Drugs and Society

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Preface

This revised edition of Drugs and Society is intended to convey to students the impact of drug use and/or abuse on the lives of ordinary people. The authors have combined their expertise in the fields of drug abuse, pharmacology, and sociology with their extensive experiences in research, teaching, drug policy-making, and drug policy implementation to create an edition that reflects the most current information and understanding relative to drug abuse issues available in a textbook.

We made the ninth edition of Drugs and Society an exceptionally comprehensive text on drug use and drug-related problems. This book is written on a personal level and directly addresses the college student by incorporating individual drug use and abuse experiences and perspectives. For example, many chapters include excerpts from personal interviews conducted with recreational drug users, habitual (often addicted) drug users, and former drug users. Students will find these first-hand accounts both insightful and interesting. This significant improvement makes Drugs and Society truly unique. We implemented this approach in response to suggestions from readers, students, and instructors to further stimulate students’ interest.

Drugs and Society was written to instruct university students from a wide range of disciplines to gain a realistic perspective of drug-related problems in our society. Students in nursing, physical education and other health sciences, psychology, social work, and sociology will find that our text provides useful current information and perspectives to help them understand these critical issues:

- Social and psychological reasons why drug use and abuse occurs
- The results of drug use and abuse
- How to prevent drug use and abuse
- How drugs can be used effectively for therapeutic purposes

To achieve this goal, we have presented the most current and authoritative views on drug abuse in an objective and easily understood manner. To help students appreciate the multifaceted nature of drug-related problems, this edition exposes the issues from pharmacological, psychological, and sociological perspectives. Besides including the most current information concerning drug use and abuse topics, each chapter includes updated and helpful learning aids for students:

- **Holding the Line**: Vignettes intended to help readers assess governmental efforts to deal with drug-related problems.
- **Case in Point**: Examples of relevant clinical issues that arise from the use of each major group of drugs discussed.
- **Here and Now**: Current events that illustrate the personal and social consequences of drug abuse.
- **Point/Counterpoint**: Features that expose students to different perspectives on drug-related issues and encourage them to draw their own conclusions.
- **Highlighted definitions**: Definitions of new terminology are conveniently located adjacent to their discussion in the text.
- **Learning objectives**: Goals for learning are listed at the beginning of each chapter to help students identify the principal concepts being taught.
- **Summary statements**: Concise summaries found at the end of each chapter correlate with the learning objectives.
- **Chapter questions**: Provocative questions at the end of each chapter encourage students to discuss, ponder, and critically analyze their own feelings and biases about the information presented in the book.
- **Concise and well-organized tables and figures**: Updated features found throughout the book present the latest information to students in an easily understood format.
- **Color photographs and drawings**: These additions graphically illustrate important concepts.
and facilitate comprehension as well as retention of information.

Because of these new and updated features, we believe that this edition of *Drugs and Society* continues to be much more “user friendly” than the previous editions and will encourage student motivation and learning.

The ninth edition of *Drugs and Society* includes updated statistics and current examples of the key principles being taught in this text. The new topical coverage includes:

- Information on the abuse of prescription and performance-enhancing drugs
- New information on methamphetamine and Ecstasy problems
- The latest status of over-the-counter stimulants such as ephedrine
- Updated data on abuse levels in young people
- Current topics such as steroids in baseball, OxyContin, restrictions on pain pills, and heroin potency
- “National Household Survey” (National Survey on Drug Use and Health) and “Monitoring the Future” survey data

The material in the text encompasses biomedical, sociological, and social-psychological views. Chapter 1 provides a helpful overview: the current dimensions of drug use (statistics and trends) and the most common currently abused drugs. Chapter 2 comprehensively explains addiction and drug use and abuse from multidisciplinary and theoretical standpoints. The latest biological, psychological, social-psychological, and sociological perspectives are explained. Chapter 3 discusses how the law deals with drug use and abuse of both licit (alcohol, OTC, and prescription) and illicit (marijuana, hallucinogens, and cocaine) drugs.

Chapter 4 helps the student understand the basic biochemical operations of the nervous and endocrine systems and explains how psychoactive drugs and anabolic steroids alter such functions. Chapter 5 instructs students about the factors that determine how drugs affect the body. This chapter details the physiological and psychological variables that determine how and why people respond to drugs used for therapeutic and recreational purposes.

Chapters 6 through 14 deal with specific drug groups that are commonly abused in this country. Those drugs that depress brain activity are discussed in Chapters 6 (sedative-hypnotic agents), 7 and 8 (alcohol), and 9 (opioid narcotics). The drugs that stimulate brain activity are covered in Chapters 10 (amphetamines, cocaine, and caffeine) and 11 (tobacco and nicotine). The last major category of substances of abuse is hallucinogens. Such drugs alter the senses and create hallucinatory and/or distorted experiences. These substances are discussed in Chapters 12 (hallucinogens such as LSD, mescaline, Ecstasy, and PCP) and 13 (marijuana). Chapter 14 discusses inhalants, substances that are particularly popular among youth.

Although most drugs that are abused cause more than one effect (for example, cocaine can be a stimulant and have some hallucinatory properties), the classification we have chosen for this text is frequently used by experts and pharmacologists in the drug abuse field and is based on the most likely drug effect. All of the chapters in this section are similarly organized. They discuss:

- The historical origins and evolution of the agents so students can better understand society’s attitudes toward, and regulation of, these drugs;
- Previous and current clinical uses of these drugs to help students appreciate distinctions between therapeutic use and abuse;
- Patterns of abuse and distinctive features that contribute to each drug’s abuse potential; and
- Nonmedicinal and medicinal therapies for drug-related dependence, withdrawal, and abstinence.

Chapter 15 explores the topic of drugs and therapy. Like illicit drugs, nonprescription, prescription, and herbal drugs can be misused if not understood. This chapter helps the student to appreciate the uses and benefits of proper drug use as well as to recognize that licit (legalized) drugs can also be problematic.

Chapter 16 explores drug use in several major subcultures: sport/athletic, women, adolescent, college student, HIV-positive, and entertainment. Included in this chapter is a discussion of new
media “electronic” drug subcultures that have recently arisen.

Chapter 17 acquaints students with drug abuse prevention. This chapter focuses on the following topics: (1) the most prominent factors affecting an individual’s use of drugs, (2) major types of drug prevention programs, (3) major types of drug users that must be recognized before creating a prevention program, (4) the four levels of comprehensive drug prevention programs for drug use and abuse, (5) major family factors that can affect the use of drugs, (6) primary prevention programs in higher education, (7) four recent large-scale prevention programs, and (8) two additional prevention measures that may substitute for the attraction to drug use.

Chapter 18 focuses on treating drug dependence.

The Appendix in this ninth edition includes an explanation of federal agencies with drug abuse missions as well as a detailed description of schedules for drugs of abuse.

Instructor’s Aids

The ancillary package for the ninth edition includes the most contemporary technology. For instructors who adopt the ninth edition, an Instructor’s ToolKit CD-ROM is available. Designed for classroom use, this CD contains lecture outlines in PowerPoint format, a computerized Test Bank, an Image Bank, and an instructor’s manual. Other instructor resources such as web exercises, a transition guide, and lecture outlines can be found on Drugs and Society Online (http://drugsandsociety.jbpub.com). Content links, practice quizzes, animated flashcards, crossword puzzles, and an online glossary are also available for students. For distance learning options or additional information, call your Jones and Bartlett Publishers Representative at 800-832-0034.

About the Authors

Dr. Glen R. Hanson, a Professor in the Department of Pharmacology and Toxicology at the University of Utah and the director of the Utah Addiction Center, has researched the neurobiology of drug abuse for over 20 years and authored more than 200 scientific papers and book chapters on the subject. Dr. Hanson has lectured on drug abuse topics throughout the world. He served as the Director of the Division of Neuroscience and Behavioral Research at the National Institute on Drug Abuse (NIDA) after which he became NIDA’s acting director from 2001 to 2003. He continues to serve as a NIDA senior advisor. As a component of the National Institutes of Health (NIH), NIDA is the federal agency recognized as the world’s premier science organization dealing with drug abuse issues and funds 85% of the drug abuse–related research in the world.

Dr. Peter J. Venturelli has been the coauthor of this text since the second edition of Drugs and Society in 1988. In addition to revising this text every three years, Dr. Venturelli’s experiences and qualifications in academia and professional life include publishing research in drug and ethnic anthologies, other drug texts, and scholarly journals; authoring more than 43 conference papers at national professional sociological meetings; serving in elected and administrative positions in professional drug research associations; being the recipient of several research grants involving drug use and ethnicity; authoring the latest drug research in sociological encyclopedias; and full-time teaching of undergraduate and graduate students for the past 20 years.

Dr. Annette E. Fleckenstein is an associate professor in the Department of Pharmacology at the University of Utah. She has researched the neurobiology of substance abuse for nearly 10 years, and has authored more than 50 scientific papers and book chapters on the subject. She continues to lecture to undergraduate, graduate, and professional students, as well as to colleagues at professional meetings throughout the country.

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