

Program of study

Drug Abuse Education

Alcohol drugs and medications

Reach for
your **Dreams**

Québec 

Program of study

Drug Abuse Education

Alcohol drugs and medications

Formation professionnelle et technique
et formation continue

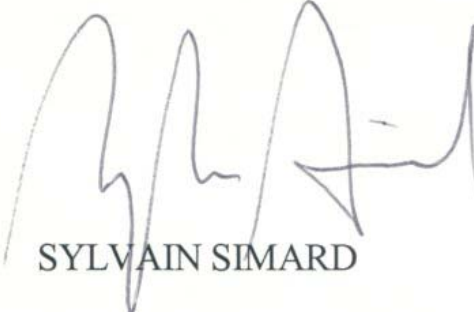
Direction de la formation générale
des adultes

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Conformément aux dispositions de l'article 461 de la Loi sur l'instruction publique (L.R.Q., c. I-13.3), j'approuve le cours *Prévention de la toxicomanie* – Alcool, drogues et médicaments, de l'éducation des adultes. Ce cours sera en application obligatoire dans tous les centres d'éducation des adultes à compter du 1^{er} septembre 2003.



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1. INTRODUCTION

1.1 Background

In May 1999, during a provincial meeting to assess the Alcofrein program set up by the Ministère de la Sécurité publique (MSP), the attending school boards and the delegates from the Alcofrein centres proposed the following line of development:

- Development of a program for persons enrolled in adult education courses at school boards, aimed at preventing problems of alcoholism and drug dependency, in collaboration with several partners.

One month later, on June 10, 1999, the Alcofrein¹ advisory committee reformulated the project as follows:

- To design one or more courses for persons enrolled in adult education in order to raise their awareness of the consequences of alcohol, drug and medication consumption and of the related attitudes and behaviours.

In September 1999, a working committee was struck under the name “Comité ALCOFREIN/toxicomanie.” The mandate of this committee was:

- To carry out preliminary studies for the implementation of a course in the adult sector to cover the consequences of alcohol, drug and medication consumption and the attitudes and behaviours related to various real-life situations, in particular the operation of a motor vehicle.

1. The Alcofrein advisory committee is composed of representatives from school boards and Alcofrein service centres, as well as persons responsible for these issues at the Ministère de l'Éducation du Québec and at the Ministère de la Sécurité publique.

In June 2000, the working committee formulated the following recommendations:

- To develop a course in drug abuse education for persons enrolled in adult education.
- To offer content accessible to all students, no matter in which educational service they may be enrolled.

A request was submitted to the Direction de la formation générale des adultes (DFGA) to develop a course on drug abuse education for the adult sector. A committee was organized in September 2000 with the mandate to present a preliminary version of a course on drug abuse education covering alcohol, drugs and medications.

In the fall of 2001 and the winter of 2002, the preliminary version of the course was piloted in three school boards offering services in urban, semi-urban, rural and correctional environments. The data collected during this pilot project was instrumental in designing and implementing the present course.

1.2 Implementation

The course on drug abuse education is intended to support school boards in adopting an approach focused on individuals. “This underscores the *multidimensional* nature of adult education and continuing education and training, which encompasses individuals in all their dimensions.”²

The course also aims to favour a partnership-based approach. “We have to build on what already exists, to consolidate certain measures as well as change the orientations of others, injecting them with new energy or breaking new ground.”³

The course was designed to be adapted to different contexts. As a result, adult learners, teachers and other partners have the latitude necessary to develop a learning climate that promotes peace of mind, self-confidence and creativity.

An administrator’s guide provides information on course implementation and follow-up. Finally, the Ministère de l’Éducation defines the examination domain and sets the rules for school boards for carrying out summative evaluation.

2. Québec, Ministère de l’Éducation du Québec, *Government Policy on Adult Education and Continuing Education and Training* (Québec: Gouvernement du Québec, 2002) p. 3.

3. Idem, p. 6.

2. COURSE OBJECTIVE

The course objective is:

- To enable citizens to obtain information about alcohol, drug and medication consumption in various life situations in order to increase their awareness of the subject, define their position in relation to it and assume responsibility.

This course is to serve as a preventive action targeting drug abuse. Drug abuse prevention is defined as follows:

Drug abuse prevention aims to make people aware of the phenomenon of consumption, reinforce their prior knowledge of the subject and prevent the appearance or development of problems related to alcohol, drug and medication consumption, as well as its consequences for the individual and society.

3. GUIDING PRINCIPLES

The guiding principles of the course are as follows:

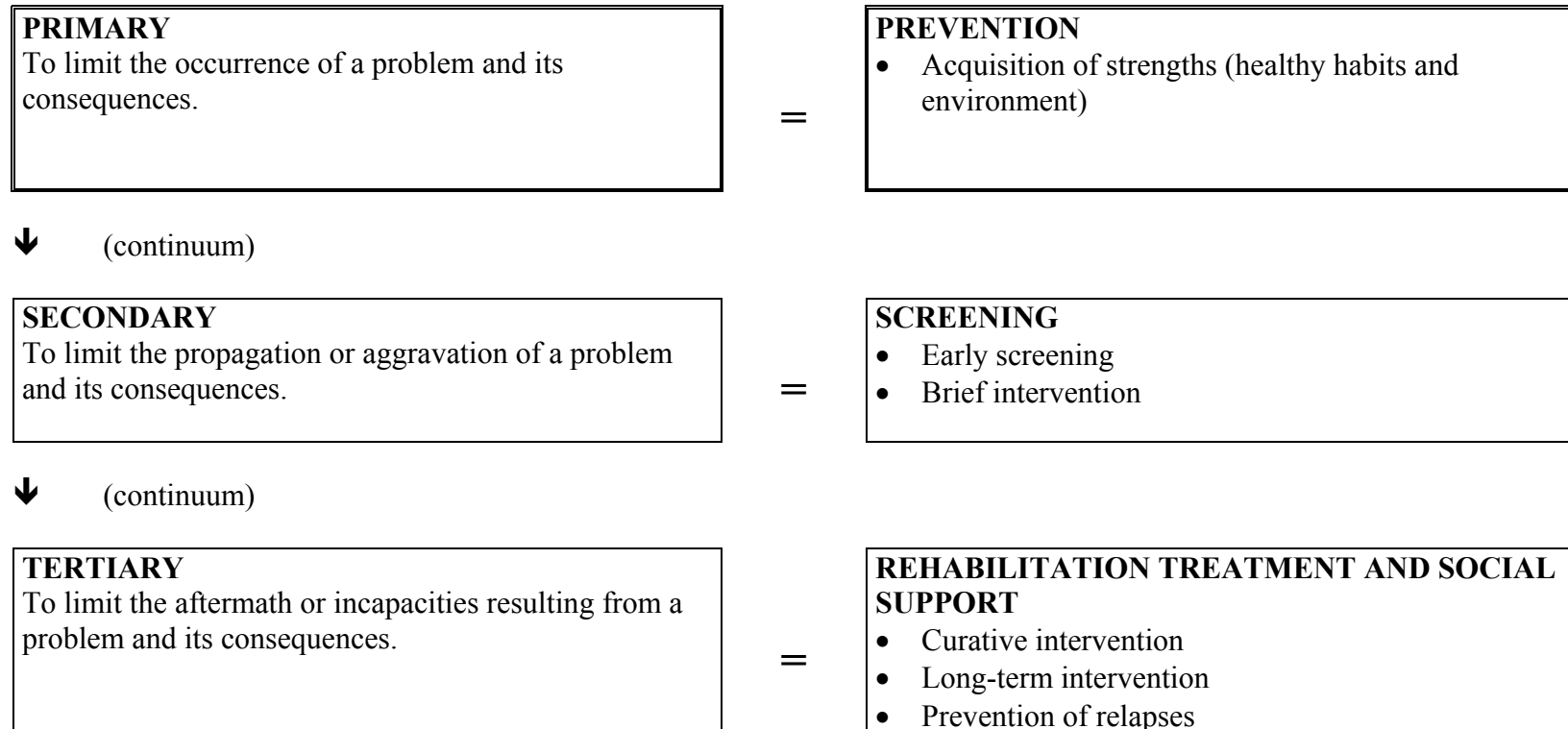
- **To intervene before problems arise:**
 - by emphasizing the causes underlying the attitudes and behaviours at issue
 - by reducing the probability and risk of problems arising that involve alcohol, drug and medications abuse by adopting healthy and responsible attitudes and habits

- **To help people make judicious and enlightened choices:**
 - by making use of their prior experience
 - by encouraging the assimilation of meaningful new knowledge
 - by encouraging the integration of preventive actions in various life situations

4. LEVELS OF INTERVENTION

There are three levels of intervention in drug abuse: primary, secondary and tertiary. This course is mainly concerned with primary intervention.

The diagram below illustrates the distinctions among the three levels of intervention:



NOTE: Needs related to secondary and tertiary levels of intervention may be mentioned in the classroom, but the study of these levels goes beyond the framework of this course, except for the prevention of relapses. In this context, the field of intervention for the teacher would be that of raising awareness. Teachers or other professionals should direct the persons concerned to student assistance services, complementary services or other resources in the community, as required.

5. ADULT EDUCATION APPROACH

The adult education approach is related to the development of the adult as an individual. This course is based on the following approach:

- **The adult is considered as a total person**
 - Respect for differences
 - Recognition of his or her prior knowledge and experience in the areas of knowledge, know-how and interpersonal skills

- **The adult is considered as a social being**
 - Active participation in the evolution of society and in current social changes
 - Development of a sense of belonging to the community
 - Prevention of social exclusion
 - Interdependent relationships with others

- **The adult is considered to be independent and responsible**
 - Assimilation of preventive strategies relative to drug and alcohol abuse
 - Objectivation of his or her learnings
 - Commitment to the adoption of preventive behaviours
 - Increase of his or her capacities to make enlightened choices concerning drug and alcohol abuse
 - Preparation for the transfer of learning in various life situations

6. EDUCATIONAL OBJECTIVES

The educational objectives of the course are:

- **To understand the phenomenon of alcohol, drug and medication consumption and the issues associated with it**
 - To be informed in order to reflect on the phenomenon of consumption
 - To place oneself in a broader context in terms of the issues related to consumption

- **To be sensitized to one's perceptions**
 - To become aware of one's perceptions
 - To establish connections with one's own attitudes and behaviours

- **To understand the effects of consumption on oneself and on others**
 - To be sensitized to the causes and consequences of consumption
 - To recognize the consequences of consumption
 - To evaluate the risks for oneself and for others

- **To support preventive actions related to consumption**
 - To learn to intervene before problems occur
 - To adopt preventive behaviour taking into account various life contexts
 - To use one's personal resources, talents and strengths
 - To be familiar with the resources in one's community

7. STRUCTURE OF THE COURSE

7.1 Components

The *Drug Abuse Education* course is organized around five components:

- Common core
- Life situations
- Points for consideration
- Complementary activities
- Indicators

The common core includes compulsory content (*) that may be subject to summative evaluation. The life situations, points for consideration, complementary activities and indicators contain optional elements (**) that may also be adapted to a particular type of training.

The symbol “✓” represents the **common core** that includes general content on alcohol, drug and medication consumption and on drug abuse education. The subjects include:

- Evolution of the phenomenon of consumption
- Personal environment
- Spheres of influence
- Consequences for oneself and others
- External resources

The common core content is intended for all students, whatever their vocational orientation or their specialization.

The symbol “X” represents the **life situations**, which are situational problems that illustrate a theme involving the interaction between the individual and various types of substances, in different contexts. Their purpose is to emphasize the problems related to consumption and to convey elements of the common core content. The suggested life situations are:

- Operating a motor vehicle (OMV)
- Family life (FL)
- Vocational and educational life (VEL)
- Health (HEA)
- Sexuality (SEX)
- Social life (SL)

The symbol “**O**” represents **points for consideration**, which are starting points for discussions that take place after the presentation of each life situation. They stimulate discussion of relevant topics, develop skills of reflection and allow for the expression of opinions.

The symbol “**CA**” indicates **complementary activities**, which provide tips on how to find information on the public, private and community organizations of a given community.

Finally, the **indicators** are data that provide information on the progress and achievement of learning.

7.2 Course outline

The table below shows the course outline.

COMMON CORE * (✓)				
General content that presents basic information on the phenomenon of alcohol, drug and medication consumption and on drug abuse education.				
Evolution of the phenomenon of consumption	Personal environment	Spheres of influence	Consequences for oneself and others	External resources
(X) Life situations** Situational problems illustrating a theme: <ul style="list-style-type: none"> • Operating a motor vehicle (OMV) • Family life (FL) • Vocational and educational life (VEL) 				(CA) Complementary activities** Tips on how to find information
(O) Points for consideration** Starting points for discussion <ul style="list-style-type: none"> • Health (HEA) • Sexuality (SEX) • Social life (SL) 				
Indicators** Information on the progression of learning.				

* Compulsory content

** Optional content

8. FOCUS OF THE COURSE

In this course, the adult will be led to develop capacities and skills in the following areas:

To process general basic information on drug abuse	To solve situational problems	To develop a sense of ethics concerning prejudices, perceptions and beliefs	To exercise critical thinking about dependency and alcohol, drug and medication consumption	To communicate one's opinions appropriately	To apply work methods
<ul style="list-style-type: none"> - Gathering information - Organizing - Analyzing - Synthesizing - Using the information in course work and, where applicable, in other life situations 	<ul style="list-style-type: none"> - Understanding a situational problem - Formulating hypotheses - Making appropriate choices - Making decisions 	<ul style="list-style-type: none"> - Recognizing the risks for oneself and others - Making choices based on credible references - Analyzing results using ethical reasoning 	<ul style="list-style-type: none"> - Analyzing situational problems - Forming opinions - Making logical judgments using references 	<ul style="list-style-type: none"> - Communicating - Interacting in different contexts 	<ul style="list-style-type: none"> - Organizing one's work - Managing one's time - Working in a team - Managing stress - Developing one's sense of responsibility
<p>To prepare for the transfer of learning to different life situations</p> <ul style="list-style-type: none"> - Targeting situations appropriate for the transfer of learning 					

9. COMMON CORE CONTENT

Summary of Content

1. Evolution of the phenomenon of consumption

- Habits of consumption and evolution of substances
- Currents of thought
- Prevention of drug abuse
- Types of legislation
- Offenses

2. Personal environment

- Definitions
- Cycle of dependency
- Law of effect (E α ISC)
- General effects of psychotropic substances on physical health
- Profile of consumers

3. Spheres of influence

- Definitions
- Myths and beliefs
- Spheres of influence
- Risk factors
 - Individual factors
 - Family and intergenerational factors
 - Social, educational and vocational factors
- Protection factors
 - Individual factors
 - Family and intergenerational factors
 - Social, educational and vocational factors

4. Consequences for oneself and others

- Related consequences
- Economic consequences

5. External resources

- Public, private and community resources

9.1 Evolution of the Phenomenon of Consumption

Content	Life Situations						Indicators (according to life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Habits of consumption and evolution of substances <ul style="list-style-type: none"> - Prohibition of alcohol - The 1960s and chemical substances - Psychedelic era - Multiple drug abuse - Ecstasy and rave culture - Other 						O	<ul style="list-style-type: none"> • To recognize habits of consumption related to the evolution of the principal substances (alcohol, drugs, medications and multiple drug abuse) in Québec and, where applicable, in other countries. (Knowing)
<ul style="list-style-type: none"> • Currents of thought <ul style="list-style-type: none"> - Moral and religious approach - Medical and scientific approach - Psychosocial approach - Other 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To gain an idea of the evolution of currents of thought and their influence on the attitudes and behaviours of a person and a group. (Conceptualizing)
<ul style="list-style-type: none"> • Prevention of drug abuse <ul style="list-style-type: none"> - Origin - Evolution - Advantages 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize the advantages of a preventive approach. (Knowing)
<ul style="list-style-type: none"> • Types of legislation <ul style="list-style-type: none"> - <i>Criminal Code</i> - <i>Highway Safety Code</i> - <i>Controlled Drugs and Substances Act</i> - <i>Young Offenders' Act</i> 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize the main laws in force in Québec. (Knowing) • To recognize the social forces behind the laws. (Knowing) • To recognize the consequences of legal infractions. (Knowing)
	X					O	
	O		O				

Content	Life Situations						Indicators (according to life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Offenses <ul style="list-style-type: none"> - Possession - Possession for the purpose of trafficking - Trafficking - Importing and exporting - Production 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize that certain legal substances can be used inappropriately or in an illegal context. (Knowing) • To recognize the principal sanctions attached to different offenses. (Knowing)

OMV = operation of a motor vehicle; FL = family life; VEL = vocational and educational life; HEA = health; SEX = sexuality; SL = social life

9.2 Personal Environment

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Definitions <ul style="list-style-type: none"> - Physical dependency - Psychological dependency - Intoxication (abuse) - Inappropriate usage 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize the different levels of consumption. (Knowing)
<ul style="list-style-type: none"> • Cycle of dependency <ul style="list-style-type: none"> - Circular process <ul style="list-style-type: none"> • Sources of problems • Life problems • Search for adapted and alleviating solutions - Potential for reversing the process 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To understand the development process of a dependency and its triggers, by means of a diagram. (Conceptualizing) • To recognize the potential for reversing the process of dependency and the positive consequences that ensue. (Knowing)
<ul style="list-style-type: none"> • Law of effect (E & ISC) <ul style="list-style-type: none"> - Individual - Substance - Context 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To understand, by means of a diagram, the phenomenon of drug abuse and the interaction between different factors, as expressed in the law of effect. (Conceptualizing)
<ul style="list-style-type: none"> • General effects of psychotropic substances on physical health <ul style="list-style-type: none"> - Depressants <ul style="list-style-type: none"> • Alcohol • Tranquillizers and sleeping pills • Opiates (opium derivatives) 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To associate the main acute and chronic short- and long-term effects of substances on health, attitudes and behaviours. (Knowing)
	X	X		X X	X	X	

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> - Stimulants <ul style="list-style-type: none"> • Cocaine • Nicotine - Psychodysleptics <ul style="list-style-type: none"> • Cannabis • Hallucinogens • Solvents and glue 			X	X			<ul style="list-style-type: none"> • To recognize the significance of substance modification and increases in degree of toxicity. (Knowing)
	X		X X	X	X	X X	
<ul style="list-style-type: none"> • Profile of consumers <ul style="list-style-type: none"> - Abstainer - Explorer - Occasional user - Abuser - Regular user - Excessive consumer 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize the cycle of drug abuse among individuals. (Knowing)

OMV = operation of a motor vehicle; FL = family life; VEL = vocational and educational life; HEA = health; SEX = sexuality; SL = social life

9.3 Spheres of Influence

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Definitions <ul style="list-style-type: none"> - Perception - Belief - Value - Prejudice - Stereotype - Risk factor - Protection factor 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To accept that perceptions, beliefs and values are predetermining factors and that they may serve to influence, limit and distort information. (Maintaining socioaffective relationships in one's social environment)
<ul style="list-style-type: none"> • Myths and beliefs (examples) <ul style="list-style-type: none"> - "Marijuana burns up the brain cells." - "A drug always has the same effects." - "Only people with inadequate or unbalanced personalities take drugs." - "Coffee and a cold shower can sober you up." - "When you know the dealer, you are safe from bad drugs." - "You can grow a pot plant at home." - "If a child takes drugs, it's the parents' fault." 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To be mindful of one's perceptions related to myths and beliefs surrounding drug abuse. (Implementing and organizing one's values.)

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Spheres of influence <ul style="list-style-type: none"> - Personal environment <ul style="list-style-type: none"> • Skills and aptitudes • Expectations and wishes • Psychological equilibrium • Sex • Age • Heredity • Other - Family environment <ul style="list-style-type: none"> • Home • Work • Income • Leisure • Other - Social environment <ul style="list-style-type: none"> • Institutions • Laws and regulations • Cultural and social standards • Standards of consumption • Media • Substance market • Traditions and customs • Other 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize spheres of influence in relation to certain life situations. (Knowing)

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<p><u>Family and intergenerational factors</u></p> <ul style="list-style-type: none"> - Parental behaviours: <ul style="list-style-type: none"> • authority exaggerated or totally lacking • lack of parental attention • permissive disciplinary style • overprotection • other - Alcoholic or drug-abusing parents - Family conflicts - Conflicted family living in a climate of tension or violence - Poverty - Other <p><u>Social factors</u></p> <ul style="list-style-type: none"> - Accessibility of substances - Publicity - Exclusion - Isolation - Positive regard for certain models of consumption - Other 		X					<ul style="list-style-type: none"> • To recognize the role of family practices in the consumption of psychoactive drugs. (Knowing)
			X			X X O	<ul style="list-style-type: none"> • To recognize the influence of social and cultural characteristics on the degree of consumption of psychoactive drugs. (Knowing)

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<p><u>Social, educational and vocational factors</u></p> <ul style="list-style-type: none"> - Maladjustment - Dropping out of school - Association with deviant peers - Stressful environment - Repeated failure - Other 			X				<ul style="list-style-type: none"> • To recognize factors that influence the degree of consumption of psychoactive drugs in schools. (Knowing)
<ul style="list-style-type: none"> • Protection factors 	✓	✓	✓	✓	✓	✓	
<p><u>Individual factors</u></p> <ul style="list-style-type: none"> - Resistance to influences - Critical attitude with regard to psychoactive drugs - Self-esteem - Personal skills in problem solving - Other 							<ul style="list-style-type: none"> • To identify personal resources that support taking responsibility for ones actions and adopting preventive behaviours in the consumption of alcohol, drugs and medications. (Conceptualizing) • To recognize the moderating role of protection factors in consolidating a problem of consumption of psychoactive drugs. (Knowing)
<p><u>Family and intergenerational factors</u></p> <ul style="list-style-type: none"> - Family cohesion - Healthy rules for daily organization - Positive communication - Other 							

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<u>Social, educational and vocational factors</u> - Sense of belonging to a community or group - Involvement in one's environment - Positive and attentive support from one's environment - Other							

OMV = operation of a motor vehicle; FL = family life; VEL = vocational and educational life; HEA = health; SEX = sexuality; SL = social life

9.4 Consequences for Oneself and Others

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Related consequences <ul style="list-style-type: none"> - Psychological distress <ul style="list-style-type: none"> • Depression • Suicide attempts and suicide • Accidents, death and involuntary injuries - Violence toward women and children - Sexual abuse - Interpersonal conflict - Dropping out of school <ul style="list-style-type: none"> • Behavioural problems at school • Learning difficulties - Parental negligence - Intergenerational transmission of problems of consumption - Transmission of infectious diseases (HIV, hepatitis, STDs) - Problems at work - Unsafe sexual behaviours - Other 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To determine the possible consequences of inappropriate use of psychotropic drugs. (Understanding) • To make connections between one's network of influence, one's consumer profile and one's obligation to make appropriate choices in situations of consumption. (Synthesizing)

Content	Life Situations						Indicators (according to the life situation(s) selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Economic consequences <ul style="list-style-type: none"> - Direct costs <ul style="list-style-type: none"> • Health care • Law enforcement • Road accidents • Debt • Other - Indirect costs <ul style="list-style-type: none"> • Loss of productivity • Loss of meaning in one's life • Absenteeism • Other 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • To recognize the direct and indirect costs related to inappropriate consumption of psychotropic drugs. (Knowing)
	O			O			
	X					X	
		X		X			
		X					

OMV = operation of a motor vehicle; FL = family life; VEL = vocational and educational life; HEA = health; SEX = sexuality; SL = social life

9.5 External Resources

Content	Life Situations						Indicators (according to the life situations selected)
	OMV	FL	VEL	HEA	SEX	SL	
<ul style="list-style-type: none"> • Public, private and community resources <ul style="list-style-type: none"> - Ministère de la Santé et des Services sociaux (MSSS) <ul style="list-style-type: none"> • Comité permanent de lutte à la toxicomanie (CPLT) • Other - Ministère de l'Éducation (MEQ) <ul style="list-style-type: none"> • Éducalcool program • Other - Ministère de la Sécurité publique (MSP) <ul style="list-style-type: none"> • Alcofrein program • Other - Centres locaux de services communautaires (CLSCs) - Hospitals and medical clinics - Association des intervenants en toxicomanie du Québec (AITQ) - Community organizations - Private sector (therapy services) - Rehabilitation treatment services <ul style="list-style-type: none"> • Public sector - Support groups - Other 	CA	CA	CA	CA	CA	CA	<ul style="list-style-type: none"> • To present a research project, based on a life situation, about the services available in one's community. (Synthesizing)

OMV = operation of a motor vehicle; FL = family life; VEL = vocational and educational life; HEA = health; SEX = sexuality; SL = social life

10. LIFE SITUATIONS

Life situations are situational problems that illustrate a theme involving the interaction between the individual and various types of substances, in different contexts. Their purpose is to emphasize the risk factors and potential effects on oneself and others. The life situations that have been selected for consideration are:

- Operating a motor vehicle (OMV)
- Family life (FL)
- Vocational and educational life (VEL)
- Health (HEA)
- Sexuality (SEX)
- Social life (SL)

The points for consideration are springboards for discussion that takes place after the presentation of each life situation. They draw on reflective skills and encourage participants to express their opinions.

It would be possible to transpose the content of this course to other types of dependency, such as emotional dependency or compulsive gambling problems. Similar life situations could be experienced in other contexts.

10.1 Operating a motor vehicle

Situational Problem

Luke is of average height and in good physical condition. For his nineteenth birthday, he bought himself a second-hand car—a two-seat sports car that he is very proud of. He took a driving course and has a probationary driver's license. He knows the laws and regulations governing the operation of a motor vehicle.

Luke works long hours all week and his job responsibilities make him stressed and nervous. This week he has a cold. To treat his cough, he is taking a codeine-based cough syrup recommended by his pharmacist. He is also using a decongestant, when necessary.

Today is a special day, because he is to attend a party for his grandparents' fiftieth wedding anniversary. His favourite cousin, Mary, whom he has not seen for a long time, will also be there. In spite of his fatigue and the 15 centimetres of snow on the ground, he is planning to go to the party right after work.

As soon as he arrives, he drinks a quick beer. After this, he feels more relaxed and a certain buoyant mood makes him more sociable. Since he has not had lunch, he eats a few chips to assuage his hunger. He tells himself that after he has eaten a little, everything will be better. But the time seems to crawl by, and as he waits for his cousin to arrive, he has two more beers and accepts a male cousin's invitation to smoke a joint.

Mary, who lives nearby, has to walk to the party. Luke decides to go meet her in his car. To sober up a little before leaving, he has a coffee. He soon has the impression that he is in full control of his faculties and leaves the party in spite of having consumed alcohol, medication and a drug, and in spite of the warnings of several friends.

Failing to pay proper attention, he goes through a red light and has an accident. The situation could have had serious consequences, but he escapes with a few minor injuries. A policeman, who has witnessed the incident, orders him to submit to a blood alcohol test. The results confirm that Luke's faculties were impaired by alcohol.

His driver's license is immediately suspended and his vehicle is towed away. He has to call a close relative at the party to come pick him up.

Points for consideration: Operating a motor vehicle (OMV)

- How can you recognize whether a person has exceeded the permitted limits of alcohol consumption?
- The first beers allowed Luke to relax and be sociable. What other short-term effect would he have felt?
- Comment on the following myth: “To drink alcohol is to be dependent.”
- In the enforcement of sanctions applying to the operation of a motor vehicle, are there distinctions concerning the age of the driver and the type of driver’s license?
- What are the economic consequences of driving a motor vehicle while impaired?
- How can we adopt a preventive approach to the operation of motor vehicles?



Other...

10.2 Family Life

Situational Problem

John met Helen one night at a bar and they have been living together for two years. They have stayed together, despite frequent arguments over John's drinking. In his childhood, he behaved aggressively and his parents considered him to be ill-tempered. He has already been fired from a job for absenteeism, especially on the days following a holiday. After that, he decided to make an effort to deal with his problem and attended several meetings of a support group. He hoped to reduce his daily consumption of alcohol.

Recently, John has been drinking more than he should and has quit attending the meetings of the support group. His friends, who were encouraging his efforts, now avoid him. Furthermore, his family situation is gradually deteriorating. Last week, he verbally threatened Helen and shoved her son around. This was the second time in a month.

Several months ago, Helen enrolled in adult education courses to complete her Secondary V studies and increase her chances of finding a job. She has taken sole responsibility for raising her son Martin and is afraid she will not be able to fulfill all her family obligations and those related to her plans to finish school.

In spite of the difficulty of communicating with John and the problems of daily life, she feels unable to leave him. She does not know how to deal with the situation and feels haunted by feelings that recall many bad memories. She thinks about how many times she waited for her father to come home for supper. "What is he doing? Is he at the hotel with his friends or tied up at the office?" Helen feels she is reliving events of her childhood and is afraid of losing her will to live.

Today is Martin's seventh birthday. She has organized a little party for the occasion. John has promised to be there. He is supposed to come home right after work. It is 6 o'clock, and there is still no sign of him . . .

Points for consideration: Family life (FL)

- What are the effects of alcohol on the climate of family life (dysfunction, absence of communication, acute stress, violence, parental negligence, other)?
- What place does John's consumption occupy in his life:
 - as a couple?
 - as a family?
 - among friends?
- Comment on the following myth: "If a child takes drugs, it's the parents' fault."
- Does the accumulation of various failures increase the risk of John continuing his habit of excessive alcohol consumption?
- By referring to the cycle of dependency, suggest some possible solutions that John might try in order to break with his consumption behaviours.
- What risk factors could be singled out in the case of John, Helen and Martin?
- Are there any resources that could support the restoration of balance in family life?



Other...

10.3 Vocational and Educational Life

Situational Problem

“David C... is wanted in the principal’s office immediately.”

“Now what! What does he want me for now?”

In spite of personal difficulties, David wishes to pursue his learning plan. He wants to finish his Secondary IV, then enroll in vocational education and finally realize his dream of becoming a building painter. This is not the first time the principal has summoned David to his office. He even recommended to David recently that he make an appointment with a professional counsellor. Yesterday the monitor caught him and his friend smoking marijuana on the school grounds and notified the principal. After several warnings, there is a growing risk that he will be expelled, and he knows it. However, the meeting went better than he had expected. In fact, the principal gave him one last chance, but asked him to show good faith.

Leaving the principal’s office, David thinks about what is now happening in his life and recalls the comments of some of his friends: “You look strange lately and your behaviour has changed. We know you don’t like to talk about your problems, but even your best friends don’t know exactly what your situation is. Other students at school say they’ve seen you hanging out near the corner store with people who don’t go to the school. They think you’re taking PCP or something like that. The teacher also noticed your concentration and motivation are down. On top of that, you missed three afternoons of class last week.”

David thought it would be easy for him to stop taking drugs, but he has found out that isn’t so. Since he was 12 years old, he has been taking them more or less frequently. At the beginning, it was out of curiosity or challenge, to feel new sensations. Now, he consumes on a regular and repetitive basis. His boss has caught him smoking marijuana on the job several times. The rules were clear: “No drugs at work, or you’re out.” A customer even complained about the poor quality of service. David never thought he would be subject to disciplinary measures. But after several warnings, he lost his job.

Although David has less and less confidence in himself, he wants to finish his learning plan and act before it is too late. “It seemed so easy! I thought the courses would be easier in the adult sector. Everything goes faster than in the youth sector and everyone goes at their own pace. Why are my plans not working out? Now I realize that it requires personal discipline. I have to get my act together!”

Points for consideration: Vocational and educational life (VEL)

- How are David's behaviours likely to affect the success of his learning plan?
- What is the role of deviant peers in initiating him into the consumption of drugs?
- Is the age of initiation into drug use a risk factor?
- What influence could the behaviour of David's friends have on his life plan?
- David's behaviour is described as strange. How could it be described in another way?
- Comment on the following myths:
 - “Today a joint, tomorrow heroin.”
 - “It's legal to grow pot plants at home.”
 - “You can't become dependent on pot.”
- Do the sanctions of the law apply differently to persons under 18 years of age?
- For David, what are the most effective means and resources for accomplishing his learning plan?



Other...

10.4 Health

Situational Problem

Caroline likes to go out with her partner on Friday nights to meet friends. She usually has a few beers and rarely goes over her limit. Since smoking is forbidden at her workplace, she gave it up three months ago. Still, when she goes to a bar, she sometimes has a relapse and smokes a few cigarettes. The last two times she was out she also accepted a few puffs of a joint, thinking, “After all, natural drugs aren’t harmful to your health.” She is not dependent. In her opinion, only weak or unstable people develop a dependency on drugs.

Since Caroline and her partner want to have children, she stopped taking oral contraceptives a year ago. She is now two months pregnant. She is looking forward to making the announcement to her parents, but she doesn’t quite know how to do it. Her father’s attitude is often unpredictable.

Caroline’s father, Paul, has been consuming alcohol regularly for 25 years. He is less and less efficient in his daily tasks and has fits of impatience. Lately, the family has noticed that he seems depressed, drinks in secret and has less appetite.

In spite of these problems, he continues to drink alcohol and take medications to sleep. After a few beers, he has the impression that he can better handle difficult situations and manage his emotions. But the risk of cirrhosis and eventual heart problems is increasingly evident. Paul’s doctor has told him categorically that he must stop drinking. He advises Paul to resume the painting activities he gave up several years ago.

Caroline is not worried about herself, as everything is going well. On her first visit to the doctor she filled out a questionnaire on her life habits and the doctor provided her with information on pregnancy and the health of the unborn child. Reading the pamphlets, she was surprised to learn about the effects of consuming alcohol, tobacco and other drugs on the health of mother and baby.

She talked over her concerns with her partner, who reassured her. He wants to be involved and to support Caroline.

Points for consideration: Health (HEA)

- How are the different characters similar in their consumption of psychotropic drugs?
- What are the effects of consuming psychotropic drugs on the foetus and the child?
- In addition to its effects on Paul's health, does alcohol consumption have other effects on the health of excessive consumers?
- Considering Paul's consumption habits, is Caroline at risk of becoming an excessive consumer of psychotropic drugs?
- Is it true that beer and wines are less damaging to the foetus than hard liquor?
- List the economic consequences of consuming alcohol, drugs and medications.
- What means or resources are recommended to foster a preventive attitude?

**Other...**

10.5 Sexuality

Situational Problem

During AIDS prevention week, Nicole goes to an information session organized by a CLSC. She is curious to know more about the subject. She listens to several speakers who talk about their experience.

Steve, an ex-addict who injected hard drugs, has contracted the AIDS virus and has come to talk about his personal experience and the difficulties he has overcome. He started taking drugs with his friends occasionally on weekends. He liked the state of euphoria that the drugs produced. Another speaker, Raymond, explained all the steps he went through. At first, he just took drugs for fun, and gradually he increased his doses and their frequency to have stronger sensations. When he met Carole, they would spend every weekend getting high. It was at this time that he started injecting cocaine. Later, he went through numerous detox programs at several specialized centres.

Steve then gave information on the different ways in which AIDS is transmitted and on activities that do not transmit HIV. He also spoke about preventing the transmission of HIV during sexual relations. This part of the presentation was especially interesting to Nicole. Since she had never injected drugs, she felt herself to be safe from any risk of infection. Although she has had unprotected sexual relations with Paul, a colleague from work, she felt confident. She knows him well, because she sees him every day. “This disease only affects other people,” she thought.

In spite of numerous relationships that ended badly, Nicole hopes to meet a man who will fulfill all her desires and know how to listen to her needs. She dreams about an authentic relationship. However, she has difficulty establishing stable relationships with men. They accuse her of being invasive and moving too fast. After going out with them for a few weeks, she is ready to move in with them. The relationships usually break up after a few months.

As an only child, she felt extremely lonely after the death of her father, and since her last boyfriend left, she sometimes spends the night with different partners. She likes to go out on Friday nights with friends and sometimes has more than seven drinks. This means that she often leaves the bar in an advanced state of intoxication. She is not very excited by these partners, but since alcohol and cannabis loosen her inhibitions, she has the impression of having more pleasure. When she is sober, she can easily refuse sexual invitations, but after drinking or smoking, she accepts them. Moreover, she doesn't ask her partners to wear a condom. At first, when she talked to them about it, they would refuse. Since then, she doesn't dare bring up the subject for fear of being rejected. She makes compromises to satisfy her need for affection, and also out of fear of loneliness and isolation.

After the information session, Nicole questions her own behaviour. She is worried and wonders whether she might be carrying the virus. She thinks about taking an HIV test in the near future.

Points for consideration: Sexuality (SEX)

- What are the risks related to intoxication in the case of occasional consumption?
- Are substances more or less dangerous according to how they are used?
- Are there other types of dependencies besides those related to the consumption of psychotropic drugs?
- Based on the concepts learned, does emotional dependency have the same characteristics as dependency on alcohol or other psychotropic drugs?
- Although Steve has not taken drugs for several years, can he still feel a need to take them?
- Is it true that alcohol increases sexual desire?
- Name the resources that helped Steve in his efforts.
- What resources could be mobilized to help Nicole?
- In the case of an arrest, what would the legal consequences have been for Steve?
- Do Nicole and Steve need the same professional resources to solve their problem of consumption?

**Other...**

10.6 Social Life

Situational Problem

Susan has decided to see more of the world and go to work in a bigger city. Since she has just turned 18, she can do as she pleases. She goes to stay with Josh, a childhood friend who has gone back to school. She is very enterprising, and has found a job in a small, trendy restaurant. She is only working weekends, but her boss has promised to give her more hours.

She wants to be like her new friends, and to be accepted, she is ready to make compromises and act as they do. On a visit home to her parents, she has received comments on her new style. They were surprised to see how much she had changed. But Susan doesn't care. She tells herself they are old fashioned and don't understand anything about her situation. "It was boring back in their day," she thinks. "Besides, they think that marijuana burns out your brain cells!"

Two or three times a week, Josh and his friends go for beers at the tavern or watch movies at their place. But the movies are not always interesting and there are a lot of commercials with messages like:

- Don't worry about your weight, our chips are cholesterol-free!
- Take a drive in your new car, and forget about your problems!
- Have a beer with your friends!

Susan, Josh and their friends don't let themselves be influenced by advertising. "We do what we want. We have fun and make music." The boys bring their guitars along and sing pop songs or their own compositions. At the last get-together, they tried some new "stuff." No one knew anything about the effects or composition of the substance, but since their regular dealer suggested it, they took his word for it. That evening, Susan reacted badly to what she had taken and became very loud. The neighbours called the police.

Susan and Josh have more and more difficulty meeting their basic needs. They are often late paying their rent, and lately Susan even had to borrow a considerable amount of money to pay up their dealer. They spend a lot of money on their recreations: alcohol, drugs, outings to the tavern, games and video poker, restaurant meals, etc. They tell themselves, "What's the use of thinking about tomorrow? Today is what counts. Let tomorrow take care of itself!"

Their debts are piling up, and Josh is thinking about dropping his courses.

Points for consideration: Social life (SL)

- Do the media and advertising have an effect on people's attitudes and behaviours?
- In making new friends, what compromises has Susan made?
- Are consumption and pleasure inseparable accomplices?
- What are the consequences of drug consumption for personal finances?
- Comment on the following phrases:
 "It was boring back in their day."
 "The more things change, the more they stay the same."
- What type of resources could be of help to Susan and Josh?



Other...

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GLOSSARY OF DRUG ABUSE TERMS

Terms	Definitions	References
Abuse	. . . a maladaptive pattern of substance use manifested by recurrent and significant adverse consequences related to the repeated use of substances. There may be repeated failure to fulfill major role obligations, repeated use in situations in which it is physically hazardous, multiple legal problems, and recurrent social and interpersonal problems.	American Psychiatric Association. <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i> , 4 th edition. Washington: 1994, p. 182.
Addiction	Characteristic of an individual or an attitude to life involving reliance on psychotropic drugs or other behaviours unrelated to taking drugs. To experience addiction is to hand control of one's life over to some kind of outside agent [translation]	Peele, S. <i>L'expérience de l'assuétude</i> . Montréal: Université de Montréal, Faculté de l'éducation permanente, 1982.
Attitude	A relatively stable organization of beliefs that leads us to react in a particular way.	Myers, Gail E. et al. <i>The Dynamics of Human Communication</i> . New York: McGraw Hill, 1988.
Belief	The way in which people see their environment Beliefs represent that which we agree and what we think is true.	Myers, Gail E. et al. <i>The Dynamics of Human Communication</i> . New York: McGraw Hill, 1988.
Dependency	. . . a cluster of cognitive, behavioural, and physiological symptoms indicating that the individual continues use of the substance despite significant substance-related problems.	American Psychiatric Association. <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i> , 4 th edition. Washington: 1994, p. 176.

Terms	Definitions	References
Direct cost	Value of the resources that could have been allotted to other purposes rather than to the consequences of use and abuse [translation]	Desjardins, S. <i>Les coûts de l'abus des substances au Québec</i> . Comité permanent de lutte à la toxicomanie, December 1996, p. 2.
Drug	. . . any substance, other than food, which is taken to change the way the body or the mind functions.	<i>Straight Facts about Drugs and Drug Abuse</i> . Ottawa: Public Works and Government Services Canada, Health Canada, 2000, p.2.
Drug abuse education	Drug abuse education is intended to sensitize people to the phenomenon of drug consumption, reinforce prior knowledge and prevent the appearance and development of problems related to the consumption of alcohol, drugs and medications and its consequences for the individual and society.	
Inappropriate use	. . . usage that is liable to cause physical, psychological, economic or social problems, and which, depending on the person, substance or context, constitutes a threat to the health, safety or well being of individuals, those around them and society. [translation]	<i>Pour une approche pragmatique de prévention en toxicomanie</i> . Québec: Bibliothèque nationale du Québec, 2001, p. 11.
Indirect cost	Value of productivity lost due to illness and incapacity, as well as the value of future earnings that could have been gained by people who die prematurely. [translation]	Desjardins, S. <i>Les coûts de l'abus des substances au Québec</i> . Comité permanent de lutte à la toxicomanie, December 1996, p. 2.

Terms	Definitions	References
Interaction	Situation occurring when psychoactive medications are taken simultaneously with other medications, alcohol or certain foods. [translation]	Moisan, Jocelyne. <i>Médicaments psychotropes et travailleurs : pour en savoir plus</i> . Montréal: Comité permanent de lutte à la toxicomanie, May 2000, p. 5.
Intoxication	. . . the development of a reversible substance-specific syndrome due to the recent ingestion of (or exposure to) a substance.	American Psychiatric Association. <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i> , 4 th edition. Washington: 1994. p. 183.
Moderate consumption	Consumption according to the norms and quantities usually considered to be safe in the short term. [translation]	Robitaille, T. and D. Sorel. <i>Les drogues : des choix à faire</i> . Bureau consultation jeunesse, June 1980, p. 3.
Motivation	In the context of drug abuse: To be motivated to protect oneself if a threat is perceived to be real, or if a person feels vulnerable and thinks a change of behaviour could effectively protect him or her.	
Nervous system	The system of organs, nerves and nerve centre that govern and coordinate the vital functions, as well as the reception of sensory messages. [translation]	Robitaille, T. and D. Sorel. <i>Les drogues : des choix à faire</i> . Bureau consultation jeunesse, June 1980. p. 4.
Perception	. . . an interpretation or impression based on one's understanding of something	<i>The Canadian Oxford Dictionary</i> . Oxford University Press, 1998.

Terms	Definitions	References
Physical dependence	Physical dependence is a condition in which the user's body has become altered by the repeated administration of the drug, such that when the substance is no longer taken withdrawal symptoms occur.	Heller, D. and Ann E. Robinson. <i>Substance Abuse in the Workforce</i> . Ottawa: Canadian Centre on Substance Abuse, 1994, p.13.
Prejudice	. . . an opinion or leaning adverse to anything without just grounds or before sufficient knowledge	<i>Webster's Third New International Dictionary</i> . Merriam-Webster Inc., 1961.
Protection factor	A factor that does not represent the opposite of a risk factor. It is rather a factor with the potential to change the relationship between a risk factor and the dependency variable. [translation]	Brisson, P. <i>L'usage des drogues et la toxicomanie</i> , vol. 3. Montréal: Gaétan Morin, 2000, p. 286.
Psychological dependence	Psychological dependence occurs when the user, though not necessarily experiencing clinical withdrawal symptoms upon cessation of use, nonetheless feels uncomfortable, unhealthy, or abnormal without the substance, and consequently craves it.	Heller, D. and Ann E. Robinson. <i>Substance Abuse in the Workforce</i> . Ottawa: Canadian Centre on Substance Abuse, 1994, p.14.
Psychoactive drug	A substance which acts on the psyche of a person by modifying his or her mental functions. It may cause changes in perception, mood, consciousness, behaviour and various psychological and organic functions. [translation]	Brisson, P. <i>L'usage des drogues et la toxicomanie</i> , vol. 3. Montréal: Gaétan Morin, 2000, p. 126.
Risk factor	Factor present in individuals (e.g. drug abuse) or in their social and physical environment, or a factor resulting from their interaction (e.g. accident) that may cause illness or trauma. [translation]	Blouin, M. and C. Bergeron. <i>Dictionnaire de la réadaptation</i> , tome 2 : termes d'intervention et d'aides techniques. Québec: Publications du Québec, 1997, p. 37.

Terms	Definitions	References
Stereotype	A preconceived, standardized and oversimplified impression of the characteristics which typify a person, situation, etc.	<i>The Canadian Oxford Dictionary.</i> Oxford University Press, 1998.
Tolerance	. . . a need for markedly increased amounts of the substance to achieve intoxication or . . . markedly diminished effect with continued use of the same amount of the substance	American Psychiatric Association. <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i> , 4 th edition. Washington: 1994, p. 181.
Value	. . . a reasonably durable idea of what is good or bad and the relative importance we attribute to things, people and events in our lives.	Myers, Gail E. et al. <i>The Dynamics of Human Communication</i> . New York: McGraw Hill, 1988.
Withdrawal	. . . the development of a substance-specific maladaptive behavioural change, with physiological and cognitive concomitants, that is due to the cessation of, or reduction in, heavy and prolonged substance use.	American Psychiatric Association. <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i> , 4 th edition. Washington: 1994, p. 184.

GLOSSARY OF EDUCATION TERMS

The definitions below have been translated here for the purpose of this document.

Terms	Definitions	References
Ability	The term “ability” is more specific than the term “capacity.” It centres around a task that is easily observed. “Ability” refers to practical application; “capacity” refers to a range of aptitudes and knowledges.	<i>Dictionnaire actuel de l'éducation</i> , p. 681.
Andragogy	Educational interventions with adults, either in a school setting or in a related environment (community, business, etc.). The educational content and process are related to the personal development and characteristic features of the adult, as well as his or her social, family, economic, vocational and personal situation, including various types of responsibility.	<i>Qu'en est-il du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale?</i> p. 27.
Attitude	State of mind (sensation, perception, idea, conviction, feeling, etc.), acquired inner disposition of a person toward himself or herself or toward any element of the environment (person, thing, situation, event, ideology, mode of expression, etc.) that prompts a favourable or unfavourable way of being or acting.	<i>Dictionnaire actuel de l'éducation</i> , p. 112.

Terms	Definitions	References
Capacity	A capacity is the ability to perform an activity or carry out a task. It is only recognized if it can be demonstrated Like aptitudes, capacities may be innate or acquired. They can be developed through experience and specific learnings.	<i>Dictionnaire actuel de l'éducation</i> , p.159.
Common core	General content that presents basic information on the phenomenon of the consumption of alcohol, drugs and medications and the prevention of drug abuse. Common sections of a course intended for all students, whatever their educational orientations or specializations.	Note: compulsory content in the context of this course. <i>Dictionnaire actuel de l'éducation</i> , p. 1375.

Terms	Definitions	References
Competency	<p>A complex set of behaviours based on the effective mobilization and use of a range of resources. Its complexity is greater than that of the individual components on which it is based (capacities, skills, knowledges).</p> <p>Cumulative result of the personal history of an individual and his/her interaction with the outside world.</p> <p>Capacity or skill that allows one to succeed in performing a function or carrying out a task</p> <p>Capacity of a person to carry out a responsibility or a task Set of knowledges and skills allowing a person to adapt to and accomplish a task or set of tasks.</p> <p>Skill acquired through the assimilation of relevant learnings and experience and that enables one to identify and solve specific problems.</p>	<p><i>Projet de programme de formation de l'école québécoise</i>, p. 10.</p> <p><i>Dictionnaire actuel de l'éducation</i>, p. 223.</p>
Complementary activity	Research activities that enable students to learn about the public, private and community organizations in a given environment.	Note: Optional content in the context of this course.
Compulsory content	Content that can be tested by summative evaluation.	
Content	Set of elements that make up the subject to be acquired in a learning objective.	<i>Dictionnaire actuel de l'éducation</i> , p. 255.
Educational objective	Skill objective: an objective whose primary goal is to develop the interpersonal skills and know-how of the learner.	<i>Dictionnaire actuel de l'éducation</i> , p. 912.
Focus of the course	Description of the student's developmental profile and indications about what is expected from him or her as a result of the learnings acquired.	

Terms	Definitions	References
Guiding principle	Statement of an initial proposal that serves as a basis or primary cause and provides a standard for any action, behaviour or judgment.	<i>Dictionnaire actuel de l'éducation</i> , p. 1015.
Indicator	Behaviour or element of a performance or process that provides information on the progress or accomplishment of learning.	<i>Dictionnaire actuel de l'éducation</i> , p. 912. Note: optional content in the context of this course.
Knowledge	All knowledge acquired by an individual through study and experience.	<i>Dictionnaire actuel de l'éducation</i> , p. 1134.
Learning activity	The way in which an adult learns, involving the use of internal resources interacting with his or her environment.	<i>Dictionnaire actuel de l'éducation</i> , p. 320.
Life situation	Situational problem that illustrates a theme, taking into account the interaction between individuals and types of substances in different contexts and highlighting the risk factors and possible effects on oneself and others.	Note: optional content in the context of this course.
Optional content	Content that may be selected as desired and that may be adapted to a given type of training.	
Point for consideration	Starting point for a discussion that draws on skills of reflection and the expression of opinions.	Note: optional content in the context of this course.

Terms	Definitions	References
Interpersonal skills	The capacity to demonstrate socio-affective attitudes or behaviours in relation to a given category of situations. Interpersonal skills constitute a capacity; that capacity is realized through behaviours; the willingness to put the capacity into action is expressed as an attitude.	<i>Des fins aux objectifs de l'éducation</i> , p. 482.
Skill	The cognitive or psycho-sensorimotor component of the capacity to adequately handle a specific situation. In this context, "adequately" means that the situation thus handled will produce the desired or optimal result.	<i>Des fins aux objectifs de l'éducation</i> , p. 483.
Transfer of learning	Application and activation of knowledge in new situations.	<i>Dictionnaire actuel de l'éducation</i> , p. 1371.

