its own as an educational program for a specific substance or combined with subsequent volumes to develop a more personalized curriculum on a variety of substances.

How Could These Videos Be Used?

These videos could be used

- with individual clients or in groups
- in treatment settings
- in correctional settings
- in educational settings, with both adult and younger learners
- in health care settings
- in community groups
- in other therapeutic settings focused on substance use and treatment

The following pages provide information about each video in the series.

Opioids: What You Need to Know

Purpose of the Video

The purpose of the *Opioids: What You Need to Know* video is to present the current facts about opioids and the science behind the disease of opioid addiction, also known as *opioid use disorder*, explain the causes and effects of addiction on individuals and their communities, and offer resources for prevention and recovery. The learner will gain an understanding of why opioid addiction is truly a medical disease that can be treated and managed successfully. *Opioids: What You Need to Know* explains the facts behind opioids and provides discussion questions that prompt learners to better understand the experience of addiction and take steps to get help in overcoming it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of opioids. For example, you might use segment 5, “Stigma,” in a treatment or therapeutic setting to help participants understand that opioid use disorder is a brain disease and not a weakness or moral failing. You might also use the same segment in a community group to help participants understand that opioid addiction is a physiological condition that changes communication patterns in the brain.

Learning Objectives for the Video

After viewing this video, the learner will be able to

- describe how opioids have evolved over time and are now stronger and more dangerous
- explain that opioid addiction is a chronic, progressive brain disease that can be treated
- recognize that medications can be an effective tool in managing opioid use disorder
- believe that a person with an opioid addiction can get help with the disease

What Does the Video Cover?

This video offers seven segments that cover important topics about opioids and opioid use disorder. Each segment is 3 to 6 minutes in length. These segments are arranged in a recommended progression, but they can be used in any order depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet or activity handout that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 5 minutes to facilitate

as part of a dynamic discussion with participants during a 40- to 45-minute session. Note that if you have more than six or seven learners in a group session, the discussion portion of the session may take longer depending on how actively each person is taking part in the discussion. In the facilitator guide, you will find seven Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment.

There is also a bonus video segment on medications for opioid use disorder (MOUD). This supplemental segment is an optional resource and does not have an accompanying Quick Start Guide. It does, however, have a reproducible chart that outlines the ways medications function and describes how they work in the brain.

The following is a list of what participants will learn from each of the eight video segments.

Segment 1: The Evolution of Opioids (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain what opioids are
- explain how opioids affect the body
- recognize that synthetic and semisynthetic chemicals have been added to opioids to make them stronger and more dangerous

Segment 2: The Opioid Crisis (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize that opioid use disorder is a national crisis that affects thousands of people every day
- describe the events that contributed to the rise in opioid use
- explain how federal agencies are investing in resources to diagnose addiction and help individuals overcome it

Segment 3: Opioid Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain why opioids are highly addictive
- identify symptoms of opioid use disorder and factors that can lead to addiction
- recognize that opioid use disorders can be treated successfully whether they are mild, moderate, or severe

Segment 4: Overdose and Withdrawal (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain the meaning of the terms *tolerance*, *overdose*, and *withdrawal*
- recognize signs and symptoms of an opioid overdose and withdrawal
- recognize that medications can be effective in treating opioid use disorder

Segment 4B: Medications for Treatment of OUD (running time: 3 minutes)

This optional segment on medications for opioid use disorders (MOUD) provides supplemental in-depth information on the different types of medications and how they help to treat an opioid use disorder and related withdrawal symptoms.

Segment 5: Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain how opioid addiction affects the way the brain processes information
- explain that opioid use disorder is a disease, not a lack of willpower or a moral failing
- recognize how stigma develops
- identify steps to help reduce stigma

Segment 6: Prevention (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize common risk factors for developing an opioid use disorder
- identify ways to prevent opioid addiction

Segment 7: Getting Help (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify resources to contact for help with opioid use disorder
- recognize common barriers that stand in a person's way of getting help
- believe that it is possible to overcome these barriers
- believe that while relapse can happen, a person can still achieve a successful recovery

Methamphetamine: What You Need to Know

Purpose of the Video

The purpose of the *Methamphetamine: What You Need to Know* video is to present the current facts about methamphetamine (often called “meth”) and the science behind the disease of methamphetamine addiction, also known as *methamphetamine use disorder*. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. The learner will gain an understanding of why meth addiction is truly a medical disease that can be treated successfully.

Methamphetamine: What You Need to Know explains the facts behind methamphetamine and provides discussion questions that prompt learners to better understand the experience of addiction and take steps to get help in overcoming it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of methamphetamine. For example, you might use segment 3, “Methamphetamine Use Disorder,” in a community group to help participants understand that meth addiction is a physiological condition that changes communication patterns in the brain. Or you might use segment 4, “Stigma,” in a therapeutic setting or community group to help participants understand that methamphetamine use disorder is a brain disease and not a weakness or moral failing.

Learning Objectives for the Video

After viewing this video, the learner will be able to

- describe the history, prevalence, and risks of methamphetamine use
- explain that meth addiction is a chronic, progressive brain disease that can be treated
- believe that a person with a meth addiction can get help for this disease

What Does the Video Cover?

This video offers six segments that cover important topics about methamphetamine (meth) and meth use disorder. Each segment is approximately 6 to 7 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet or activity handout that can be read aloud together or

used as a take-home resource. Each segment of the video should take approximately 6 minutes to facilitate as part of a dynamic discussion with participants during a 40- to 45-minute session. Note that if you have more than six or seven learners in a group session, the discussion portion of the session may take longer depending on how actively each person is taking part in the discussion. In the facilitator guide, you will find six Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment.

The following is a list of what participants will learn from each of the six video segments.

Segment 1: Methamphetamine Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain what methamphetamine is
- explain how meth affects the brain
- recognize the dangers of meth use

Segment 2: A Brief History of Meth (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the origins and a brief history of meth
- explain the difference between meth and amphetamines
- describe the current status of meth use in the United States

Segment 3: Methamphetamine Use Disorder (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain why meth is addictive
- identify symptoms of meth use disorder
- explain the connections between meth addiction and mental health disorders

Segment 4: Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define stigma
- recognize the negative effects of stigma as they relate to meth addiction
- explain the importance of changing public perceptions about meth addiction

Segment 5: Prevention (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize common risk factors for a substance use disorder
- describe effective meth prevention strategies for children and adults
- describe ways of helping a loved one if you suspect addiction

Segment 6: Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify signs and symptoms of meth addiction
- identify resources to contact for help with meth addiction
- recognize that support is available for caregivers in addition to people who have substance use disorders
- believe recovery from addiction is possible, even if relapse occurs

Nicotine and Vaping: What You Need to Know

Purpose of the Video

The purpose of the *Nicotine and Vaping: What You Need to Know* video is to present the current facts about nicotine, tobacco, and vaping, and the science behind nicotine dependence, also known as *tobacco use disorder*. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Nicotine and Vaping: What You Need to Know* explains the facts surrounding tobacco use, vaping, and nicotine addiction, and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in overcoming it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of nicotine or tobacco use. For example, you might use segment 4, “Tobacco Use Disorder,” in a community group to help participants understand that nicotine addiction is a physiological condition that changes communication patterns in the brain. Or you might use segment 5, “Stigma,” in a therapeutic setting or community group to help clients and other participants understand that tobacco use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, the learner will be able to

- describe the history, prevalence, and risks of tobacco use
- recognize that electronic cigarettes pose health risks to people who use them
- explain that nicotine addiction is a brain disease that can be treated
- believe that a person with a nicotine dependence can get help and recover

What Does the Video Cover?

This video offers seven segments that cover important topics about tobacco use and nicotine dependence, and an additional segment (3B) that is specific to e-cigarettes and vaping. Each segment is approximately 4 to 7 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 6 minutes to facilitate as part of a dynamic discussion with participants during a 40- to 45-minute session. Note that if

you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In the facilitator guide, you will find eight Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment.

The following is a list of what participants will learn from each of the eight video segments.

Segment 1: Nicotine Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize different sources of nicotine
- explain how nicotine affects the brain and body
- identify the health risks associated with nicotine

Segment 2: History of Nicotine (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe the relationship between nicotine and tobacco
- explain tobacco's role in commerce throughout history
- describe measures intended to protect people from the harmful effects of nicotine and tobacco

Segment 3: Nicotine Delivery Systems (running time: 4 minutes)

After viewing this video segment, the learner will be able to

- describe different methods of using nicotine
- recognize the differences in doses of nicotine among delivery systems
- recognize the health risks associated with smoking and exposure to secondhand smoke

Segment 3B: Nicotine Delivery Systems—Vaping (running time: 8 minutes)

After viewing this video segment, the learner will be able to

- explain how electronic cigarettes work
- explain the risks of using electronic cigarettes

Segment 4: Tobacco Use Disorder (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain why tobacco use is widespread
- describe characteristics of nicotine dependence
- recognize different methods of treating tobacco use disorder

***Segment 5: Stigma* (running time: 4 minutes)**

After viewing this video segment, the learner will be able to

- define the word *stigma*
- recognize the complexity of stigma associated with using tobacco and vaping
- explain the importance of education in reducing stigma

***Segment 6: Prevention* (running time: 6 minutes)**

After viewing this video segment, the learner will be able to

- describe effective prevention strategies for tobacco use disorder
- recognize common risk factors for nicotine dependence
- identify ways to prevent nicotine use among family and friends

***Segment 7: Getting Help* (running time: 7 minutes)**

After viewing this video segment, the learner will be able to

- identify signs and symptoms of tobacco use disorder
- identify resources for getting help for tobacco use disorder
- identify ways to help others who have tobacco use disorder
- believe that recovery from tobacco use disorder is possible

Cannabis: What You Need to Know

Purpose of the Video

The purpose of this video is to present the current facts about cannabis, THC, vaping, and the science behind cannabis dependence, also known as *cannabis use disorder*. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Cannabis: What You Need to Know* explains the facts surrounding marijuana use and cannabis addiction, and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in overcoming it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of cannabis use. For example, you might use segment 3B, “Cannabis Delivery Systems—Vaping” in a community group to help participants understand the health risks of vaping THC. Or you might use segment 5, “Stigma,” in a therapeutic setting or community group to help clients and other participants understand that cannabis use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of cannabis use
- explain that cannabis addiction is a brain disease that can be treated
- determine ways to prevent loved ones from using cannabis
- believe that a person with cannabis use disorder can get help and recover

What Does the Video Cover?

This video offers seven segments that cover important topics about marijuana use and cannabis dependence, and an additional segment (3B) that is specific to cannabis and vaping. Each segment is approximately 6 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer

depending on how actively each person takes part in the discussion. In the facilitator guide, you will find eight Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to facilitate a dynamic discussion with learners on that particular video segment.

The following is a list of what participants will learn from each of the seven video segments.

Segment 1: Cannabis Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to:

- explain what *cannabis* and *marijuana* are
- explain how cannabis affects the brain and body
- identify the health risks associated with cannabis use

Segment 2: A Brief History of Cannabis (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe the relationship between cannabis and hemp
- explain some medical uses for cannabis throughout history
- identify key concerns related to marijuana legislation

Segment 3: Cannabis Delivery Systems (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe different ways of using cannabis
- explain some risks associated with using synthetic cannabinoids
- describe some benefits and drawbacks of products that contain CBD

Segment 3B: Cannabis Delivery Systems – Vaping (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain how electronic cigarettes work
- identify risks associated with vaping and THC

Segment 4: Cannabis Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how regular cannabis use affects the brain
- recognize symptoms of a cannabis use disorder
- identify ways to get help for a cannabis use disorder

Segment 5: Stigma (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain factors that contribute to a cannabis use disorder
- recognize how stigma can prevent people from seeking treatment
- identify ways to overcome stereotypes and stigma associated with a cannabis use disorder

Segment 6: Prevention (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize risk factors for a cannabis use disorder
- explain the risks of cannabis use for teenagers
- determine ways to prevent loved ones from using cannabis

Segment 7: Getting Help (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize factors that stand in a person's way of getting help for a cannabis use disorder
- identify resources for getting help for a cannabis use disorder
- believe that recovery from a cannabis use disorder is possible

Alcohol: What You Need to Know

Purpose of the Video

The purpose of this video is to present the current facts about alcohol, and the science behind alcohol addiction, also known as *alcohol use disorder*. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Alcohol: What You Need to Know* explains the facts surrounding alcohol use and addiction, and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of alcohol or alcohol use disorder. For example, you might use segment 4, “Binge Drinking,” in an educational setting to help participants understand that binge drinking, while common, poses health risks to individuals who do it regularly. Or you might use segment 6, “Stigma,” in a therapeutic setting or community group to help clients and other participants understand that alcohol use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of alcohol use
- explain that alcohol use disorder is a brain disease that can be treated
- believe that a person with alcohol use disorder can get help and recover

What Does the Video Cover?

This video offers eight segments that cover important topics about alcohol and alcohol use disorder, including specific topics such as binge drinking and fetal alcohol syndrome. Each segment is approximately 5-8 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In the facilitator guide, you will

find eight Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment.

The following is a list of what participants will learn from each of the eight video segments.

Segment 1: Alcohol Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify consumable types of alcohol
- explain how alcohol affects the brain and body
- identify some health risks associated with alcohol consumption

Segment 2: A History of Alcohol (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- identify common uses for alcohol throughout history
- explain how perceptions of drinking and alcohol use disorder have shifted throughout American history

Segment 3: Alcohol Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- describe the stages and common symptoms of alcohol use disorder
- identify factors that make people vulnerable to developing alcohol use disorder

Segment 4: Binge Drinking (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- define *binge drinking* and *alcohol poisoning*
- explain risks associated with binge drinking
- determine signs and symptoms of binge drinking

Segment 5: Fetal Alcohol Syndrome (running time: 4 minutes)

After viewing this video segment, the learner will be able to

- explain the causes and characteristics of fetal alcohol syndrome
- explain the importance of preventing alcohol use immediately prior to conception and throughout a pregnancy

Segment 6: Stigma (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigma associated with alcohol use disorder
- explain how stigma can stand in the way of a person getting help for alcohol use disorder
- recognize that alcohol use disorder is a treatable disease

Segment 7: Prevention (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of alcohol prevention for teens and young adults
- identify ways to prevent young people from misusing alcohol

Segment 8: Getting Help (running time: 8 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for alcohol use disorder
- identify ways to help others find help for alcohol use disorder
- believe that recovery from alcohol use disorder is possible

Cocaine: What You Need to Know

Purpose of the Video

The purpose of the *Cocaine: What You Need to Know* video is to present the current facts about cocaine and the science behind cocaine use disorder, a specific substance use disorder. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Cocaine: What You Need to Know* explains the facts surrounding cocaine use and addiction and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of cocaine or cocaine use disorder. For example, you might use segment 4, “HIV and Hepatitis,” in an educational setting to help participants understand that there are further risks to people who use cocaine than the effects of the drug itself. Or you might use segment 6, “Stigma,” in a therapeutic setting or community group to help clients and others understand that cocaine use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of cocaine use
- explain that cocaine use disorder is a brain disease that can be treated
- believe that a person with cocaine use disorder can get help and recover

What Does the Video Cover?

This video offers eight segments that cover important topics about cocaine and cocaine use disorder, including specific topics such as the effects of using cocaine when pregnant, and the risks of contracting HIV and hepatitis. Each segment is 4 to 8 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In

the facilitator guide, you will find eight Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on each particular video segment.

The following is a list of what participants will learn from each of the eight video segments.

Segment 1: Cocaine Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define what cocaine and crack are
- explain how cocaine affects the brain and body
- recognize the health risks associated with cocaine use

Segment 2: A Brief History of Cocaine (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how cocaine has been used throughout history
- explain how perceptions of cocaine have shifted over time
- identify the similarities and differences between cocaine and crack

Segment 3: Cocaine Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain why cocaine is addictive
- identify symptoms of cocaine use disorder
- list factors that make people vulnerable to developing cocaine use disorder

Segment 4: HIV and Hepatitis (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain why using cocaine increases a person's risk of becoming infected with HIV and hepatitis C (HCV)
- describe the stages of HIV infection
- describe the effects of HCV on the body

Segment 5: Cocaine and Pregnancy (running time: 4 minutes)

After viewing this video segment, the learner will be able to

- describe the risks of cocaine use to the health of a pregnant woman and her unborn child
- explain the importance of preventing cocaine use during a pregnancy

Segment 6: Stigma (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- define *stigma*
- recognize how the stigmas associated with crack and cocaine differ and why
- explain how stigma can get in the way of a person finding help for cocaine use disorder

Segment 7: Prevention (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize common risk factors for substance use disorder
- describe effective cocaine prevention strategies

Segment 8: Getting Help (running time: 8 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for cocaine use disorder
- identify ways to help others find help for cocaine use disorder
- believe that recovery from cocaine use disorder is possible

Club Drugs: What You Need to Know

Purpose of the Video

The purpose of this video is to present the current facts about club drugs and the science behind substance use disorder with club drug use. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Club Drugs: What You Need to Know* explains the facts surrounding club drug use and addiction and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of club drugs or substance use disorder. For example, you might use segment 4, “Sexual Assault and Club Drugs,” in an educational setting to help participants understand that there are further risks to people who use club drugs than the effects of the drugs themselves. Or you might use segment 6, “Stigma,” in a therapeutic setting or community group to help clients and others understand that substance use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of club drug use
- explain that substance use disorder is a brain disease that can be treated
- believe that a person with substance use disorder can get help and recover

What Does the Video Cover?

This video offers seven segments that cover important topics about club drugs and substance use disorder, including the role of club drugs in drug-facilitated sexual assault. Each segment is approximately 5 to 7 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In the facilitator

guide, you will find seven suggested Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on each particular video segment.

The following is a list of what participants will learn from each of the seven video segments.

Segment 1: Club Drugs Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define the different club drugs: MDMA (ecstasy), ketamine, Rohypnol, and GHB
- explain how club drugs affect people who take them
- explain why they are categorized as club drugs

Segment 2: A Brief History of Club Drugs (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how club drugs originated
- describe how club drugs were used in the past

Segment 3: Substance Use Disorder and Club Drugs (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- define *substance use disorder*
- explain how substance use disorder is diagnosed
- list factors that make people vulnerable to developing substance use disorder

Segment 4: Sexual Assault and Club Drugs (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- explain why club drugs are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe what you can do to give yourself and your friends some protection from drug-facilitated sexual assault
- explain what to do if you suspect you or a friend has been drugged

Segment 5: Stigma (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- define *stigma*
- explain how stigma can get in the way of a person finding help for substance use disorder
- recognize that substance use disorder is a treatable disease
- identify what you can do to alleviate stigma

Segment 6: Prevention (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- identify common risk factors for substance use disorder
- recognize the importance of prevention for teens and young adults
- describe effective strategies to prevent club drug use

Segment 7: Getting Help (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Inhalants: What You Need to Know

Purpose of the Video

The purpose of this video is to present the current facts about inhalants and the science behind inhalant use disorder, a specific substance use disorder. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Inhalants: What You Need to Know* explains the facts surrounding inhalant use and addiction and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of inhalants or inhalant use disorder. For example, you might use segment 1, “Inhalants Defined,” in an educational setting to introduce participants to inhalants and their effects. Or you might use segment 4, “Stigma,” in a therapeutic setting or community group to help clients and others understand that inhalant use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of inhalant use
- explain that inhalant use disorder is a brain disease that can be treated
- believe that a person with inhalant use disorder can get help and recover

What Does the Video Cover?

This video offers six segments that cover important topics about inhalants and inhalant use disorder. Each segment is approximately 4 to 6 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In the facilitator guide, you will find six Quick Start Guides, one to match each video segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a lively discussion with learners on each particular video segment.

The following is a list of what participants will learn from each of the six video segments.

Segment 1: Inhalants Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define *inhalants*
- explain how inhalants affect the brain
- recognize the health risks associated with inhalant use

Segment 2: A Brief History of Inhalants (running time: 4 minutes)

After viewing this video segment, the learner will be able to

- explain how inhalants have been used in the past
- explain how inhalant use has changed over time

Segment 3: Inhalant Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- identify symptoms of inhalant use disorder
- list factors that make people vulnerable to developing inhalant use disorder
- describe some symptoms of withdrawal from inhalants

Segment 4: Stigma (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- define *stigma*
- explain how stigma can be a barrier to a person getting help for inhalant use disorder
- outline some strategies to overcome stigma

Segment 5: Prevention (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize risk factors for inhalant use disorder
- explain why preventing inhalant use is so important
- describe effective strategies to prevent inhalant use

Segment 6: Getting Help (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for inhalant use disorder
- identify ways to help others find help for inhalant use disorder
- believe that recovery from inhalant use disorder is possible

Hallucinogens: What You Need to Know

Purpose of the Video

The purpose of this video is to present the current facts about hallucinogens and the science behind hallucinogen use disorders. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Hallucinogens: What You Need to Know* explains the facts surrounding hallucinogen use and addiction and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of hallucinogens or substance use disorder. For example, you might use segments 1A, “Classic Hallucinogens Defined” and 1B, “Dissociative Drugs Defined,” in an educational setting to introduce participants to hallucinogens and their effects. Or you might use segment 4, “Stigma,” in a therapeutic setting or community group to help clients and others understand that substance use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, participants will be able to

- describe the history, prevalence, and risks of hallucinogen use
- explain that hallucinogen use disorders are brain diseases that can be treated
- believe that a person with hallucinogen use disorders can get help and recover

What Does the Video Cover?

This video offers seven segments that cover important topics about hallucinogens, including dissociative drugs and hallucinogen use disorders. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 5 minutes to facilitate as part of a dynamic discussion with participants during a 40- to 45-minute session. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. In the facilitator guide, you will find seven Quick Start Guides, one to match

each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a lively discussion with learners on each particular video segment.

The following is a list of what participants will learn from each of the seven video segments.

Segment 1A: Classic Hallucinogens Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define the different classic hallucinogens: LSD, psilocybin, peyote, ayahuasca, and DMT
- explain how classic hallucinogens affect people who take them
- identify the risks of taking classic hallucinogens

Segment 1B: Dissociative Drugs Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define the different dissociative drugs: PCP, ketamine, DXM, and *Salvia divinorum*
- explain how dissociative drugs affect people who take them
- identify the risks of taking dissociative drugs

Segment 2: A Brief History of Hallucinogens (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- explain how hallucinogens originated
- describe how hallucinogens were used in the past
- describe how hallucinogens are being used now

Segment 3: Hallucinogen Use Disorders (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define *phencyclidine use disorder* and other *hallucinogen use disorders*
- explain how hallucinogen use disorders are diagnosed
- list factors that make people vulnerable to developing hallucinogen use disorders

Segment 4: Stigma (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define *stigma*
- explain how stigma can get in the way of a person finding help for hallucinogen use disorders
- recognize that hallucinogen use disorders are diseases and they are treatable
- identify what you can do to alleviate stigma

Segment 5: Prevention (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify common risk factors for hallucinogen use disorders
- recognize the importance of prevention
- describe effective strategies to prevent hallucinogen use

Segment 6: Getting Help (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for hallucinogen use disorders
- identify ways to help others find help for hallucinogen use disorders
- believe that recovery from hallucinogen use disorders is possible

Addictive Substances: What You Need to Know

Purpose of the Video

The purpose of the *Addictive Substances: What You Need to Know* video is to present current facts about addictive substances as well as the science behind addiction, also known as *substance use disorder*. It explains the causes and effects of addiction on individuals and their communities and offers resources for prevention and recovery. *Addictive Substances: What You Need to Know* explains the facts surrounding alcohol and other drug use and addiction, and provides discussion questions that prompt participants to better understand the experience of addiction and take steps to get help in recovering from it.

This video can be used to complement a core treatment or education curriculum that is already part of your programming. You may also use a particular video segment on its own to create a dynamic discussion session on a specific aspect of addictive substances or substance use disorder. For example, you might use segment 2, “A Brief History of Addictive Substances,” in an educational setting to help participants understand that substance use and problems with it have gone hand-in-hand throughout history. Or you might use segment 4, “Stigma,” in a therapeutic setting or community group to help clients and other participants understand that substance use disorder is not a weakness or a moral failing.

Learning Objectives for the Video

After viewing this video, the learner will be able to

- describe the history, prevalence, and risks of substance use
- explain that substance use disorder is a brain disease that can be treated
- believe that a person with substance use disorder can get help and recover

What Does the Video Cover?

This video offers six segments that cover a big-picture view of addictive substances and substance use disorder. Each segment is approximately 6-7 minutes in length. The segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each segment includes a reproducible fact sheet that can be read aloud together or used as a take-home resource. Each segment of the video should take approximately 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take

longer depending on how actively each person takes part in the discussion. Starting on page 8 of this facilitator guide, you will find six Quick Start Guides, one to match each segment. Print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment.

The following is a list of what participants will learn from each of the six video segments.

SEGMENT 1: Addictive Substances Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define addictive substances
- identify different categories of substances by the effects they have on the body
- explain why people use addictive substances
- describe the different legal statuses of addictive substances

SEGMENT 2: A Brief History of Addictive Substances (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe how addictive substances were used in early civilizations
- explain how the potency of various substances increased over time
- identify concerns about substance misuse throughout history

SEGMENT 3: Substance Use Disorder (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- identify factors that put people at higher risk of developing substance use disorder

SEGMENT 4: Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

SEGMENT 5: Prevention (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify ways to prevent young people from misusing substances

SEGMENT 6: Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible