

Drug Abuse Education

Alcohol drugs and medications

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Alcohol drugs and medicaments

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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INTRODUCTION

This organization guide is intended for administrators, education specialists and teaching personnel of school boards. It will provide them with information regarding the implementation and management of the *Course on Drug Abuse Education*.

This guide encompasses three chapters: the first presents the characteristics of the course, the second helps provide an understanding of the cycle of dependency, and the third outlines various aspects of the organization and management of the course.

Chapter one contains information on the course's development, origins and implementation. It illustrates the course objectives, guiding principles and educational objectives. The adult education approach is also discussed and presented in four steps: prior experience, assimilation of knowledge, integration of knowledge and preparation for the transfer of learning. The focus of the course outlines the capacities and abilities to be developed or acquired.

Chapter two includes simplified information to help educators gain an understanding of the development process of a dependency and the potential for reversing the process. It contains a diagram illustrating the cycle of dependency.

Chapter three consists of information on the target population, the development of training groups, interventions focused on group activities, levels of intervention in drug abuse and instructional planning, as well as references to documents concerning the topics of the common core content, possible avenues of partnership and, finally, instructions as to the administration of the course.

The style of the guide is concise, enabling its readers to quickly find the information they need, yet it contains all the necessary information. Moreover, in order to make the principal components of the course easier to understand, certain information has been reiterated in this guide.

CHAPTER ONE: Characteristics of the Course

1.1 FROM CREATION TO IMPLEMENTATION

1.1.1 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.

1.1.2 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.

1.2 COURSE OBJECTIVE AND GUIDING PRINCIPLES

1.2.1 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 guide 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.

1.2.2 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 medication 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

1.3 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

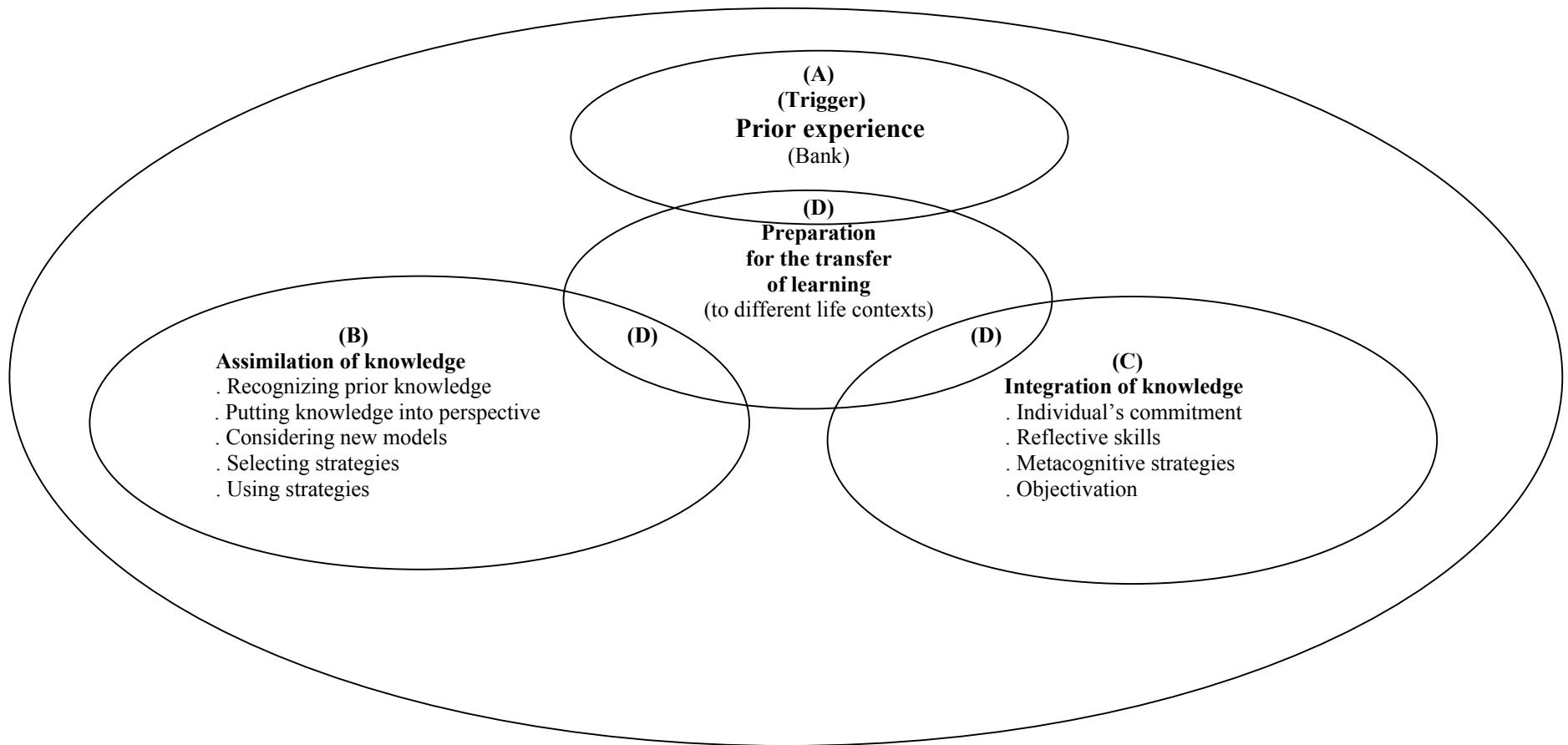
1.4 ADULT EDUCATION APPROACH

1.4.1 Proposed Adult Education Approach

Problems related to drug abuse require an examination of emotions and a search for solutions that either alleviate or are adapted to the consequences for oneself and others. In their approach, teachers and other professionals must demonstrate interpersonal skills and expertise in adult education.

In this context, we propose using an approach based on the individuals' own experiences to help them organize and integrate knowledge so that they may transfer their learning to different life situations, as required.

Below is a diagram that illustrates this adult education approach.⁴ It consists of four steps: A) Prior experience; B) Assimilation of knowledge; C) Integration of knowledge; D) Preparation for the transfer of learning.



4. The bibliography at the end of this document proposes resources to help teachers learn more about the concepts related to the adult education approach. The bibliography is followed by a glossary of education terms.

A) Prior Experience

Adults' experiences include the various knowledge they have acquired in social, cultural and personal contexts. With this in mind, adults will be able to make use of their prior experiences from the outset of their learning.

In this way, their prior experience is used as a trigger. The social interaction that takes place in the classroom is considered as conducive to the structuration and restructuration of the various types of knowledge (knowledge, know-how and interpersonal skills).

B) Assimilation of Knowledge

The process of assimilating knowledge should make learning meaningful and stimulating. Adults' learning should be oriented according to the following learning path:

- Recognizing his or her prior experience enables the adult to make connections between prior knowledge of various kinds and newly acquired knowledge.
- Putting knowledge into perspective is conducive to the representation and organization of competencies.
- Considering new structured and detailed models leads the adult to modify his or her frame of reference according to cognitive and metacognitive strategies.
- Selecting strategies creates interrelations and points to logical connections.
- Using strategies gives the learning process shape and makes it meaningful.

Assimilating knowledge is an important step that involves overcoming certain obstacles. Adults must learn to come to terms with their errors and face the challenges before them in order make positive use of their past experiences, accomplishments and difficulties and to perceive them as clues to the meaning of knowledge and as components in the construction of knowledge. Establishing meaningful contexts reflecting life situations that make learning significant will enable adults to develop or acquire knowledge and skills that are useful.

C) Integration of Knowledge

The integration of knowledge helps individuals measure the gap between what they can do (current situation) and what they could do (desired situation). At this step, the adult's learning process takes place according to the path set out below:

- Looking for a solution becomes a cognitive and affective exercise that requires a commitment from the adult.
- The development of reflective skills helps adults avoid making hasty decisions and therefore results in rational and prudent reactions.
- Metacognitive strategies related to knowing oneself enable the development or acquisition of skills needed to maximize the learning process.
- Through objectivation adults become aware of the usefulness of their learning.

The integration of knowledge is a step that enables adults to evaluate risks, consider possibilities and, when necessary, modify their behaviour in relation to the consumption of alcohol, drugs and medication.

D) Preparation for the Transfer of Learning

When necessary, adults can draw conclusions and make connections between cause and effect as they pertain to the situation. At this step, they will be preparing to transfer their learning to their own life situations. In this way, the success of the proposed adult education approach will be apparent over time and in situations independent of training provided in the classroom.

1.4.2 Purpose of the Adult Education Approach

The proposed approach is based on adult education approaches that take into account the development of the adult as an individual:

- **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 learning
 - 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

1.5 FOCUS OF THE COURSE AND TARGETED COMPETENCIES

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 					

CHAPTER TWO: Dependency

2.1 UNDERSTANDING THE DEVELOPMENT PROCESS OF A DEPENDENCY

The following pages provide teachers with the opportunity to assimilate easy-to-understand information that will help them implement activities aimed at raising awareness about dependency on alcohol, drugs and medications, as well as other dependencies.

The information will enable adults:

- to understand the development process of a dependency
- to make connections between the various types of dependencies (alcohol, drugs, medications, gambling, emotional dependency, etc.)
- to recognize the potential for reversing the process of dependency

2.1.1 Dependency

Dependency is “a cluster of cognitive, behavioural, and physiological symptoms indicating that the individual continues use of the substance despite significant substance-related problems.”⁵ To better understand this phenomenon, a three-step process involving both practice and theory is presented. To begin with, we will present the story of Isabelle. Her story will lead to points for consideration, which will explain how to recognize a person who is developing a dependency. Finally, the theory of the cycle of dependency will be presented.

The steps are set out below:

- Step 1: An Example, Isabelle’s Story
- Step 2: Overview of the Situation
- Step 3: The Theory of the Cycle of Dependency

Isabelle’s story was chosen because we are all likely to meet someone who is experiencing the same difficulties. Without making a diagnosis of the situation presented, we have emphasized the characteristics of emotional dependency. Nonetheless, we could have used the example of pathological gambling or some other type of dependency.

Although we realize that each life situation is different, we think that the model illustrated can still be used to understand the development process of a dependency, regardless of the situation.

5. American Psychiatric Association, *DSM-IV: Diagnostic and Statistical Manual of Mental Disorders*, 1994.

2.1.2 Step 1: An Example, Isabelle's Story

Isabelle is a single woman in excellent health. She has been working as a lab technician for the last ten years. Her superiors appreciate her and her work a great deal. She goes out of her way to earn their appreciation. She is always willing to help out her friends, despite the fact that she thinks they take advantage of her generosity. She doesn't have any financial difficulties, but she has trouble treating herself to little extras. However, behind her façade, Isabelle is trying to keep a secret . . . She is not happy and she lacks self-confidence. As a child, her parents didn't give her enough love and attention, nothing serious, just little things that stuck with her over the years. She would have liked them to have celebrated her birthday, or for her mother to hang up her pictures or for her father to congratulate her when she received a medal for her athletic accomplishments. In order to attract more attention from those around her, she gradually learned to please at all cost, and she became very sensitive to rejection.

Isabelle rarely admits what she is going through and doesn't talk about her feelings. She has had even more difficulty in her romantic relationships. At 32, she has never had a satisfying emotional relationship despite the fact that she is very generous with her lovers and asks very little of them.

Her love relationships usually take on the same pattern, and she always relies on the idea of a Prince Charming who will ensure her happiness. With each new lover, she hopes that her efforts and undying devotion will bring her the affection she so badly needs. Nevertheless, after a period of bliss, the men leave without any explanation and she does not understand why it ended so abruptly.

To relieve the pain caused by the separation, she immediately sets out to find a new partner, who, this time, will be able to meet her great need for affection. She has seen a specialist before, but after a few sessions, she stopped going, saying that she was too busy at work and could not invest the time required for the therapy.

Nothing has changed, and Isabelle feels like she has less and less control over her life.

Points for consideration based on Isabelle's story

The purpose of the points for consideration is to encourage student participation by having them reflect on elements of the situation.

- Isabelle doesn't have any financial difficulties, but she has trouble treating herself to little extras. How can this situation be explained?
- When Isabelle says that she feels she is losing control over her life, what is she referring to?
- What other adapted solutions could Isabelle have applied to fight her feelings of powerlessness?
- Can a man experience the same situation?



According to the elements described, how could Isabelle's dependency be explained?

2.1.3 Step 2: Overview of the Situation

How do people develop a dependency?

In order to answer this question, it is necessary to look at an overview of the situation, taking into account three key components: the individual, the substance (or in some cases, the activity)⁶ and the context. Analyzing just one of these components does not reveal all the triggers of a dependency. Furthermore, understanding the problem requires focusing on where these three components meet. Further information on each component is provided below.

✓ Individual

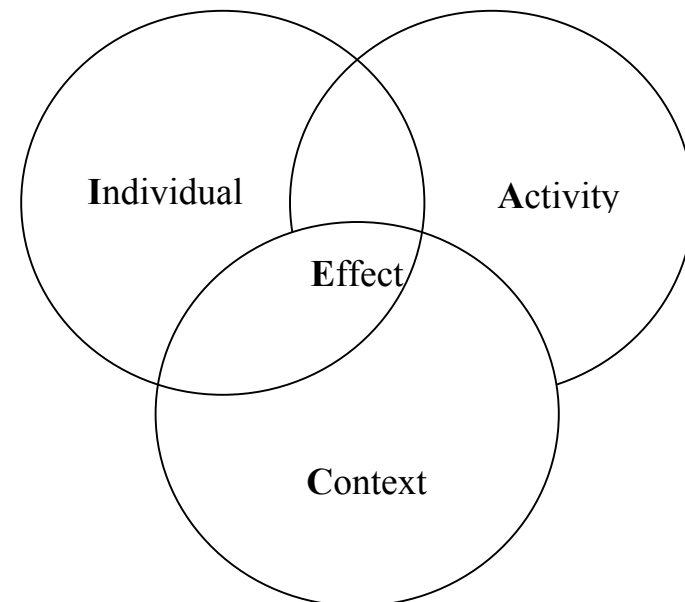
- Biological conditions: sex, age, etc.
- Physical conditions: state of health
- Psychological conditions: state of mind, values, ethics, etc.
- Identity issues: self-esteem, self-confidence, etc.
- Different past experiences
- Other

✓ Activity

- Continuum: evolution of the dependency
- Repetition of behaviours
- Place in one's life
- Loss of the notion of pleasure
- Other

✓ Context

- Sociocultural environment
 - Regulations and statutes
 - Economy
 - Culture and recreation
 - Other
- Immediate environment
 - Family
 - Friends
 - Work or school environment
 - Other



6. In the case of Isabelle, substance has been replaced by an activity.

The components of Isabelle’s story have been identified to make it easier to see an overview of the situation. It is possible for an element to be related to one or more components, as can be seen below. It is important that each element be associated with at least one component.

Isabelle’s emotional dependency	Components		
	Individual	Activity (Dependency)	Context
<ul style="list-style-type: none"> • Isabelle is a single woman in excellent health. 	✓		
<ul style="list-style-type: none"> • She has been working as a lab technician for the last ten years. 	✓		✓
<ul style="list-style-type: none"> • Her superiors appreciate her and her work a great deal. 			✓
<ul style="list-style-type: none"> • She goes out of her way to earn their appreciation. 	✓	✓	
<ul style="list-style-type: none"> • She is always willing to help out her friends, despite the fact that she thinks they take advantage of her generosity. 	✓	✓	✓
<ul style="list-style-type: none"> • She doesn’t have any financial difficulties, but she has trouble treating herself to little extras. 	✓	✓	
<ul style="list-style-type: none"> • Behind her façade, Isabelle is trying to keep a secret . . . She is not happy and she lacks self-confidence. 	✓		
<ul style="list-style-type: none"> • As a child, her parents didn’t give her enough love and attention. 	✓	✓	✓
<ul style="list-style-type: none"> • Nothing serious, just little things that stuck with her over the years. She would have liked them to have celebrated her birthday, or for her mother to hang up her pictures or for her father to congratulate her when she received a medal for her athletic accomplishments. 	✓		✓

<ul style="list-style-type: none"> • In order to attract more attention from those around her, she gradually learned to please at all cost. 		✓	
<ul style="list-style-type: none"> • She became very sensitive to rejection. 	✓		
<ul style="list-style-type: none"> • Her love relationships usually take on the same pattern, and she holds onto the idea of a Prince Charming who will ensure her happiness. 	✓	✓	
<ul style="list-style-type: none"> • With each new lover, she hopes that her efforts and undying devotion will bring her the affection she needs so badly. 		✓	
<ul style="list-style-type: none"> • After a period of bliss, the men leave without any explanation and she does not understand why it ended so abruptly. 		✓	✓
<ul style="list-style-type: none"> • To relieve the pain caused by the separation, she immediately sets out to find a new partner, who, this time, will be able to meet her great need for affection. 		✓	
<ul style="list-style-type: none"> • Nothing has changed, and Isabelle feels like she has less and less control over her life. 	✓	✓	



According to this scenario, is Isabelle at risk of developing a dependency?

2.1.4 Step 3: The Theory of the Cycle of Dependency

We will now try to answer the question: Is Isabelle at risk of developing a dependency? To do so, we will refer to Stanton Peele's cycle of addiction⁷ as a theoretic reference. It should be noted that, for the purposes of this document, the synonym *cycle of dependency* is used.

The importance of this theory lies in the scope of its application. It can be used to shed light on a variety of types of dependency such as pathological gambling, overinvestment in work, etc. The cycle of dependency demonstrates how a person can become accustomed to a product or a situation. Below is a brief presentation of the process.

The individual is the starting point of our analysis. Individuals have personal pasts and live in a determined socioeconomic context. Throughout their lives, they are likely to find themselves in good and bad situations that spark emotions. Their emotions can be a source of pleasure or a source of displeasure and can create overwhelming feelings of anxiety, fear and powerlessness.

Individuals therefore adopt their own ways of working and finding solutions to ease the pain brought on by these negative emotions. They look for solutions on the basis of their own understanding of the problem. Individuals have two possibilities: they can choose solutions that are either adapted or alleviating.

The first choice consists in developing or taking advantage of skills that give them a true sense of satisfaction and confidence and make them feel competent, such as expressing their feelings or using their communication skills.

The second choice consists in alleviating the pain. This solution gives a false sense of satisfaction that does not meet the real needs of the individual. They find temporary relief, but the solution contributes to the gradual deterioration of the person's life situation, the uprooting of the person and a loss of a sense of effectiveness and self-esteem.

7. Stanton Peele is a doctor in social psychology who taught organizational behaviour. In an article entitled *Addiction is a Social Disease* (1976), he proposes a theory explaining the development process of dependency.

Once the effects of the alleviating solution have passed, the individual is once again faced with the same problems and sometimes new problems that are just as serious. Financial, interpersonal or other problems may arise as a consequence, and the anxiety and feeling of being overwhelmed returns. The individual then returns to the same solution to ease his or her suffering, which once again generates other problems and the original problem perpetuates. A continuum is established.

At any time during a process undertaken to change behaviour, the individual risks relapsing. Most individuals experience a relapse. It is considered a normal step that is often accompanied by feelings of discouragement and personal failure. A relapse can present an opportunity to learn or an excuse to give up the process. It is important for individuals to know exactly why they have a relapse in order to develop a strategy that will eventually enable them to face similar situations.

Summary

Dependency exists when:

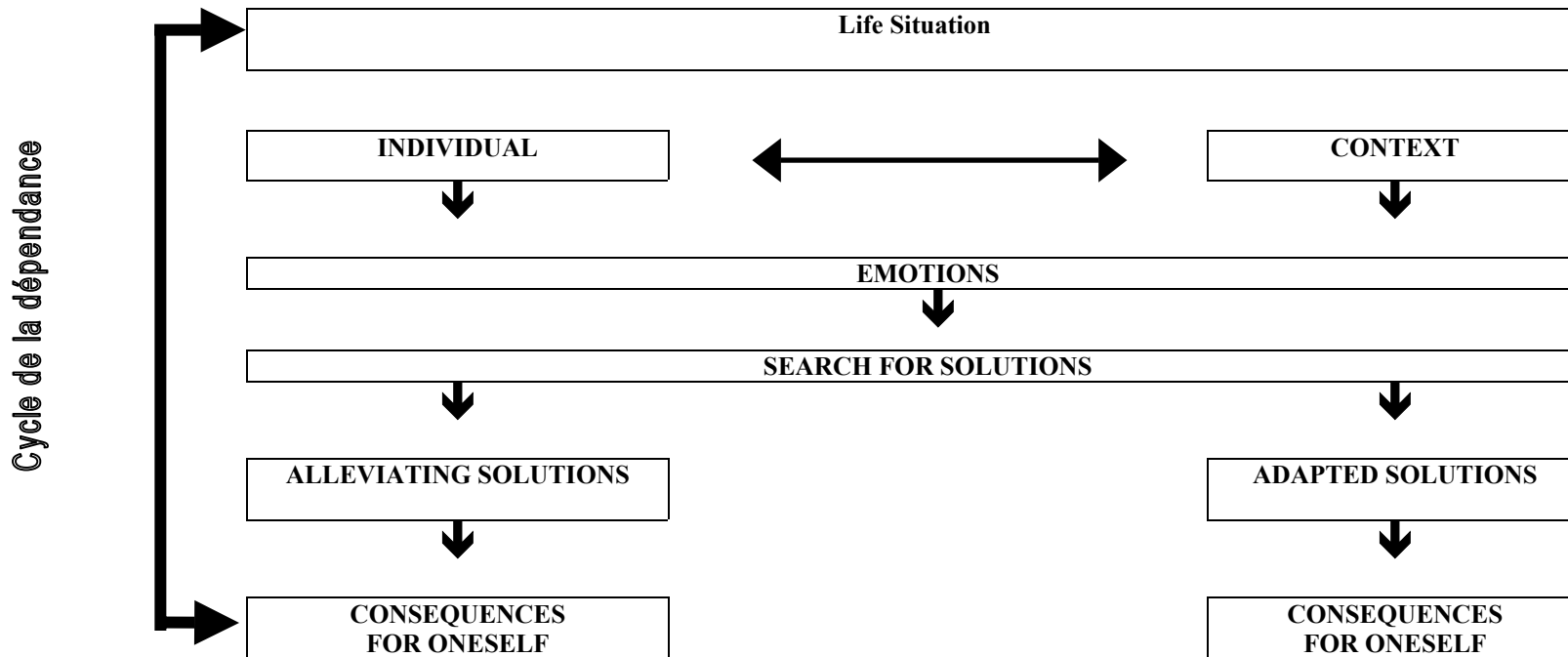
- The habit of turning to alleviating solutions diverts the individual from all his or her other interests.
- The habit of turning to alleviating solutions is no longer pleasurable, but serves to temporarily suppress the pain, fear or anxiety.
- The person reacts in the same way in given circumstances and always chooses the same alleviating solution.

Observations

- Individuals are considered beings capable of experience who construct their identity and develop in relation to their environment.
- Any individual can develop a relationship of dependency to a substance or a situation in life.
- Dependency is a way of life, a way of coping and a way of interpreting one's own experiences.
- Dependency is a reversible process in that individuals have control over whether they change their habits and apply the solutions adapted to their problems.

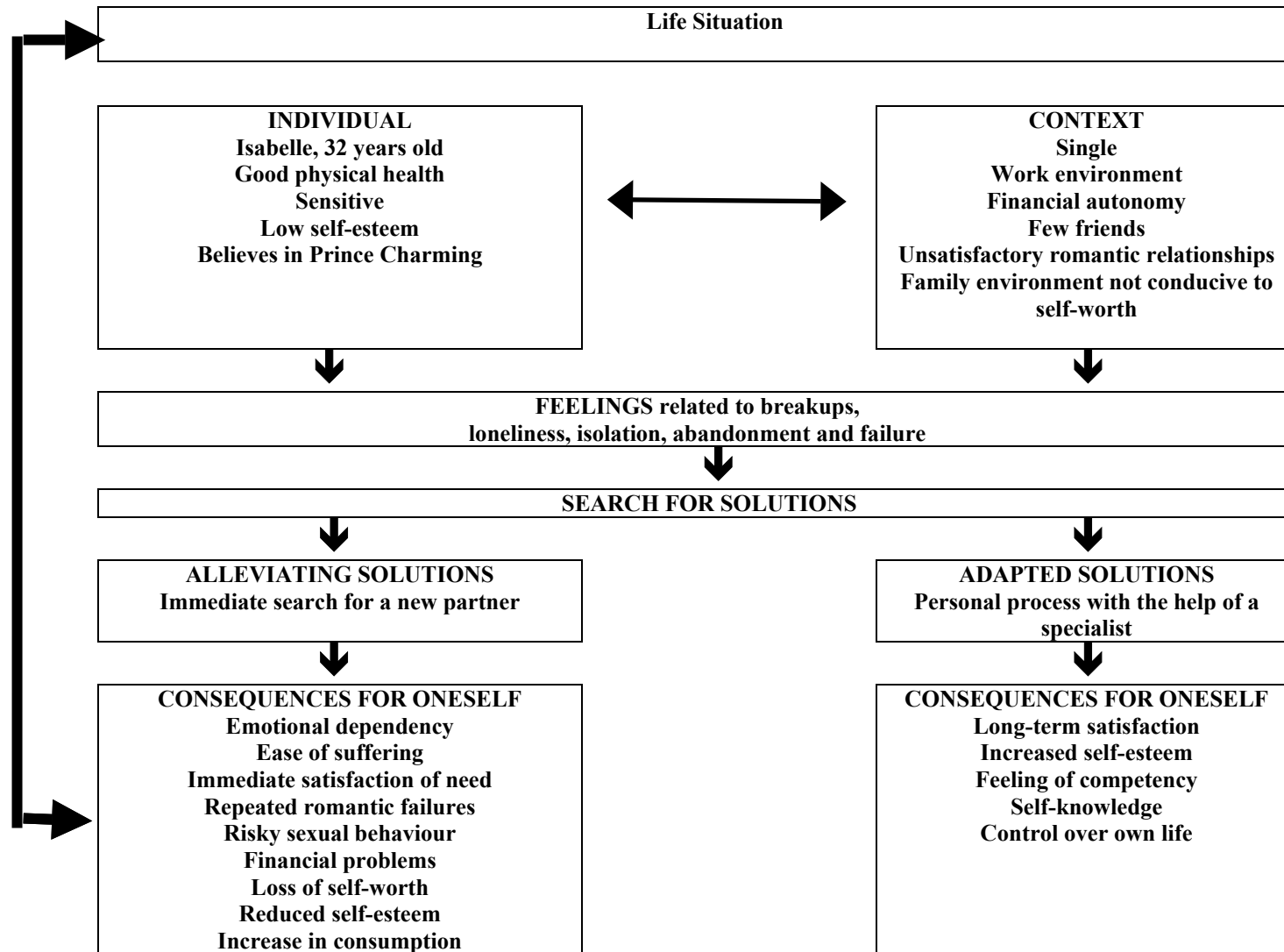
2.2 DIAGRAM ILLUSTRATING THE CYCLE OF DEPENDENCY

The following is a diagram illustrating the theory of the cycle of dependency.



A relapse may occur at any time during the process.

We will now explain how Isabelle is at risk of developing a dependency: What we know about Isabelle has been integrated into this exercise.



A relapse may occur at any time during the process.

CHAPTER THREE: Organization and Management of the Course

3.1 TARGET POPULATIONS

The *Course on Drug Abuse Education* is aimed at any person eligible for adult education, regardless of where the training is provided (adult education centre, work environment, community organization or detention centre) and of the type of enrollment (full-time or part-time).

Populations enrolled in adult education **from 1997 to 2000** were identified in a study performed prior to the development of the course. The key facts revealed by this study are presented below:

3.1.1 General Information

- **General population of Québec**

- Persons 24 years of age and under represent almost one third (32.2%) of Québec's population.

- **Enrollment in general education in the adult sector in school boards**

- Persons aged 16 to 24 represent 12.1% of the general population, but make up 54.9% of enrollments in general education in the adult sector.
- The level of schooling of almost half of the persons enrolled in general education in the adult sector (47.3%) is below Cycle Two (literacy, presecondary, life skills education and work skills education, and Secondary Cycle One).

3.1.2 Specific Information

- **Drug abuse (alcohol, drugs and medication) among the general population**

- Alcohol consumption: 26.4% of persons aged 15 to 24 present a profile of problematic alcohol consumption.
- The risk: almost a quarter (23.8%) of persons aged 15 to 24 expose themselves to risks when consuming alcohol, 9.7% of whom fall into the “high risk” category.
- Over a quarter (27.2%) of persons aged 15 to 24 consume both alcohol and other psychoactive substances. This rate of polyusage is much higher than in any other age group.
- The rate of consumption of psychoactive drugs (alcohol and medication) among women is almost twice the rate of consumption among men.

- **Dropouts**

- The phenomenon of dropping out of school exists in every administrative region of Québec.
- The vast majority (60.5%) of dropouts quit school at the age of 16 or 17.
- Parents of dropouts have a lower level of education than those of Secondary V students.
- The economic situation of the families of dropouts is more difficult than that of the families of Secondary V students.

- **Dropping out and drug abuse**

- In all, the rate of consumption of psychoactive substances among dropouts is two to five times greater than that of students who attend secondary school.
- Dropouts show a greater prevalence of personal problems related to the use of psychoactive drugs (25.1%) than other students (6.6%).

- **Detention centres**

- Light to moderate consumers account for 50% of individuals in these centres.
- Heavy consumers (class 1 and 2 drugs) also account for 50% of individuals in this centre.
- Consumption tends to decrease as the individual grows older.

✓ **WHAT TO REMEMBER**

- Persons aged 16 to 24 are the main target group.
- This age group's consumption is problematic, and they are exposed to risks by consuming different psychoactive substances (alcohol and drugs).
- The rate of consumption of psychoactive drugs (alcohol and medication) among women is almost twice the rate of consumption among men.
- Dropouts show a greater prevalence of personal problems related to the use of psychoactive drugs.

In 1997 and 1998, persons aged 16 to 24 made up 54.9% of those enrolled in general education in the adult sector.

3.2 CREATION OF TRAINING GROUPS

The population pool of a school board, the frequency of enrollment periods and other factors influence the creation of training groups. In the case of the *Course on Drug Abuse Education*, training groups will be heterogeneous. A heterogeneous group is composed of individuals who are competent in various training services such as literacy, Secondary Cycle One or preparation for vocational training.

3.3 COURSES FOCUSED ON GROUP WORK AND ACTIVITIES

The purpose of drug abuse education is to raise awareness of drug consumption and its related problems. In this context, the class group forms a context in which dynamic discussions of ideas and experiences can take place. Leadership skills are thus an indispensable asset. Below are a few examples:

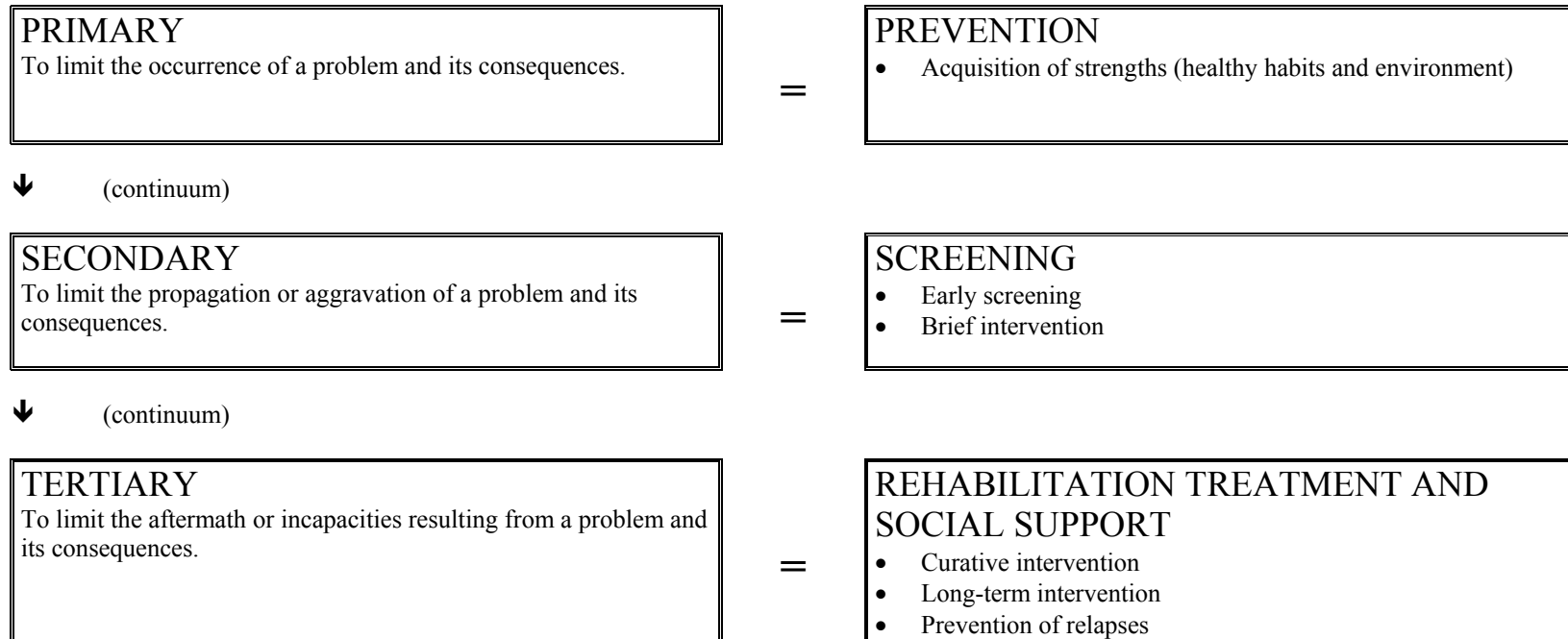
- **Leadership**
 - Dynamics of the heterogeneous group
 - Words of welcome and active listening
 - Trusting atmosphere
 - Dynamism and discipline
 - Openness to criticism
 - Group work and discussions
 - Management of discussion through clarification and synthesis
 - Management of conflicts
 - Management of stress
 - Other

- **Student/teacher relations**
 - Nonjudgmental approach
 - Application of andragogical principles
 - Use of appropriate tools
 - Use of specialized resources, if necessary
 - Other

3.4 LEVELS OF INTERVENTION IN DRUG ABUSE

There are three levels of intervention in drug abuse: primary, secondary and tertiary.⁸
This course is mainly concerned with primary intervention.

The diagram below illustrates the distinctions among the three levels of intervention:⁹



8. 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 the 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.

9. The bibliography at the end of this document proposes resources to help teachers learn more about consumption and dependency. The bibliography is followed by a glossary of drug abuse terms.

3.5 INSTRUCTIONAL PLANNING

Generally, instructional planning is carried out according to the structure of the course and its components. Below are the proposed components of the *Course on Drug Abuse Education*:

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
<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>(X) Life situations** Situational problems illustrating a theme:</p> <ul style="list-style-type: none"> • Operating a motor vehicle (OMV) • Family life (FL) • Vocational and educational life (VEL) • Health (HEA) • Sexuality (SEX) • Social life (SL) </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">(CA) Complementary activities** Tips on how to find information</p> </div> </div>				
<p>(O) Points for consideration** Starting points for discussion</p>				
<p>Indicators** Information on the progression of learning.</p>				

* Compulsory content

** Optional content

Teachers and other professionals must demonstrate interpersonal skills and expertise in regard to adult education. In this context, we propose using an approach based on the individual's experiences.

Below is an example of a learning situation:

- Step 1: Choose one or more life situations (learning situation).**
- Step 2: Prepare points for consideration and, if needed, use outside resources.**
- Step 3: Gradually integrate elements from the common core content into the discussion.**
- Step 4: Refer to the indicators to evaluate learning progress and accomplishments.**
- Step 5: Propose complementary learning activities that inform students of public, private and community organizations in view of encouraging their involvement in these organizations.**

The proposed timetable could be presented in modules or workshops.

3.6 SUGGESTED RESOURCES

Resources corresponding to the different elements of the common core content are proposed below. These references were used during the development and implementation of the course. They are presented as suggestions only.

Elements of the common core content	Suggested resources
<p>1. Evolution of the phenomenon of consumption</p> <ul style="list-style-type: none"> • Habits of consumption and evolution of substances • Currents of thought • Prevention of drug abuse • Types of legislation • Offences 	<ul style="list-style-type: none"> • Brisson, P., <i>L'usage des drogues et la toxicomanie</i>, vol. 3, chap. 1, 2000, pp. 3-40. • Peele, S., <i>L'expérience de l'assuétude</i>, 1982, p. 848. • Cormier, D., S. Brochu and J.-P. Bergevin, <i>Prévention primaire et secondaire de la toxicomanie</i>, 1991. • Consult the ministries who govern the related statutes.
<p>2. Personal environment</p> <ul style="list-style-type: none"> • Definitions • Cycle of dependency • Law of effect ($E \propto ISC$) • General effects of psychotropic substances on physical health • Profile of consumers 	<ul style="list-style-type: none"> • American Psychiatric Association, <i>DSM-IV: Diagnostic and Statistical Manual of Mental Disorders</i>, 1994. • Health Canada, <i>Straight Facts about Drugs and Drug Abuse</i>, 2000. • Peele, S. <i>L'expérience de l'assuétude</i>, 1982, pp. 19-59. • Actions Toxicomanie Bois-Francs, <i>Spécial semaine de prévention</i>, vol. 2, no. 1, 2001, pp. 4-5. • Brisson, P., <i>L'usage des drogues et la toxicomanie</i>, vol. 3, chap. 5, 2000, pp. 121-174. • Brisson, P. <i>L'usage des drogues et la toxicomanie</i>, vol. 1, chap. 16, 1988, pp. 253-269.

Elements of the common core content	Suggested resources
<p>3. Spheres of influence</p> <ul style="list-style-type: none"> • Definitions • Myths and beliefs (examples) • Spheres of influence • Risk factors • Protection factors 	<ul style="list-style-type: none"> • Course glossary • Local myths • Brisson, P., <i>Programme régional en prévention de l'alcoolisme et des toxicomanies et en promotion de la santé</i>, chap. 3, 1990, pp. 62-77. • Brisson, P., <i>L'usage des drogues et la toxicomanie</i>, vol. 3, chap. 11, 2000, pp. 279-305.
<p>4. Consequences for oneself and others</p> <ul style="list-style-type: none"> • Related consequences • Economic consequences 	<ul style="list-style-type: none"> • Publications of the Comité permanent de lutte à la toxicomanie • Centre québécois de coordination sur le SIDA (CQCS) • ASSOCIATION DES INTERVENANTS EN TOXICOMANIE DU QUÉBEC (AITQ) • Association québécoise de suicidologie
<p>5. External resources</p> <ul style="list-style-type: none"> • Public, private and community resources 	<ul style="list-style-type: none"> • Organizations in the milieu

3.7 INTERNAL AND EXTERNAL PARTNERSHIPS OF THE TRAINING CENTRE

The following list of partners is not exhaustive.

Nonetheless, it includes courses of action worth examining when implementing the course in a particular milieu.

3.7.1 Partners within the school board and avenues to explore

- **Administration of the training centre**
 - Demonstration of a willingness to take action by implementing concrete actions

- **Reception and referral services**
 - General information on the course
 - Collaboration in forming a class group

- **Teachers**
 - Raising awareness of drug abuse problems through classroom activities (seminars, debate and other)
 - Collaboration in forming a group-class

- **Student support services** (the name of these services may vary depending on the centre)
 - Promotion of awareness through the services offered in the school setting
 - Collaboration in forming a group-class
 - Direction toward external resources according to the contacts established with the organizations in the milieu (for example, CLSCs, private or community organizations, etc.)

3.7.2 Partners within the public service (ministries, government corporations and organizations) and avenues to explore

- **Ministère de l'Éducation du Québec (MEQ)**
 - Professional development for teachers
 - Support for partnerships between school boards and organizations in the milieu
 - Implementation of the course in the regions of Québec

- **Ministère de la Santé et des Services sociaux (MSSS)**
 - Promotion of awareness among the regional boards and issue tables
 - Training of personnel
 - Human resources for seminars, debates and other activities
 - Promotional material
 - Teaching and statistical materials

- **Ministère de la Sécurité publique (MSP)**
 - Human resources for seminars, debates and other activities
 - Promotional material
 - ALCOFREIN program
 - Services to detention centres

- **Ministère de l'Emploi et de la Solidarité sociale (MESS)**
 - Data on the target population
 - Joint action and intervention strategy (incentives)
 - Documentation

- **Centres locaux de services communautaires (CLSC)**
 - Memorandum of understanding
 - Layoff of resource personnel
 - Promotion of awareness material
 - Guidance and follow-up

- **Commission de la santé et de la sécurité du travail (CSST)**
 - Human resources for seminars, debates and other activities
 - Promotional material

- **Société des alcools du Québec (SAQ)**
 - Promotional material
 - Éduc'alcool program

- **Société de l'assurance automobile du Québec (SAAQ)**
 - Human resources for seminars, debates and other activities
 - Promotional and statistical materials

- **Insurance Council of Canada (ICC)**
 - Promotional material

3.7.3 Partners within the community and avenues to explore

- **Association des intervenants en toxicomanie du Québec (AITQ)**
 - Memorandum of understanding
 - Support and resource persons
 - Exchange network and list of resources
 - Training of personnel
 - Documentation (research, statistics, outreach tools, etc.)

- **Other private or community organizations**

Examples of direct and indirect partnerships according to the milieu:

 - Women's shelters
 - Suicide prevention
 - Information on violence
 - Viol-Secours
 - Youth centres
 - Youth shelters
 - Reintegration into the work force
 - Detoxification centres
 - Associations for single mothers
 - Organizations in the field of social economy and community action
 - Carrefours Jeunesse Emploi
 - Organizations offering therapy and support in the field of drug abuse

3.8 COURSE ADMINISTRATION

3.8.1 Alphanumeric Codes

The MEQ assigned the following alphanumeric codes to the *Course on Drug Abuse Education*:

- PER-5140-3 Prévention de la toxicomanie (in French)
- PRS-5140-3 Drug Abuse Education (in English)

Six other codes were made available to the school boards for local programs. The content of these courses are developed by the school board, taking into account the compulsory common core content of PER-5140-3 or PRS-5140-3. Below is a list of codes assigned to these local programs:

- Codes of local programs in French
 - PER-5141-1
 - PER-5142-2
 - PER-5143-3
- Codes of local programs in English
 - PRS-5141-1
 - PRS-5142-2
 - PRS-5143-3

3.8.2 Duration of training

The duration of the *Course on Drug Abuse Education* can be 25 hours, 50 hours or 75 hours, depending on the number of life situations presented, for one, two or three credits respectively.

3.8.3 Teaching materials

As for any course, the choice of teaching materials for the *Course on Drug Abuse Education* is the school board's responsibility.

The choice of strategies and teaching and learning formulas must be based on the orientations of the course. Furthermore, the elements must be created in view of catching the interest of adults, increasing their motivation and transferring learning in the short and long term. In addition, teaching and learning should be thus focused on the prior experience of adults and on the assimilation and integration of knowledge.

3.8.4 Evaluation of learning

The alphanumeric codes of the *Course on Drug Abuse Education* enable centres to award credit for Secondary V. These credits are part of the credits for optional courses leading to a Secondary School Diploma (SSD). As for all learning, two types of evaluation apply:

- formative evaluation
- summative evaluation

In regards to summative evaluation, the MEQ provides the definition of the domain for the exam that must be respected by school boards when drafting the exams in question.

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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> , 4th edition, 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> , 1982, p. 24.
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> , 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> , 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> , 4th edition, 1994.
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, Suzanne, <i>Les coûts de l'abus des substances au Québec</i> , 1996, p. 2.

Terms	Definitions	References
Drug	. . . any substance, other than food, which is taken to change the way the body and/or the mind function.	Health Canada, Straight Facts About Drugs and Drug Abuse, 2000, p. 3.
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.	Note: see course objective.
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]	Québec, Ministère de la Santé et des Services sociaux, <i>Pour une approche pragmatique de prévention en toxicomanie</i> , 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, Suzanne, <i>Les coûts de l'abus des substances au Québec</i> , 1996, p. 2.

Terms	Definitions	References
Interaction	Situation occurring when psychoactive medications are taken simultaneously with other medications, alcohol or certain foods. [translation]	Moisan, J. et al., <i>Médicaments psychotropes et travailleurs : pour en savoir plus</i> , 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> , 4th edition, 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> , 1980, p. 3.
Motivation	Desire 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.	Note: in the context of the course.
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> , 1980, p. 4.
Perception	. . . an interpretation or impression based on one's understanding of something.	<i>The Canadian Oxford Dictionary</i> , 1998, p. 1079.

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> , 1992, 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> , 1961, p. 1788.
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, 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> , 1992, 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, 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]	Office de la langue française and Centre François-Charon, <i>Dictionnaire de la réadaptation</i> , vol. 2, 1995, 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> , 1998, p. 1424.
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> , 4th edition, 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> , 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> , 4th edition, 1994, p. 184.

GLOSSARY OF EDUCATION TERMS

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. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, 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. [translation]	Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, <i>Qu'en est-il du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale?</i> , 1994, 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. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 112.
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. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 159.

Terms	Definitions	References
Common core	<p>General content that presents basic information on the phenomenon of the consumption of alcohol, drugs and medications and the prevention of drug abuse.</p> <p>Common sections of a course intended for all students, whatever their educational orientations or specializations.</p> <p>[translation]</p>	<p>Note: compulsory content in the context of the course.</p> <p>Legendre, R., <i>Dictionnaire actuel de l'éducation</i>, 1993, p. 1375.</p>
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>[translation]</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>[translation]</p>	<p>Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, <i>Projet de programme de formation de l'école québécoise</i>, 2000, p. 10.</p> <p>Legendre, R., <i>Dictionnaire actuel de l'éducation</i>, 1993, p. 223.</p>
Complementary activity	<p>Research activities that enable students to learn about the public, private and community organizations in a given environment.</p>	<p>Note: optional content in the context of the course.</p>

Terms	Definitions	References
Compulsory content	Content that can be tested by summative evaluation.	Note: optional content in the context of the course.
Content	Set of elements that make up the subject to be acquired in a learning objective. [translation]	Legendre R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 255.
Educational objective	Skill objective: an objective whose primary goal is to develop the interpersonal skills and know-how of the learner. [translation]	Legendre R., <i>Dictionnaire actuel de l'éducation</i> , 1993, 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.	Note: optional content in the context of the course.
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. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 1015.
Indicator	Behaviour or element of a performance or process that provides information on the progress or accomplishment of learning. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 912. Note: optional content in the context of the course.
Knowledge	All knowledge acquired by an individual through study and experience. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 1134.
Learning activity	The way in which an adult learns, involving the use of internal resources interacting with his or her environment. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, 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 the course.

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Optional content	Content that may be selected as desired and that may be adapted to a given type of training.	Note: optional content in the context of the course.
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 the course.
Interpersonal skills	The capacity to demonstrate socioaffective 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. [translation]	D'Hainaut, L., <i>Des fins aux objectifs de l'éducation</i> , 1988, 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. [translation]	D'Hainaut, L., <i>Des fins aux objectifs de l'éducation</i> , 1988, p. 483.
Transfer of learning	Application and activation of knowledge in new situations. [translation]	Legendre, R., <i>Dictionnaire actuel de l'éducation</i> , 1993, p. 1371.

