

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

61 SCOMM 6: SENATE SPECIAL COMM. ON ALCOHOLISM 1977-78

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

AREA:

PAGE: 20

TOPIC:

GRADE: Senior High School

ready

set

I will use this activity to help students:

develop self-concept

increase knowledge

develop social responsibility

improve decision-making ability

improve communications

other (please designate)

clarify attitudes and values

learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (Continued)

- f. Rick's father to mother: "A man has to drink to put up with a wife's nagging." What happens to an alcoholic's family relations? Does the family contribute to the alcoholic's drinking?
 - g. "Adults just want you to be what they want." Do parents help their children to make their own decisions or do they tell them what to do?
 - h. Nurse to Rick: "They should lock up criminals like the drunk that hit you." Is being drunk a crime? Should there be a punishment?
 - i. Rick's question: "Doesn't anyone take a look at why they drink?" Why do people drink or not drink? Is it choice or chance?
4. Refer also to study guide questions accompanying film.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Study songs dealing with drinking:
 "Show Me the Way to Go Home,"
 "Cracklin' Rosie," "Bottle of Wine,"
 etc. What do they reveal about
 people's attitudes?

Survey adults on their attitudes
 about social and problem drinking.

LANGUAGE ARTS

PHYSICS

MATH

Advertising - describe techniques
 used by advertisers to influence
 attitudes and to sell products.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

Psychology of advertising.

AREA: Alcohol Education
 TOPIC: ALCOHOL INFORMATION - CAC Speaker

PAGE: 22
 GRADE: Senior High School

ready

The students will know the symptoms, effects and treatment of the illness, alcoholism, and its consequences for the individual. The student will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problems of someone else.

set

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility

other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Call your local Community Alcohol Center to request a speaker (See Resources page 96 for telephone number.) Specify topics to be covered (see Activity column)

Copy of:

Worksheet- "Alcohol Use-Self-Assessment" (see following page)

Read The Yellow Pages:

Alcoholism, p. 46;
 Resources, p. 96-99.

1. Make copies of the Alcohol Use-Self Assessment worksheet (see following page) for your class.
2. Distribute the tests and have students fill them out individually and privately.
3. Have the speaker discuss:
 - a. Teenage Drinking
 - b. Teenage Alcoholism
 - c. What agencies provide help with drinking problems of youth
4. Allow ample time for questions and answers.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Arrange for several students to visit local treatment agencies and report to the class.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the effects of alcoholism on the family.

PSYCHOLOGY

DRAMA

OTHER ART

Make a bulletin board display with pamphlets from various agencies explaining their services.



ALCOHOL USE - SELF-ASSESSMENT QUIZ

- | | True | False |
|--|------|-------|
| 1. I can drink more than most of my friends. | | |
| 2. I have been "drunk" at least once a month in the past year. | T | F |
| 3. I can drink 4 or 5 drinks without really feeling it." | T | F |
| 4. I have blackouts (loss of memory about drinking experiences). | T | F |
| 5. I often drink to forget my problems. | T | F |
| 6. When I get drunk I tend to become a "different person." | T | F |
| 7. I have been arrested for an alcohol-related charge. | T | F |
| 8. I often drink alone. | T | F |
| 9. I have missed some work because of my drinking. | T | F |
| 10. I don't like this quiz because it hits too close to home. | T | F |

NOTE:

There are no right or wrong answers to these questions. However, if you have circled as true (T) any of the ten items, stop for a moment and honestly ask yourself whether or not you might have a problem with alcohol; if so, ask for help - it is available.

ready

The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.

set

I will use this activity to help students:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Photoboards
Responsible/
Irresponsible
(10)

1. Teacher divides class into small groups giving a picture to each group.
2. Each group discusses the questions printed on the back of the photoboards and shares their answers to the questions with the class (see following page for composite list of the discussion questions).
3. Allow time for students to express their feelings about the other photoboards their group did not discuss.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Discuss how society's concepts of responsibility change and what affects our concept of responsibility.

LANGUAGE ARTS

Define responsible and irresponsible and relate those definitions to the use of alcohol.

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

1. What effect does alcohol have on your physical health?
 - a. Diet - resistance to illness
 - b. Strength and fitness
 - c. Skills, hobbies, recreation
2. What effect does alcohol have on your mental health?
 - a. Self-image
 - b. Relationships in the home and family
 - c. Relationship with peers
3. At what point does alcohol interfere with your health?
 - a. Physical
 - b. Mental

#2

1. How do you know when to say no or when to stop?
2. Do your friends or environment influence your decisions to slow down or stop drinking? Could they?
3. What does "be cool" mean?
4. What legal problems could come up if you misuse alcohol?
5. Do you "be cool"
 - a. for your friends?
 - b. for your self-image and comfort?
Are (a) and (b) the same?
 - c. to avoid hassles with the police?
6. Can you find the real you through alcohol?

#3

1. Have any such events (accidents) influenced
 - a. You
 - b. Family
 - c. Friends
2. How long lasting are these changes? How long will this person stay away from alcohol?
3. What are some potential consequences of drinking heavily?

#4

1. How could alcohol affect your job security?
2. How could alcohol affect your safety on the job?
 - a. Self
 - b. Others
3. Could the misuse of alcohol by others interfere with your safety or job security?
4. What types of jobs could people do if they were under the influence of alcohol?

#5

1. Why do some people get nasty when they drink?
2. What are other types of behavior seen in people when they get drunk?
3. Can the crazy things people do lead to
 - a. Legal problems? Examples:
 - b. Good peer relationships? Examples:
 - c. Family harmony? Examples:
4. Is a drug influenced personality the "real you?"

#6

1. Why is alcohol our number-one drug?
2. What is its value to society?
3. Why do some people drink too much? What is alcohol's value to them?
4. Why do some people not drink at all? What is alcohol's value to them?
5. "Most people drink okay." What does this mean?

#7

1. Must one drink to have a party or good time? Why?
2. Do you think people drink because of taste? Watch people drink. Look at the expressions on their faces.
3. Do you do things just because your friends do? What do you do for fun because you want to?
4. What else could one do to beat boredom?
5. What else could one do to forget problems temporarily? Permanently?
6. Does alcohol give one courage?

#8

1. How do you feel about the statement, "Alcohol is not really bad unless you're an alcoholic."? Explain.
2. What effects does continued alcohol consumption have on an alcoholic's
 - a. physical health
 - b. mental health
 - c. employment
 - d. family/social life
3. How can you recognize an alcoholic?
4. If you drink, what signs indicate you might have a drinking problem?
5. Name some sources of help for alcoholics.

#9

1. What are some responsibilities you have if you use alcohol?
2. Is there an age when people should use alcohol?
3. What advantages/disadvantages do you see to having a legal drinking age of 21 years?
4. What influences people to begin using alcohol for the first time? What makes them continue to drink?

#10

1. Can alcohol solve problems
 - a. temporarily
 - b. permanently
2. What can you do about problems that seem too heavy to handle?
3. What are some of the pleasant effects alcohol produces? Unpleasant?
4. Can you be sure that the effects of alcohol on you will be the same each time you drink? Explain.

AREA: Alcohol Education

PAGE: 29

TOPIC: DECISION MAKING - Responsible/Irresponsible Situations

GRADE: Senior High School

ready

The student will be able to discriminate between responsible and irresponsible decisions related to alcohol.

set

I will use this activity to help students:

- | | | |
|---|--|--|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:
Worksheets-
"The Slumber Party"
"Saturday Afternoon Football Game"
"The Older Brother"
"An Evening With the Johnsons"
"The Kegger"
"The Wedding Reception"
(see following pages)
Read The Yellow Pages,
Effects, p. 30;
Decision-Making, p. 9.

1. Make copies of one or all of the situations (see following pages) for the class. Distribute and have them respond individually.
2. Give students the opportunity to share feelings and reasons in small groups or with the entire class.
3. Discuss with the class the differences of opinions among students as to what is a responsible or an irresponsible decision about drinking. What interferes with or stops people from making responsible decisions? What effects do your decisions have on you? on others? Do you have the right to affect others negatively? Discussion could include consideration of ways people's attitudes and values are formed.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES Study society's attitudes about responsible and irresponsible decisions about alcohol.</p>
<p>LANGUAGE ARTS Have students write short stories using the situations on the following pages as a beginning.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS Child development - how our values and attitudes are influenced by our parents.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p>	<p>OTHER _____</p>



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

THE SLUMBER PARTY

- Ann is spending the night at Cathy's house. Cathy is 17, and her parents are away for the week-end. Ann notices the well-stocked liquor bar and suggests that they make themselves a drink.

Responsible _____

Irresponsible _____

Why?

- Cathy refused, knowing that her parents would not approve.

Responsible _____

Irresponsible _____

Why?

- Ann begins to tease Cathy about being a coward and even offers to take the blame if they are caught.

Responsible _____

Irresponsible _____

- Cathy pours a drink for Ann but not for herself.

Responsible _____

Irresponsible _____

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

SATURDAY AFTERNOON FOOTBALL GAME

1. Robert, who is 16, is watching a football game on TV with his father. During a commercial his father goes to the kitchen for a beer and asks Robert if he'd like one, too.

Responsible _____ Irresponsible _____

Why?

2. Robert says yes and drinks the beer.

Responsible _____ Irresponsible _____

Why?

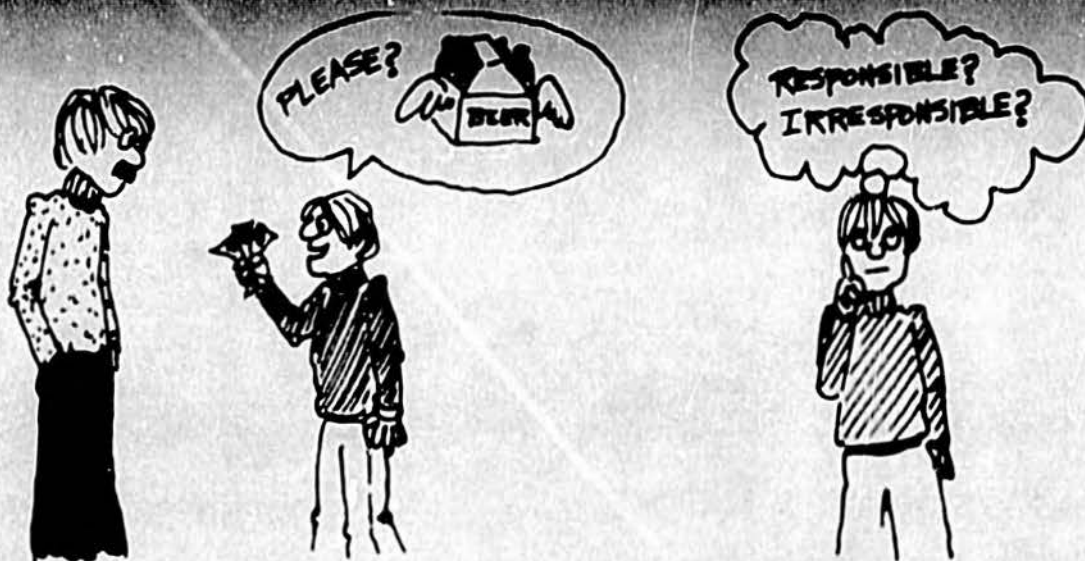
3. Robert's best friend, Bill, 15, comes in during half-time. Robert's father offers Bill a beer which Bill accepts.

Father Responsible _____ Irresponsible _____

Why?

Bill Responsible _____ Irresponsible _____

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

THE OLDER BROTHER

1. Mark, who is 16, asks his older brother, Rick, who is 22, to buy a case of beer for him and his friends.

Responsible _____

Irresponsible _____

Why?

2. Rick agrees to buy the beer on the condition that Mark doesn't drive after drinking.

Responsible _____

Irresponsible _____

Why?

3. Mark promises not to drive.

Responsible _____

Irresponsible _____

Why?

4. Rick buys the beer.

Responsible _____

Irresponsible _____

Why?

5. Mark drives home that night from his buddy's house after drinking 3 beers, disregarding his promise.

Responsible _____

Irresponsible _____

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

AN EVENING WITH THE JOHNSONS

1. It is Friday evening and Mr. and Mrs. Johnson relax by drinking a cocktail at home before dinner.

Responsible _____

Irresponsible _____

Why?

2. Larry, who is sixteen years old, enters the living room and asks his father for a sip of his cocktail. His father hands him the glass, and Larry takes a drink.

Larry Responsible _____

Irresponsible _____

Why?

Father Responsible _____

Irresponsible _____

Why?

3. Larry, his father, mother and 17-year-old sister, Jenny, begin eating dinner. During the meal both Larry and Jenny drink two glasses of wine.

Responsible _____

Irresponsible _____

4. After dinner Mr. and Mrs. Johnson go next door to their neighbor's for a beer.

Responsible _____

Irresponsible _____

Why?

5. Mrs. Johnson continues to drink one beer after another until she becomes loud and begins shouting at Mr. Johnson. She leaves the neighbor's house abruptly, staggers home and falls asleep in the bedroom with all her clothes on.

Responsible _____

Irresponsible _____

Why?



Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

THE WEDDING RECEPTION

1. Eric, 20 years old, invites Jean who is 18 to his sister's wedding. The groom's father proposed a toast to the happy couple with a glass of champagne.

Responsible _____

Irresponsible _____

Why?

2. Eric's 15-year-old sister, Debbie, is poured a glass of champagne, and she drinks it.

Responsible _____

Irresponsible _____

Why?

3. For the wedding reception there are two kinds of punch - one with liquor and one without, but they both look the same.

Responsible _____

Irresponsible _____

Why?

4. Aunt Dorothy does not drink alcoholic beverages. Eric, as a joke, serves her a cup of the punch that contains alcohol, and Aunt Dorothy drinks it.

Responsible _____

Irresponsible _____

Why?

5. Miss Coleman who sang during the wedding ceremony is getting "high" on the punch that contains alcohol.

Responsible _____

Irresponsible _____

Why?

THE WEDDING RECEPTION (Continued)

6. Paul Benson, the best man, has had more cups of the punch containing alcohol that he can count. He is getting loud with his funny jokes and spilling cake crumbs on the carpet. He asks Debbie to bring him another cup of punch.

Responsible _____

Irresponsible _____

Why?

7. Debbie gets him another cup of punch.

Responsible _____

Irresponsible _____

Why?

8. Eric appears sober, although Jean knows that he's had four cups of the punch containing alcohol within the past hour and one-half. He has to drive her home. He asks her to pour him one more cup "for the road."

Responsible _____

Irresponsible _____

Why?

THE KEGGER

1. Rick and Heather, both 18, decide to go to the Friday evening kegger.

Responsible _____

Irresponsible _____

Why?

2. Rick drinks beer, while Heather opts for a soft drink.

Rick Responsible _____

Irresponsible _____

Heather Responsible _____

Irresponsible _____

Why?

Why?

3. Feeling that Rick has had a little too much, Heather offers to drive him home.

Responsible _____

Irresponsible _____

Why?

4. Not wanting anyone else to drive his car, Rick refuses.

Responsible _____

Irresponsible _____

Why?

AREA: Alcohol Education
 TOPIC: DECISION MAKING - Role Playing

PAGE: 37
 GRADE: Senior High School

ready

The student will know that the decision regarding drinking or not drinking is an individual choice and will not pressure others to change as long as their decisions are responsible ones.

set

I will use this activity to help students:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:
 "Role Profiles"
 (see following pages)

- Students discuss why people exert pressure on others to drink, not to drink, or to drink excessively.
- Students role-play parts in scenarios in which someone is being pressured not to drink, to drink, or to drink excessively. Students should be encouraged to develop their own role profiles.
- After each role play, participants read their role profiles to the class and discuss feelings they had while role-playing. Others discuss how they might have acted or what they might have said had they been involved. Emphasize in each situation why and how people exert pressure as well as ways of coping. Other situations where pressure is often exerted, such as fashion, going steady, choice of friends could also be discussed.
- Conclude role-playing with the following discussion questions:
 If you choose not to drink, do you expect others to respect your choice? Do you respect a drinker's choice to drink as long as he/she drinks in a responsible manner?
 If you choose to drink, do you respect the decision of non-drinkers?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Communication skills - use of active listening to <u>understand</u> others' points of view.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Entertaining: Must a good host/ hostess serve alcohol to have a successful party?</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>Persuasion: Four students agree on false length of line - one uninformed student is persuaded to agree, etc.</p>	<p>DRAMA</p> <p>Act out short skits on peer pressure.</p>	<p>OTHER _____</p>

ROLE PROFILES

Non- or Social Drinker - Louis

You are 15 years old and sometimes go out with your three best friends, Sam, John and Bob when they've had an older brother buy you all some beer. Usually someone's parents are out and you go over to his house and drink. Your friends get pretty high and sometimes drunk. You try to drink as little as possible but they keep pressing you to drink more. If your parents catch you, you'll be grounded for weeks, and anyway you don't really like alcohol. But these are your closest friends.

You're now at a house drinking, but you've so far only had half a beer. How will you respond to your friends' efforts to get you to drink more?

Friends - 3 (Sam, John, Bob)

You and your three other friends form a close group and you all like to go drinking sometimes when you can get some beer and a vacant house. But Louis tries to drink as little as possible and acts chicken whenever the rest of you drink (though he's a great kid in every other way). It spoils your fun to have one of you sober.

You're now at a house drinking and he's already drinking hardly at all. What will you say to him to get him to drink with you and have some fun and not spoil it for you?

Social Drinker - Marsha

You've been going with George whom you really like. He drinks (which is OK) but he objects to your drinking at parties. He feels "nice" girls don't drink, and he and you keep getting into fights over it. You like to relax with a beer or two at parties.

You're at a party now and he's starting to complain about your drinking. How will you respond?

George

You don't like the idea of girls' drinking because it presents a lousy image. Your girl, Marsha, whom you really like in all other respects, is on her second beer already at this party. She doesn't usually have more than two or three and usually stays sober. Still, you think it looks cheap. You want her to stop. What will you say?

Non- or Social Drinker - Fred

You are the star linebacker on your high school football team and after every game there's a party at someone's house with a lot of drinking. You don't like the taste of alcohol and you get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. You're sensitive about it and it affects your playing ability because you get self-conscious and feel you have to be twice as good as anyone else to make up for not drinking.

You're now at the party and being pressured to drink by your teammates and some of the girls. How will you respond? You've been drinking nothing but Coke and 7-Up.

Friends - 6

You are at a party with Fred after a Saturday football game. As usual, he's drinking 7-Up and Coke. He sure is weird about alcohol, and you're going to tease and razz him until he drinks like the rest of you. What will you say to him?

Non- or Social Drinker - Ann

You have gone to the movies on this Saturday afternoon with three friends, Carol, Joyce and Cheryl. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger sister (your friend) a six pack and tells you all to "have a blast - it's about time you found out what life's all about." Your friends think this is a great chance, and you all go off to the park behind the bushes to drink. You don't want to drink, however, but your friends are all starting to open the beer. What do you do now?

Friends - 3 (Joyce, Cheryl, Carol)

You have gone to the movies on this Saturday afternoon with three friends. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger sister (your friend) a six pack and tells you all to "have a blast - it's about time you found out what life's all about." You think this is a great idea, but Ann doesn't seem to. In fact, now you're all in the park opening the cans and she hasn't picked up one. You don't want her to miss the fun or spoil it for the rest of you. How will you try to persuade her to drink?

Tim

You are 16 years old and at a party with 25 friends. You've been going with Carey, your present date, for 5 months. She has a habit of drinking too much at parties and then going around flirting with other guys. She's already had two beers and has just opened a third. What, if anything, do you do? (You've had two beers, too, but you can hold your liquor.)

Excessive Drinker - Carey

You are 16 years old and at a party with 25 friends. You have been dating Tim for about 5 months. You like to get "high" at these parties because you feel less shy with other people and it just makes you happy - and you don't mind making your boyfriend a little jealous by flirting with another guy or two. You're on your third beer now.

Ami

You are 16 years old and at a party with 14 friends. You've been dating Terry for 3 months, and he's never had more than two drinks. But tonight he's already on his fourth and starting to get loud and pushy. What, if anything, do you do?

Excessive Drinker - Terry

You are 17 years old and at a party with 14 friends. You've been dating Ami for 3 months. Tonight you feel especially good and you're on your fourth beer. Usually you have only two and hardly ever get drunk. You're sure you can hold your liquor.

Linda

You are having dinner in a swank restaurant with Bob, your fiance. He had two cocktails before the meal and now he's on his second glass of wine. Neither of you have had anything to eat since breakfast, so he's getting very loud and attracting some attention from the waiters and other patrons. He likes to get "high" sometimes at parties, but this is the first time it's happened with you in a restaurant. What will you say?

Excessive Drinker - Bob

You are having dinner in a swank restaurant with Linda, your fiancée. You've had two cocktails and have been drinking from a bottle of wine. Since you had little to eat all day, you feel rosy and cheerful from the alcohol and you figure a few more glasses of wine will make you feel really great. You don't care what people think; you're paying a fortune for this meal.

AREA: Alcohol Education

PAGE: 42

TOPIC: COPING - Coping With Books

GRADE: Senior High School

ready

The student will know and practice specific coping skills.

set

I will use this activity to help students:

- | | | |
|--|---------------------------------------|---------------------------------------|
| <u>develop self-concept</u> | <u>increase knowledge</u> | <u>develop social responsibility</u> |
| <u>improve decision-making ability</u> | <u>improve communications</u> | <u>other (please designate)</u> |
| <u>clarify attitudes and values</u> | <u>learn or improve health skills</u> | X <u>develop coping skills</u> |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Coping With Books

Copy of:
Information Sheet-
"Coping Skills"
(see following page)

Note: The teacher should be familiar with the books before beginning this activity.

1. Make copies of "Coping Skills" information sheet (see following page) for students.
2. Explain that coping behavior is a part of everyone's life. You may want to ask students what problems people their age have to cope with.
2. Review with them the Coping With books that are available in the kit:

"Facts and Fantasies about Alcohol"	"Easing the Scene"
"Parents Can Be a Problem"	"Living with Loneliness"
"To Like and Be Liked"	"Some Common Crutches"
"Coping With Cliques"	
3. Let the students select the books they are most interested in reading. If your students have difficulty reading or there are not enough books to go around, have students read in groups.
4. Give the students the remainder of the period to read.
5. When students have completed their reading, distribute the coping skills sheets and discuss them with the class. Then divide the class into groups according to which coping book they read and have them analyze which of the skills listed on the sheet were used by the character or characters in their book.

(Continued following page)

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1	2	3	4	5
ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

AREA:

PAGE: 44

TOPIC:

GRADE: Senior High School

ready

set

I will use this activity to help students:

_____ develop self-concept

_____ improve decision-making ability

_____ clarify attitudes and values

_____ increase knowledge

_____ improve communications

_____ learn or improve health skills

_____ develop social responsibility

_____ other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

ACTIVITY (Continued)

6. Then have students individually identify one problem they are presently experiencing. Have them analyze this problem step by step on paper using the various skills listed on the coping skills information sheet.
7. At the completion of the activity, ask for volunteers to share what they wrote.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

How does society cope with problems?
Discuss and compare with individual
coping skills.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss how families develop ways
of dealing with internal problems.

PSYCHOLOGY

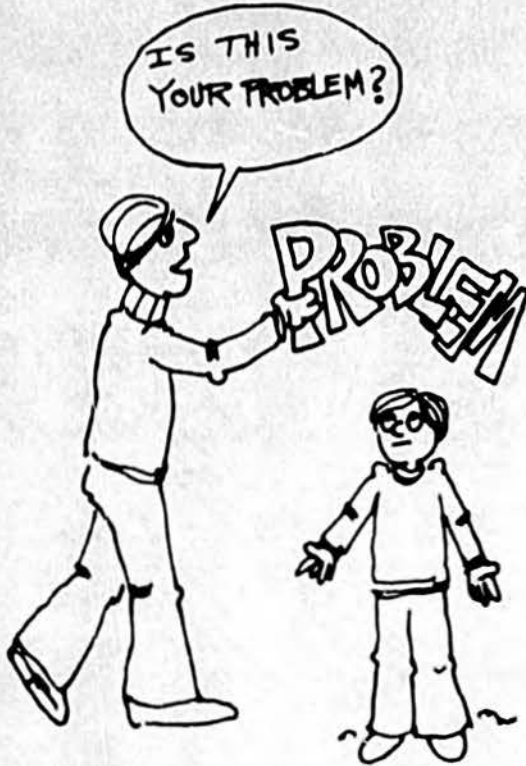
DRAMA

OTHER _____

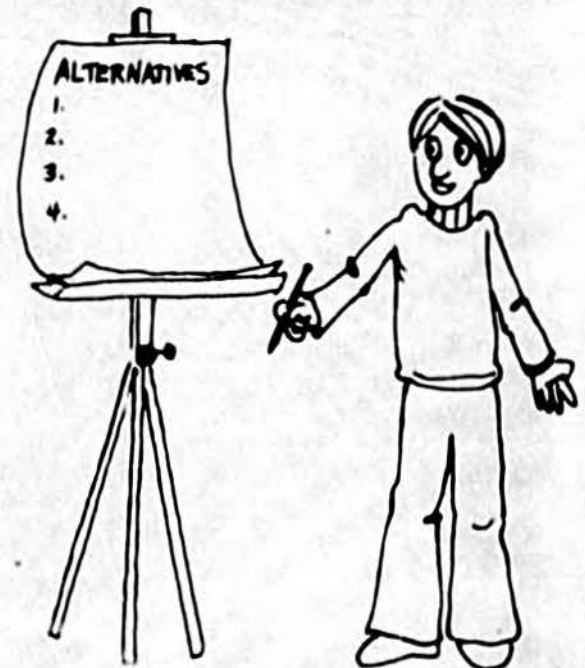
What happens to people who have
difficulty coping?

COPING SKILLS

1. Admitting a problem exists and facing it
2. Defining the problem and who owns it



3. Listing alternative solutions to the problem



4. Predicting consequences for yourself and others
5. Identifying and consulting sources of help



6. Giving help to others when needed and wanted
7. Experimenting with a solution and evaluating the results

ready

The student will know that coping behavior is part of everyone's life and people use various methods for coping with their problems, including alcohol. He/she will be able to identify the resources available in his/her community to help people who have drinking problems and/or are coping with the drinking problems of someone else.

set

I will use this activity to help students:

- develop self-concept
- improve decision-making ability
- clarify attitudes and values
- increase knowledge
- improve communications
- learn or improve health skills
- develop social responsibility
- other (please designate)
- develop coping skills

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Film-
"All Bottled Up"
(11 min.)

Contact your local Community Alcohol Center (see Yellow Pages p.96 for telephone number) to request a speaker from Alateen. Specify the topics (see next column)

Read The Yellow Pages:

Decision-Making,
p. 12;
Alcoholism,
pp. 56-57.

1. Show the film, "All Bottled Up."
2. Have the speaker discuss
 - a. His/her own family situation
 - b. How he/she manages to cope with it
 - c. What Alateen is
 - d. How to get involved in Alateen
3. Allow ample time for discussion and questions.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! _____ Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Write a poem or story illustrating how people have to cope and can cope with problems.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p> <p>Discuss methods families can use to cope with alcoholism.</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p>	<p>DRAMA</p> <p>Find plays where characters have to cope. Role-play coping situations.</p>	<p>OTHER _____</p>

AREA: Alcohol Education
 TOPIC: COPING - Friends

PAGE: 49
 GRADE: Senior High School

ready

The student will be able to identify criteria for selecting valid and responsible sources of help.

set

I will use this activity to help students:

- | | | |
|--|---|--|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | <input checked="" type="checkbox"/> increase coping skills |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
Cassette Tape on "Friends"

Butcher Paper
Felt Pens

1. Discuss how being with friends and talking to them about problems is a means of coping with problem situations, including alcohol problems.
2. Have students listen to the lyrics of the music on the tape while they write down all of the qualities they feel are important in a friend.
3. At the conclusion of the tape have students divide into groups of five and make a composite list of the traits the group feels are important using the butcher paper and felt pens.
4. Regroup as a class and have each group share their list.
5. Discuss what characteristics, in addition to those already listed, would be important to consider if you wanted a friend's help on an alcohol problem. (Eg., knowledge of the resources, knowing how to get access to the treatment systems.)
6. Point out similarities in the groups' lists. Conclude the activity by replaying the tape as background music and having students individually analyze how many of the traits written on the composite list they have.
7. Leave the butcher paper lists up around the room for a few days as reinforcement.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

LANGUAGE ARTS

PHYSICS

MATH

The students develop poems on what it means to be a friend.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the need people have for friendship.

PSYCHOLOGY

DRAMA

OTHER ART

Make a collage on traits of a friend.

AREA: Alcohol Education
 TOPIC: DECISION-MAKING - Simulation Game

PAGE: 51
 GRADE: Senior High School

ready

The student will identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions. The student will know that the community has a responsibility to alcoholics.

set

I will use this activity to help students:

- | | | |
|---|--|---|
| <input type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input checked="" type="checkbox"/> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <input checked="" type="checkbox"/> improve communications | other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Role-playing cards

Copy of:
 NOWSVILLE NEWS
 (see following pages)

1. Read the instructions and newspaper articles on the following pages. Read the role cards in the kit.
2. Make copies of the "Nowsville News" (see following page) for the class.
3. Assign the students their roles at least one day prior to using the activity.
4. At the completion of the activity allow plenty of time to discuss the activity using the discussion questions found on the instruction sheet. (Note: This activity may take two classroom periods to complete.)

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Research what your community is presently doing about the alcohol problem.

LANGUAGE ARTS

PHYSICS

MATH

BIOLOGY

HOME ECONOMICS

CHEMISTRY

Discuss the effects of alcoholism on small children whose parents are alcoholic.

PSYCHOLOGY

DRAMA

OTHER _____

ALCOHOL EDUCATION SIMULATION GAME

INSTRUCTIONS

The following pages contain simulated newspaper articles and eighteen role descriptions for the hypothetical town of Nowsville.

The newspaper articles are designed to give students background information and set the stage for the simulation game. The role descriptions for students to assume while playing the game are in the kit. Roles 1-7 are commission members, and only one of each of these people should be in the game. If you have over 18 students, you can use the additional copies of roles 8-18 so that more than two students are playing a given role. Distribute one role card to each student.

The setting for the game is a town meeting where the Alcohol Commission and local townspeople are to decide how \$50,000 should be spent in their town to curb the problem of alcohol abuse. The agenda for the meeting is contained in the role description of the City Council person.

The objectives of this activity are for students to consider different responses to the alcohol problem, for students to better understand others' responses to the problem, and for students to understand the responsibility a community has to deal with alcohol problems.

For the best results, assign a strong person as the city council person (Chairman of the Alcohol Commission), assign students roles that are different (sometimes even opposite) from their true feelings. At the completion of the activity give students ample time to discuss their feelings with others in the class. The following discussion questions may be useful:

1. How did you feel about the role you were playing?
2. Did playing the role give you any insights into your character? Explain.
3. Did the people in this game represent a realistic cross-section of your community?
4. How do you feel about the way the commission decided to spend the money?
5. What responsibilities does a community have to deal with this type of problem?
6. How would you recommend your community deal with this problem?

WINDSVILLE NEWS

Volume XX - No. 5

54

TEENAGE DRINKERS CAUGHT AGAIN

Sept. 15. Fourteen youths between the ages of 15 and 18 were arrested Friday evening at 11:45 for possession and consumption of alcoholic beverages.

Police Lt. Gary Carlson said that the arrests were made at a "kegger" party held at Loman Beach. Carlson said he and 3 other officers were alerted by neighbors that a loud party was taking place at the beach. When they arrived on the scene they found 14 youths and a keg of beer.

All of the teenagers involved were released in the custody of their parents.

This has been the third such series of arrests in the last two weeks. The other arrests also involved possession of marijuana as well as alcohol. In addition, there have been four fatal auto accidents this year in which teenagers under the influence of alcohol were at fault.

yesterday that he is formalizing his concern over the ever-increasing alcohol problem among youth and adults by appointing a seven-member commission to study the problem.

MAYOR'S
DAUGHTER
REASON
FOR
CONCERN?



MAYOR ALLOCATES
\$50,000 FOR ALCOHOL PROBLEMS

Sept. 20. Mayor Dormant Brayman announced

Mayor Brayman cited the recent arrests of young people and auto accidents as indicators that the problem is on the increase.

The mayor has allocated \$50,000 from his emergency fund to begin to deal with the city's alcohol problem. The commission will be made up of a city council person, the chief of police, the director of the county mental health center, a local doctor, a minister, the director of a local alcoholism treatment facility, and the director of health education for the city schools.

The mayor stated that the commission's main task will be to decide on how to spend the \$50,000. The commission will hold a public meeting this Thursday night. All interested persons are urged to attend.

This paper has it from a reliable source that the mayor's real concern stems from the fact that his daughter was one of the students picked up at a recent kegger.

From the editorial page of the

NOWSVILLE DAILY NEWS, Sept. 22, 1975

TEENAGE DRINKING: WHOSE PROBLEM?

Alcohol is America's most severe adult drug problem - one which is rapidly becoming as serious for young people as for their parents.

In recent weeks our paper has carried stories on a number of arrests of young people for drinking. Last week's auto accident killing a young motorcyclist and his companion after a kegger is another example of the tragic effect of alcohol on teenagers.

Students have told us that drinking at school is common since it's easy to smuggle alcohol into schools without being caught.

A counselor, Debbie Smith, from the local Community Alcohol Center stated, "Teachers and supervisors say alcohol in the school isn't a major problem. But they won't recognize students who have been drinking or who have a drinking problem if it hit them in the face."



NORTH HIGH SCHOOL'S ASB PRESIDENT, RICK GRIFFIN, DISPLAYS ALCOHOL RECENTLY DISCOVERED IN THE STUDENT LOCKER AREA.

As yet school authorities, alcohol agencies and the police can only guess at the dimensions of the problem which threatens to cripple the young people of this country. The most alarming aspect of the crisis is that no one is concerned enough to try to work out solutions.

The mayor's special commission on alcohol problems will be meeting this week to consider ways of dealing with the alcohol problem in our community. We hope this committee will focus on the issue of alcohol use in the schools.

One suggestion to that commission would be to follow the lead of Coatsville, Pa. The Coatsville board of education voted unanimously last week to permit the use of a breathtester to determine if students were coming to school drunk.



BREATHTESTER NEEDED IN OUR LOCAL SCHOOLS?

If alcohol abuse is the largest problem among young people today, as it appears to be, it cries for community attention. At the very least we should be able to identify those children who are involved. Once the facts are known, funds must be appropriated to combat a crisis which is endangering a whole generation.

AREA: Alcohol Education
 TOPIC: SELF-IMAGE - Listening to Myself

PAGE: 56
 GRADE: Senior High School

ready

The student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> develop self-concept | <u> </u> increase knowledge | <u> </u> develop social responsibility |
| <input checked="" type="checkbox"/> improve decision-making ability | <u> </u> improve communications | <u> </u> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <u> </u> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

Copy of:
 Worksheet
 "Listening to
 Myself" (see
 following page)

1. Make copies of "Listening to Myself" worksheet (see following page) for the class.
2. Have students list on the worksheet ten activities that they really love to do.
3. Then have them complete the worksheet by marking each category with a Yes or No.
4. Discuss the answers on the worksheet, including the following topics:
 - a. Family influence on activities
 - b. Peer influence on activities
 - c. Range of activities which can produce good feelings.

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1	2	3	4	5
light				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 57

PHYSICAL EDUCATION

MUSIC

SOCIAL STUDIES

Have students share music that they enjoy and that makes them feel good.

LANGUAGE ARTS

PHYSICS

MATH

Have students give a speech on their interests.

BIOLOGY

HOME ECONOMICS

CHEMISTRY

PSYCHOLOGY

DRAMA

OTHER _____

ready

The student will know the major factors which influence self-concept, including messages from other people and one's own strengths and weaknesses. The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol.

set

I will use this activity to help students:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> develop self-concept | <input type="checkbox"/> increase knowledge | <input type="checkbox"/> develop social responsibility |
| <input type="checkbox"/> improve decision-making ability | <input type="checkbox"/> improve communications | <input type="checkbox"/> other (please designate) |
| <input checked="" type="checkbox"/> clarify attitudes and values | <input type="checkbox"/> learn or improve health skills | |

RESOURCES

ACTIVITY

EVALUATION

go

From the kit:
 Film-
 "Guidance for
 the '70's: Self-
 Esteem"
 (17-3/4 min.)

1. View film, "Guidance for the '70's: Self-Esteem."
2. Discuss:
 "As a man thinks, he is." How does "self-talk" affect decision-making or behavior?
3. Discuss how peer pressure can influence self-image and behavior:
 - a. Keggers
 - b. Drinking at school functions
 - c. Drinking and driving
 - d. Mixing alcohol with other drugs
4. Develop a class list of people who have had an effect on building self-image of students.
5. Have students complete self-esteem evaluation sheet.
6. Present scoring criteria:
 - a. Total all ODD statements.
 - b. Total all EVEN statements.
 - c. Subtract EVEN statements from ODD statements.
 - d. Perfect score would be 39.
7. Discuss setting personal goals to raise self-esteem:
 - a. Try to raise your rating on ODD numbered statements which were rated 0 or 1.
 - b. Try to lower your rating on EVEN numbered statements which were rated 2 or 3.

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1	2	3	4	5
Ugh!				Wow!

<p>PHYSICAL EDUCATION</p> <p>Discuss the relationship of self-image to the successful athlete or to success in any physical activity.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>LANGUAGE ARTS</p> <p>Write an autobiography, noting what you feel you have accomplished in your life so far. Write an obituary showing what you hope to have accomplished by the time you die.</p>	<p>PHYSICS</p>	<p>MATH</p>
<p>BIOLOGY</p>	<p>HOME ECONOMICS</p>	<p>CHEMISTRY</p>
<p>PSYCHOLOGY</p> <p>Discuss behavior modification and other techniques for changing one's self-esteem and behavior.</p>	<p>DRAMA</p>	<p>OTHER <u>DECA</u></p> <p>Salesmanship and its relationship to self-esteem.</p>

SELF-ESTEEM EVALUATION

61

Score as follows: 3 - True
 2 - Largely true
 1 - Somewhat true
 0 - Not True

POINTS

STATEMENT OF PRESENT CONDITION OR ACTION

- | | |
|-------|--|
| _____ | 1. I usually do my own thinking and make my own decisions. |
| _____ | 2. I often justify or rationalize my mistakes and defeats. |
| _____ | 3. I rarely experience envy, jealousy, or suspicion. |
| _____ | 4. Losing usually causes me to feel "less than." |
| _____ | 5. I normally let others be "wrong" without attempting to correct them. |
| _____ | 6. I am very concerned about what others think of me. |
| _____ | 7. I am free of guilt, shame and remorse. |
| _____ | 8. I feel vulnerable to others' opinions, attitudes, and comments. |
| _____ | 9. I am not prejudiced toward religious, racial or ethnic groups. |
| _____ | 10. I tend to look down on my own achievements and talents. |
| _____ | 11. I willingly accept the consequences of my actions. |
| _____ | 12. I often exaggerate and lie to maintain a desired image. |
| _____ | 13. I normally feel warm and friendly toward all people. |
| _____ | 14. I usually feel inadequate to handle a new or changing situation. |
| _____ | 15. I freely express love, hostility, joy, anger. |
| _____ | 16. I am very often belittling or critical of others. |
| _____ | 17. I am normally poised and comfortable with new people. |
| _____ | 18. I try hard to please people. |
| _____ | 19. I speak up for my own opinions and convictions. |
| _____ | 20. I have a strong need for recognition and approval. |
| _____ | 21. I normally anticipate new endeavors with a positive expectancy and confidence. |
| _____ | 22. I often brag about myself and my achievements. |
| _____ | 23. I accept my own authority and do what I think is right. |
| _____ | 24. I am often embarrassed by the actions of my family or associates. |
| _____ | 25. I accept compliments and gifts without embarrassment. |



SCOMM

#6:50

INFORMATIONAL PACKET ON ALCOHOLISM INSURANCE

INDEX

- A. Members of the panel
- B. First Draft - Considerations for the inclusion of benefits for alcoholism/drug addiction into Health Insurance Policies.
- C. Alcoholism statutes in various state insurance codes.
- | | |
|--------------|----------------------------------|
| Colorado | 10-8-301 |
| Connecticut | 38-262b |
| Illinois | 979(10) |
| Kansas | 40-2, 105 |
| Louisiana | RS 22:215.6 |
| Maryland | 48A 447L |
| Michigan | 500.3609 |
| Minnesota | 62A.149 |
| Mississippi | 83-9-27, 83-9-29, & 83-9-31 |
| Nevada | 689A.030 & 689B.030 |
| North Dakota | 26-39-01 through 05 |
| Oregon | 743.412 & 743.557 |
| South Dakota | 58-18-7.1, 58-18-7.2 & 58-18-7.3 |
| Tennessee | 56-1167 |
| Virginia | 38.1-348.7 |
| Washington | 48.21.160 through 190 |
| Wisconsin | 632.89 |
- D. SB 545 "An Act Relating to Health Insurance" Analysis of SB545 by the Division of Insurance. Correspondence recieved by the Division of Insurance concerning SB 545.
- E. Various pieces of legislation proposed in Alaska. All legislation listed below was proposed during the Tenth Alaskan Legislature (January, 1977 through December, 1978.) The majority of the bills listed below were either part of the group of legislation commonly referred to as the "Governor's Alcoholism Package," or part of the group of legislation commonly referred to as the "Citizen's Legislative Bill," which was developed by the Special Senate Committee on Alcoholism and Alcohol Related Legislation.
- Summary of the legislation known as the "Governor's Alcoholism Package."
- Summary of the legislation known as the "Citizen's Legislative Bill."
- A brief history of alcoholism legislation during the Tenth Alaska State Legislature.
- SB76 "An act providing a method of adjusting certain tax rates."
- SB167 "An act relating to the excise tax and licence fees on intoxicating liquors." (Note: Originally, the wording was the same as HB 196.)

SB168 "An act making a special appropriation to the Department of Health and Social Services and to the Department of Education for alcohol-related programs." (Note: Originally, this bill had the same language as HB241.)

SB242 "An act relating to treatment of alcoholism and drug abuse" (Note: The language of this bill and HB340 remained the same.)

SB333 "An act making a special appropriation to the Alaska Public Broadcasting Commission for alcohol and drug abuse programs."

SB479 "An act making a special appropriation to the Department of Health and Social Services or the National Council on Alcoholism, Alaska Region."

SB540 "An act making a special appropriation to the Office of Alcoholism in the Department of Health and Social Services for the prevention and treatment of alcohol abuse and alcoholism."

SB541 "An act relating to alcohol and drug abuse education in public schools."

SB542 "An act adding to the powers and duties of the office of alcoholism."

SB543 "An act relating to alcoholism grants-in-aid."

SB544 "An act relating to standards for alcohol treatment facilities."

SB545 "An act relating to health insurance."

SB546 "An act establishing a tax credit for contributions to alcoholism programs."

SB547 "An act making a special appropriation to the Department of Revenue to increase the number of enforcement personnel employed by the Alcoholic Beverage Control Board."

SB548 "An act relating to waiter and waitress permits."

SB549 "An act relating to the serving of intoxicating liquor."

SB550 "An act relating to administration and enforcement of alcoholic beverage control statutes and regulations."

SB551 "An act relating to the rehabilitation of persons who commit criminal offenses as a result of alcohol problems."

SB552 "An act relating to alcohol."

HB196 "An act relating to the license fees for wholesale sale of intoxicating liquors."

HB232 "An act relating to municipal sales taxes."

HB240 "An act relating to alcoholism beverages."

HB241 "An act making a special appropriation to the Department of Health and Social Services and to the Department of Education for alcohol-related programs."

HB340 "An act relating to treatment of alcoholism and drug abuse."

HB570 "An act making a special appropriation to the Department of Health and Social Services for a feasibility study of an alcoholism treatment facility on Umnak Island."

- SCR88 "Directing the Legislative Council to accomplish a substantive revision of the alcoholic beverage laws."
SCR98 "Relating to the underutilization of hospital beds in light of the need for detoxification facilities."

- F. Excerpts from "Alcoholism, The Total Treatment Approach."
- G. Booklet - "Health Insurance Coverage for Alcoholism: State Legislature and Regulatory Activities." By Dr. Jerome B. Hallan April, 1974.
- H. Excerpts from "Second Special Report to the US Congress on Alcohol and Health." June, 1978.
- I. Excerpts from "Third Special Report to the US Congress on Alcohol and Health." June, 1978.
- J. Article - "Alcoholic Persons Right to Disability Aid Stressed." Mutual Insurance Bulletin June, 1978.
- K. Various articles from the "Wisconsin Insurer." May, 1978 & September, 1978.
- L. Article - "Mortality from Alcoholism." Metropolitan's Statistical Bulletin. December, 1977.
- M. Newsletter - "Public Policy Report" - New Jersey Alcoholism Association.
- N. Newsletter - "The State Bar of California Reports:" January, 1976.
- O. Booklet - "Information for Health Care Providers Concerning Mandated Benefits for the Treatment of Alcoholism, Drug Abuse and Mental and Nervous Disorders." - State of Wisconsin.
- P. Article - "Third Party Coverage Cuts Nonalcoholism Care Cost." NIAAA Information and Feature Service. April, 1978.
- Q. Excerpt - "Alcohol and Health Chapter XI. Financing Alcoholism Treatment Services." Department of Health, Education and Welfare October, 1978.
- R. Booklet - "A Study of Health Insurance Coverage for Alcoholism for California State Employees." By Dr. Harold D. Holder and Dr. Jerome B. Hallan December, 1976.
- S. Booklet - "A Report on Health Insurance Coverage of Alcoholism and Drug Abuse Treatment in Alaska." Prepared by Lawn and Associates for Robert L. Cole, Office of Alcoholism and Drug Abuse.

- T. Booklet - "An Outline of a Uniform Accounting and Financial Report System for Alcoholism and/or Drug Abuse Treatment Programs in Alaska" Prepared by Lawn and Associates for Robert L. Cole, Office of Alcoholism and Drug Abuse.

- U. Booklet - "Report on a Demonstration Project: A Study to Determine Cost Components and Develop Fee Schedules (Including Payment Mechanisms) in the Fairbanks Native Association's Comprehensive Alcoholism Program and Fairbanks Drug Treatment Center." Prepared by Lawn and Associates for Robert L. Cole, Office of Alcoholism and Drug Abuse. Spring, 1978.

INFORMATIONAL PACKET ON ALCOHOLISM INSURANCE

SUPPLEMENT

- I. "Accreditation Manual for Alcoholism Programs." Published by the Joint Commission on Accreditation of Hospitals.
- II. "A Status Report on Training and Certification for Alcoholism and Drug Abuse Personnel in Alaska." Submitted by Human Services Horizons for Robert L. Cole, Director. Office of Alcoholism and Drug Abuse.
- III. "Working Papers: Descriptive Analysis of the Impact of Alcoholism and Alcohol Abuse in Alaska, 1975 (Four Volumes).

Volume I

"The Economic Impact of Alcoholism and Alcohol Abuse in Alaska, 1975.

Volume II

"An Analysis of State Legislation Pertaining to Regulation and Control of Beverage Alcohol and Alcoholism and Alcohol Abuse, Alaska, 1975.

Volume IV

"Social Systems Indicators of Alcoholism and Alcohol Abuse in Alaska, 1975.

Volume V

"Executive Summary: Descriptive Analysis of the Impact of Alcoholism and Alcohol Abuse in Alaska, 1975."

STATE OF ALASKA

THE LEGISLATURE

BUDGET AND AUDIT COMMITTEE

AUDIT DIVISION
POUCH W—ALASKA OFFICE BUILDINGFINANCE DIVISION
POUCH WY—STATE CAPITOL

JUNEAU 99001

November Sixth
1 9 7 8

MEMORANDUM

TO: Don Koch
Division of Insurance

FROM: Senator Mike Colletta, Chairman
A Study of Third Party Alcoholism Insurance

Don,

This is to remind you that there will be an organizational meeting of the panel to study third-party alcoholism insurance coverage. This meeting will be on Friday, November 17, 1978 at 10:00 am at the Bull Shed Restaurant. The Bull Shed is located at 3230 Seward Highway in Anchorage. The management of the restaurant has requested that all cars be parked to the rear or to the side of the restaurant.

Please find enclosed information concerning health insurance policies. The material has been provided by the Office of Alcoholism. I have also enclosed a listing of all panel members for your convenience. If you have any questions please feel free to contact me or any member of the staff. I would like to thank you for taking the time to participate in this group effort. I am looking forward to meeting you soon.

FIRST DRAFT

Considerations for the
inclusions of benefits for
alcoholism / drug addiction
into Health Insurance policies.

W. J. ...
5/78

EXCERPTS FROM:

"Alcoholism Benefit Study; Project Summary & Overview." 1977.

N.B. This is an extensive study, review of present status and recommendations for action, financed by a Federal Grant from HEW-NIAAA, 7/76 thru 6/77.

1. Background. The majority of Blue Cross Plans provide benefits for the treatment of alcoholism, but they are severely limited in that resources focus on the medical and/or organic complications of alcoholism; renal or hepatic failure and gastric pathology etc., and not on the "drinking behavior" itself. The alcoholic has, therefore, access only to benefits which treat the end result, organic complications, and not to benefits which will address the chronic nature of the disease, repetitive and addictive drinking.

2. Recommendations. Drawing from the conclusions reached in Phase I of the study, which concerned itself with the feasibility of the implementation of benefits for alcoholism the Study's final paragraph states:

"Given the continuing need to develop alcoholism treatment resources and the demonstrated interest and support of all the involved parties - The BCA, the alcoholism field as represented by the Alcoholism Benefit Study Advisory Committee, and the National Institute on Alcoholism and Alcohol Abuse, the Blue Cross Association recommends that continuing effort, further field testing on the model benefits, be performed."

DEFINITION OF ALCOHOLISM

Alcoholism is an illness, characterized by the chronic incapacity of the victim to either control the limits of his alcohol ingestion or to abstain from the use of alcohol, to such an extent that compliance with the customary dietary or social usages of his community are violated to the detriment of his physical, social or economic well-being.

DEFINITIONS OF ALCOHOLISM:

1. Alcoholism is a psychogenic dependence on or a physiological addiction to ethanol (or similar intoxicants), manifested by the inability of the alcoholic consistently to control either the start of drinking or its termination once started.

Mark Keller, Vol 21 QJSA, 125, 128 (1960)

2. Alcoholism is a chronic illness, psychic or somatic, or psychosomatic, which manifests itself as a disorder of behavior. It is characterized by the repeated drinking of alcoholic beverages, to an extent that exceeds customary dietary use or compliance with the social customs of the community and that interferes with the drinker's health or his social and economic functioning.

Keller & Efron, "Alcoholism", in ENCYCLOPEDIA
AMERICANA 348 (1956)

3. "Alcoholic" means any person who chronically or habitually uses alcoholic beverages to the extent that said person has lost the power of self-control with respect to the use of such beverage, or while chronically and habitually under the influence of alcoholic beverages endangers public morals, health, safety or welfare.

Defined by statute in the following states:

Arkansas (1960), Georgia (1968), Indiana (1964)

Iowa (1965), Kentucky (1959), Michigan (1967)

Mississippi (1956), New York (1968), Rhode Island (1956),

Tennessee (1968), Texas (1968), W. Virginia (1966)

EXISTING ALCOHOLISM BENEFITS BY STATE:

1. Illinois-

"Provides that no group accident or health insurance which provides in-patient hospital coverage for sicknesses shall exclude the treatment of alcoholism."

2. Kansas-

All group sickness and accident policies providing care in medical facilities, must make available by offer, and if requested, provide treatment in a licensed hospital or facility licensed by the State, not less than 30 days treatment per year, for alcoholism.

3. Connecticut-

Provides coverage for alcoholism in defined and licensed alcoholism treatment centers.

"-----for expenses incurred in connection with the treatment of alcoholism on an out-patient basis."

4. Colorado-

No contract may be issued unless purchases is offered an opportunity to purchase coverage for conditions arising from alcoholism.

a) In State-licensed facility for 45 days of confinement.

b) Out-patient benefits to the extent of \$500. per year.

5. Louisiana-

Group health insurance policies must include as an option of choice, benefits for the treatment of alcoholism as rendered or prescribed by a physician, in a licensed hospital or in an appropriate State-licensed facility.

6. Maryland-

Group hospital and medical policies must offer, at additional premium, optional benefits for expenses incurred in licensed alcoholism treatment facilities.

- a) 30 days of in-patient care.
- b) 60 out-patient visits. ✓

7. Minnesota-

All health insurance plans must specifically include benefits, on the same basis as other benefits, for the treatment of alcoholism, chemical dependency or drug addiction, in licensed facilities.

- a) up to 20% of the total patient day allowed by the policy as in-patient.
- b) 130 hours per policy year in out-patient status.

8. Michigan-

Insurers shall offer to include a provision to provide coverage for in-patient and out-patient treatment of alcoholism and drug abuse, in facilities approved by Department of Public Health.

9. Mississippi-

All sickness and accident policies shall include health service benefits, on the same basis as other benefits, for the care and treatment of alcoholism.

- a) Applies only to group policies
- b) \$1000. per calender year.

10. North Dakota-

All group policies (over 50 persons or 70% of group's eligible persons) must provide benefits of the same type as for other illnesses, for

alcoholism and drug addiction, in licensed hospitals.

- a) up to 70 days in-patient care in a calendare year.
- b) up to 140 partial hospitalization (out-patient care)

10. South Dakota-

All group accident and sickness policies must include an offer, in writing, for coverage for inpatient care for alcoholism in hospitals and in approved treatment facilities.

- a) Up to 30 days care in any 6-month period.
- b) Not exceeding 90 days of care during the life of the contract.

11. Oregon-

Requires group health policies to provide coverage for the treatment of alcoholism.

- a) Up to \$3,000. in any consectutive 24-month period.

12. Tennessee-

All individual, blanket, or group health insurance policies shall provide benefits for psychiatric disorders, mental or nervous conditions, alcoholism or drug addiction.

13. Virginia-

All individual and group health insurnace policies shall provide coverage for mental, emotional and nervous disorders.

- a) (These disorders) shal include physiological and psychological dependence on alcohol and drugs.
- b) Limited to 30 days treatment in any policy year.
- c) In State-licensed facilities.

14. Washington-

Each group disability insurance contract shall provide benefits for the treatment of alcoholism in State-approved facilities.

15. Wisconsin-

Each group disability policy shall provide coverage for alcoholism and drug addiction in approved in-patient or out-patient facilities, under the care of a physician.

- a) Up to 30 days confinement in a single calendar year.
- b) No more than \$500 total expenses for out-patient care in any calendar year.

16. Hawaii-

Alcoholism and drug addiction are illnesses and shall receive benefits as for any other illness.

- a) Detoxification or other in-hospital benefits limited to three admissions per calendar year at 7 days per admission for alcoholism, 21 days per admission for other drugs.

17. Nevada-

Provides for the provision of benefits for alcohol and drug abuse.

- a) Special provision not available.

DRAFT

Consideration of pertinent concepts in the formulation of Health Insurance contracts to cover alcoholism and/or other drug addiction.

1. Offering coverage as an additional option to the basic plan (Rider).

Traditionally, persons (or groups) will not elect to buy optional services, and this is particularly so when the option pertains to an illness which is not socially well received.

Coverage for alcohol/drug addiction should be written as an integral part of the basic policy.

2. Limiting the service-delivery area to a licensed general hospital.

While detoxification of acute pathology (presence of delirium, acute hepatic dysfunction, etc.) should take place under the direct supervision of a qualified medical doctor in a hospital setting, the greatest majority of alcoholics do not need such heroic measures. Supervision by a R.N. in an appropriate and State-approved setting with emergency equipment available, under supervision of an M.D. to do staff training and act as emergency back-up, has sufficed, in the long experience of hundreds of alcoholism facilities, for all but near-terminal cases. Since it is the chronic and repetitive nature of the disease which needs to be addressed if alcoholism treatment is to be cost-effective, the door to specialized rehabilitation programs, staffed by professionals and trained para professionals, approved and inspected by the State, should be left open.

(See Section 1, "Excerpts From The Alcoholism Benefit Study")

3. Time and Dollar Limitations on Treatment Afforded under the various plan.

a) These limitations should be optional neither so short as to allow insufficient time for effective therapy, nor so long as to promote recidivism and become cost-burdensome.

Movement on the part of the patient from medical detoxification care into longer and extensive therapy directed at the chronicity of the disease -- the repetitive drinking behavior -- should be encouraged by the make-up of the policy itself. There is much evidence to the effect that medical detoxification by itself can do very little to ameliorate the physical, psychological and sociological aspects of this tripartite illness, but that it tends to respond well to counselling and educational therapy in a less expensive rehabilitation setting.

An example of this sort of encouragement might well be that in-hospital detoxification services be afforded underwriting at the level of only 50-75% deductible, unless such services are delivered as an integral part of a rehabilitation program of at least 21 days duration, in which case the services would be underwritten at the 90-100% level.

- b) There is evidence, based on the experience of public and private alcoholism rehabilitation programs that have been functioning over twenty years, that there exists a direct positive correlation between the time spent in treatment and the rate of effective disease arrest. While the state of presenting pathology is a strong affect, there is general agreement that there exists an irreducible minimum of time spent in the presentation of specialized therapies. In the case of at least one nationally famous center, the time-frame has moved from 21 days to 40 as experience has mounted.

In the further consideration of time availability for benefit, it has also become evident that relapses, when they occur, nearly always do so within one year of the onset of treatment. From this

experience has sprung the next important concept; that immediately on the onset of a relapse, the patient should have available to him the opportunity to re-institute treatment before the disease has once more progressed to a point where expensive in-hospital bed treatment must be prescribed.

An effective plan, therefore, must never be limited to a single treatment episode in a particular calendar or policy year.

4. The inclusion of benefits for out-patient therapy.

Not all diagnosable cases of alcoholism will have reached the point of physical debilitation that demands either medically supervised detoxification or in-patient treatment. These cases will, however, demand applied therapy which may be provided on an out-patient basis.

Effective out-patient therapy for alcoholism must proceed through the same stages as psychological treatment for any other type of psychosocial dysfunction; resistance, transference, and accommodation. All these processes require time. In the opinion of experts in the field, a basic minimum of three out-patient sessions a week for a period of twelve weeks is indicated, or more if adjunctive therapies such as Alcoholics Anonymous are not available.

Aftercare services for clients discharged from formal therapy are considered so important that they have been incorporated as an essential element of treatment by the Joint Committee on the Accreditation of Alcoholism Programs. This service is provided on an out-patient basis, and time which will afford the application of this service must be underwritten as a part of the total rehabilitative effort. A time allowance of two hours per month of agency services for six months is generally considered to be minimal in the experienced opinion of long-standing agencies.

Consideration must be given here to the concept that it may be false economy to encourage out-patient treatment, because it is less expensive, in favor of treatment in an in-facility setting, especially in those cases in which a response to relapse is indicated.

Example:

4 weeks in-patient @ \$500	=	\$2,000	
12 hours out-patient @ 30	=	<u>360</u>	
		\$2,360	Total
80 hours out-patient @ \$ 30	=	\$2,400	Total

D R A F T

-- SUMMARY --

~~Working~~ On the accepted premise that to accomplish its ultimate purpose (no further demands on the providing system), any insurance policy should avoid temporizing and half-way measures which will result only in the continual and reiterated demand for the re-extension of benefits. An approach to the arrest of alcoholism should be thorough, broad-based, elastic enough to make provision for a variety of levels of presenting pathology, and at the same time should encourage and permit clients to participate in all facets of effective therapy.

In the opinion of the State Office of Alcoholism and Drug Abuse, any health insurance policy offered in Alaska should contain the following basic and minimal clauses:

- A. Treatment should be afforded in those cases where alcoholism is a pre-existing condition.
- B. Age, sex, or minimal and maximal states of the illness should not be a consideration.
- C. The carrier should be permitted to purchase services from special agencies whose primary function is the treatment of alcoholism or other drug addiction.
- D. Opinions as to the need of services should emanate from qualified professionals in the treatment field, on the basis of the evidenced presence of accepted symptomatology, not excluding but not limited to Doctors of Medicine.
- E. Opportunities for client inclusion into a program for treatment should be authorized at least twice in a policy or calendar year.

- F. If medically supervised detoxification benefits are a separate part of the policy, some provision must be built into the contract which will result in it being to the clients' advantage to move in the direction of a more extensive therapeutic program at the conclusion of the physical detoxification process.
- G. In-patient programs which supply ~~some~~ therapeutic process on a daily basis should not be limited to less than 28 days total residence, or 21 days of applied therapy.
- H. Out-patient treatment should consist of not less than 78 hours of individual or group sessions if an in-facility treatment regime is not utilized, or 12 hours of out-patient follow-up services at the conclusion of in-patient treatment.

3 hrs/wk for 16 weeks
 2 hrs/mo for 6 months

= 48 hours in OP Treatment
 = 12 " Aftercare
13 " Emergency Care
 78

	Citation	Effective Date	Comments
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado	§10-8-301	1-1-75	Grp. must offer 45 days inpatient and \$500 outpatient; coinsurance up to 50%. Each day of confinement shall reduce days covered under policy for illness and for minimum mental illness coverage
Connecticut	38-262b Public Act ⁷⁷⁻ 237 Laws 1977	5-10-74 10-1-77	Grp. Ks must include coverage for confinement as for any other condition; minimum of 45 days in "treatment facilities" <i>Insurers must offer a group contract providing coverage for alcoholism on an outpatient basis</i>
Delaware			
Florida			
Georgia			
Hawaii			
Idaho			

	Citation	Effective Date	Comments
Illinois	§979(10)	10-1-73	Group policy with individual contract for sickness or cancer exclude treatment of alcoholism from such contract. Does not apply to a policy covering specified sicknesses only
Indiana			
Iowa			
Kansas	SB 105 40-2,105	7-1-77	Group policies must affirmatively offer reimbursement on in-dwelling for confinement for treatment of alcoholism, limited to not less than 30 days per year
Kentucky			
Louisiana	§215.5	7-1-75	Grp., blanket and franchise policies must offer coverage - no benefits defined
Maine			
Maryland	477L	7-1-76	Grp. Ks of 25 or more lives must offer coverage of licensed alcoholic rehabilitation program for 30 days or partial days per year on 2 for 1 basis
Massachusetts			
Michigan	§3609	7-1-74	Grp. and blanket Ks must offer inpatient and outpatient benefits in approved facility as may be agreed upon by policyholder
Minnesota	62A.149	9-1-76	Grp. Ks must provide inpatient services in hospital or treatment centers, 20% of total days not less than 28 days, and at least 130 hours in nonresidential treatment program
Mississippi	83-9-27 83-9-29 83-9-30	1-1-75	Grp. Ks must provide benefits on same basis as other illness up to \$1,000 per year
Missouri			

Citation	Effective Date	Comments	
Montana			
Nebraska			
Nevada	689A.030 689B.030 (HIAA Ins. Nev. No. 1-	Dept. Bul. 75)	Ind. and Grp. Ks must offer up to 10 days inpatient in hospital and up to 30 days in other than hospital; outpatient up to 180 days not to exceed \$800
New Hampshire			
New Jersey			
New Mexico	<i>None</i>		
New York			
North Carolina			
North Dakota	26-39-01 Dept. Bul. No. 30	7-1-75	Requires 70 days inpatient; 140 days outpatient; blanket, franchise and group policies over 50 lives and which cover 70% or more of group
Ohio			
Oklahoma			
Oregon	743.557	1-1-76	Grp. Ks must provide not less than \$2,500 in any 36 consecutive month period; type of facility may be restricted. Applies to existing Ks upon renewal or expiration of collective bargaining agreement
Pennsylvania	743.411 10713 474	10-4-77	Individual policies must provide, at the request of the applicant, coverage for expenses for treatment of alcoholism

	Citation	Effective Date	Comments
Rhode Island			
South Carolina			
South Dakota	58-18-7.1 58-18-7.2 58-18-7.3	7-1-77	Must offer in writing benefits up to 30 days in 6 month period not to exceed 90 days policy lifetime - Group only, and then not more medical expenses for <i>specific disease.</i>
Tennessee	56-1167	7-1-74	Must provide alcoholism coverage unless specifically excluded. Benefits not defined
Texas			
Utah			
Vermont			
Virginia	38.1-348.7	7-1-78	Ind. & grp. Ks - optional cov. same as illness; mandates min. benefits of 14 days per year in licensed alcoholism or drug treatment facility, 30 days intermediate care facility, 45 hours outpatient in alcoholism or drug treatment facility, various hourly req. for different facilities
Washington	48.21.160 48.21.170 48.21.180 48.21.190	7-1-74	Group policies must provide alcoholism coverage in licensed treatment centers. Benefits not defined
West Virginia			
Wisconsin	632.89	9-1-74	Grp. Ks must include up to 30 days inpatient; outpatient up to \$500
Wyoming			

SUPPLEMENTAL LIST OF STATE ENACTMENTS - ALCOHOLISM
CHART

10/28/77

	Citation	Effective Date	Comments
Connecticut	Public Act 77-237 Laws 1977	10-1-77	Insurers must offer grp. contracts providing coverage for alcoholism on an outpatient basis
Illinois	Sec. 979 (10)	10-1-73	Group policy with in-hospital coverage for sicknesses cannot exclude treatment of alcoholism from such coverage. Does not apply to a policy covering specified sicknesses only.
Kansas	S.. B. 105	7-1-77	Group policies must affirmatively offer reimbursement or indemnity for confinement for treatment of alcoholism limited to not less than 30 days per year.
Oregon	743.411 to 743.444	10-4-77	Individual policies must provide, at the request of the applicant, coverage for expenses for treatment of alcoholism.

COLORADO

272.13

Sickness and Accident Insurance

10-8-301

underwriting the group insurance or supplemental plans. Such investments shall be made as determined by the state treasurer and shall be limited to those securities authorized for investment by the public employees' retirement board pursuant to section 24-51-107, C.R.S. 1973.

Source: L. 65, p. 785, § 15; C.R.S. 1963, § 72-22-15; L. 67, p. 591, § 11; L. 74, p. 300, § 15.

10-8-216. State payments — authority of controller. Beginning July 1, 1974, or in the case of a supplemental plan, beginning on the first of the month specified by the board, the state contributions to group insurance and supplemental plans shall be paid monthly to the board by the controller, who shall make a charge against the accounts of the state departments, agencies, and institutions for this purpose. Such charges shall be the amounts necessary to cover the state contributions for the employees in each state department, agency, and institution enrolled in a group insurance or supplemental plan and shall be made against both general revenue fund accounts and specific cash fund accounts as required.

Source: L. 65, p. 785, § 16; C.R.S. 1963, § 72-22-16; L. 67, p. 591, § 12; L. 74, p. 301, § 16.

10-8-217. Estimate of costs — governor's report. No later than February 15 preceding each ensuing fiscal year, the governor shall transmit his analysis of the fringe benefits survey required under section 24-50-104(5), C.R.S. 1973, in terms of comparative employee benefits received and his estimate of costs for group insurance contributions to the joint budget committee of the general assembly for inclusion as a separate item in the general appropriations bill.

Source: Added, L. 74, p. 301, § 17.

10-8-218. Continuation of previously existing benefits for persons absorbed by the state personnel system. Any other provision of law to the contrary notwithstanding, the board shall continue, as a benefits option, the existing group life and health benefits of any person employed by a state agency if such person has been or will be brought or assimilated into the state personnel system on or after January 1, 1972, until such time as similar benefits offered by the board to state employees pursuant to this part 2 are equivalent in benefit and economic cost to the benefits held by said person.

Source: L. 77, S.B. 452, § 1.

PART 3

REQUIRED HEALTH INSURANCE BENEFITS FOR ALCOHOLISM TREATMENT

10-8-301. Group health insurance benefits for alcoholism. (1) Any other provision of law to the contrary notwithstanding, no hospitalization or medi-

Revised, 1977

cal benefits contract on a group basis issued by an insurer under this article shall be sold in this state unless a policyholder under such contract is offered the opportunity to purchase coverage for benefits for the treatment of and for conditions arising from alcoholism, which benefits are at least equal to the following minimum requirements:

(a) In the case of benefits based upon confinement as an inpatient in an accredited or licensed hospital or in any other public or private facility or portion thereof providing services especially for the treatment of alcoholics, which is licensed by the department of health for those services, such benefits shall be not less than forty-five days in any calendar year.

(b) Each day of confinement as an inpatient shall reduce by one day the total days available for all other illnesses during any one twelve-month benefit period.

(c) Each day of confinement as an inpatient shall reduce by one day the available days provided under section 10-S-116.

(2) Outpatient benefits shall cover, to the extent of five hundred dollars over a twelve-month period, services furnished by:

(a) An accredited or licensed hospital; or

(b) Any public or private facility or portion thereof providing services especially for the treatment of alcoholics, which is licensed by the department of health for those purposes; or

(c) Any mental health facility approved as such by the department of institutions.

(3) (a) Each insurer offering coverage for alcoholism under this part 3 may establish a copayment requirement for such coverage which may or may not differ from the copayment requirements established for any other condition or illness, except that copayment requirements for the treatment of alcoholism shall not exceed a fifty percent copayment requirement.

(b) Each insurer may establish a deductible amount for coverage pertaining to alcoholism, but such deductible amount shall not differ from the deductible amount for any other condition or illness.

(c) In any event, benefits will not be payable unless the patient having the coverage provided under this section shall have completed the full course of care, including detoxification and rehabilitation.

(4) The commissioner may exempt from the requirements of this section any policy or type of policy with respect to which he has determined that the prescribed alcoholism benefits are inapplicable or inappropriate.

Source: Added, L. 75, p. 300, § 1.

Revised, 1977

§ 38-262b. Group hospital or medical expense insurance policy coverage for treatment of alcoholism

(a) For purposes of this section:

(1) "Effective treatment" means a program of therapy prescribed by a physician licensed pursuant to the provisions of chapter 370, and certification by such a physician of the establishment for the patient of a comprehensive follow-up program;

(2) "medical complications" means such diseases as cirrhosis of the liver, gastrointestinal bleeding, pneumonia, and delirium tremens.

(b) Every group hospital or medical expense insurance policy and every group hospital or medical service plan contract providing coverage on an expense incurred basis shall provide coverage for expenses incurred in connection with confinement for treatment of alcoholism or medical complications thereof pursuant to diagnosis or recommendation by a physician licensed pursuant to the provisions of chapter 370.

(c) Confinement for treatment of alcoholism or medical complications thereof in a hospital, other than in a part of a hospital used primarily for such treatment unless otherwise provided for in such contract, shall be recognized to the extent specified in the contract for confinement for any other disease.

(d) Confinement in a facility established primarily for the treatment of alcoholism and licensed for such care by the state, or in a part of a hospital used primarily for such treatment, shall be recognized to the extent specified in the contract, but only in connection with effective treatment of alcoholism or medical complications thereof, either for a period of at least forty-five days within any period of twelve consecutive months commencing with admission to such a facility or such part of a hospital or for a period of at least forty-five days within any calendar year.

(e) The provisions of this section shall apply to any group insurance policy and group subscriber contract delivered or issued for delivery in this state on and after May 10, 1974, and to any group insurance policy or group subscriber contract which are thereafter amended to substantially alter or change benefits or coverages. (1974, P.A. 74-162, §§ 1 to 5.)