

## Chapter 6



Course PRS-5204-3  
*Preventing Dependency on Substances*



## PRS-5204-3

## Preventing Dependency on Substances

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Secondary V

Duration: 75 hours

### 6.1 Introduction

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The course *Preventing Dependency on Substances* is aimed at encouraging adult learners to reflect on the phenomenon of dependency in order to prevent the onset and development of problems. As part of a preventive approach, it guides adult learners' reflections to help them acquire, activate or maintain healthy lifestyle habits and responsible behaviours.

This course deals with the phenomenon of dependency by focusing on the personal environment, spheres of influence, the consequences of dependency for the individual, loved ones and society in general, as well as the role of public, private and community resources, and their preventive actions.

## 6.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

### Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p><b>Explores the phenomenon of dependency</b></p>	<p><b>Interprets the phenomenon of dependency</b></p>	<p><b>Takes a critical look at the prevention of dependency</b></p>
<ul style="list-style-type: none"> <li>• <b>Describes the phenomenon of dependency</b> <ul style="list-style-type: none"> <li>- Distinguishes habits and behaviours based on typical profiles of users or gamblers, the desired effects and the risk of dependency</li> <li>- States the aim of the related laws and regulations</li> <li>- Explores the interests of the state, pressure and opinion groups and citizens with respect to the prevention of dependency</li> </ul> </li> <li>• <b>Explains the phenomenon of dependency using the law of cause and effect</b> <ul style="list-style-type: none"> <li>- Makes connections between the elements of the law of cause and effect</li> </ul> </li> <li>• <b>Explains the dependency development process using the cycle of dependency</b> <ul style="list-style-type: none"> <li>- Makes connections between the elements of the cycle and the possible reversal of the development of dependency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Determines the influence of risk factors and protection factors in an individual's personal, immediate and sociocultural environments</b> <ul style="list-style-type: none"> <li>- Considers the influence of myths, beliefs, perceptions and values on an individual's opinions and judgment</li> <li>- Explains the role of risk factors in dependency development</li> <li>- Explains the mitigating role of protection factors in preventing dependency</li> <li>- Recognizes the role of personal resources conducive to the adoption of responsible and preventive behaviours</li> </ul> </li> <li>• <b>Indicates possible consequences of dependency for the individual, loved ones and society in general</b> <ul style="list-style-type: none"> <li>- Recognizes psychosocial consequences of dependency</li> <li>- Recognizes economic consequences of dependency</li> </ul> </li> <li>• <b>Names public, private and community resources that could prove useful in a dependency situation</b> <ul style="list-style-type: none"> <li>- Chooses the appropriate services, depending on the circumstances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explains his or her position on the prevention of dependency</b> <ul style="list-style-type: none"> <li>- Establishes the effectiveness of different preventive approaches to dependency</li> </ul> </li> <li>• <b>Considers the role and actions of support resources in his or her environment</b> <ul style="list-style-type: none"> <li>- Evaluates the effectiveness of the dependency prevention measures made available to the public</li> </ul> </li> </ul>

## 6.3 Reflective Process

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The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to authentic life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

## 6.4 Cross-Curricular Competencies

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Although, to a certain extent, the course *Preventing Dependency on Substances* involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher.

For example, the learning situation *David's Learning Plan* in section 6.8 makes use of three cross-curricular competencies: *Uses information*, *Achieves his/her potential* and *Communicates appropriately*.

Adult learners *use information* when they research dependency on various types of substances and make sure their sources are credible. They compare and assess the relevance of the information, then organize it to produce a coherent message. Thus, they systematize their information-gathering process, gather information and put it to use.

When adult learners *achieve their potential*, they recognize their own personal characteristics, justify their choices, take their place among others and use their resources to adopt and maintain preventive behaviours.

Finally, when they *communicate appropriately*, adult learners express ideas, emotions and intuitions, raise questions, reason and argue their position on the issue of preventing dependency on substances. They use the appropriate vocabulary, rules, conventions and codes. Managing the communication process, becoming familiar with various modes of communication and using the most appropriate mode in a given situation are assets in building relationships with others.

## 6.5 Subject-Specific Content

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The subject-specific content of this course enables adult learners to study the phenomenon of dependency on substances. It includes five categories of knowledge and related content, as well as examples of cultural references.

The prescribed elements of the course are the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references. Although the use of cultural references is prescribed, the examples provided are not.

### ➤ **Categories of Knowledge**

The categories of knowledge in this course are:

- 1) Dependency and prevention
- 2) Personal environment
- 3) Spheres of influence
- 4) Consequences for oneself and others
- 5) Support resources

The categories of knowledge can be addressed in any order.

The following pages contain a detailed list of the categories of knowledge and related content.

## Categories of Knowledge

1) Dependency and prevention	
<p><b>Preventive approach</b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Evolution</li> <li>• Advantages</li> </ul> <p><b>Schools of thought</b></p> <ul style="list-style-type: none"> <li>• Moral and religious approach</li> <li>• Medical and scientific approach</li> <li>• Psychosocial approach</li> <li>• Sociocultural approach</li> <li>• Spiritual approach</li> </ul> <p><b>Habits of use and evolution of substances</b></p> <ul style="list-style-type: none"> <li>• Prohibition of alcohol</li> <li>• The 1960s and chemical substances</li> <li>• Psychedelic era</li> <li>• Multiple drug abuse</li> <li>• Ecstasy and rave culture</li> </ul> <p><b>Psychotropic substances</b></p> <ul style="list-style-type: none"> <li>• Central nervous system depressants               <ul style="list-style-type: none"> <li>– Alcohol</li> <li>– Tranquilizers and sleeping pills</li> <li>– Opiates (opium derivatives)</li> </ul> </li> <li>• Central nervous system stimulants               <ul style="list-style-type: none"> <li>– Cocaine, amphetamines</li> <li>– Nicotine, caffeine</li> </ul> </li> <li>• Central nervous system disruptors               <ul style="list-style-type: none"> <li>– Cannabis and its derivatives</li> <li>– Hallucinogens</li> <li>– Solvents and glue</li> <li>– Designer drugs</li> </ul> </li> </ul> <p><b>Typical user profiles and aims</b></p> <ul style="list-style-type: none"> <li>• Abstainer</li> <li>• Experimenter</li> <li>• Occasional user</li> <li>• Abuser</li> <li>• Regular user</li> <li>• Heavy user</li> </ul> <p><b>Scope of the phenomenon</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Statistics</li> <li>• Life situations</li> </ul>	<p><b>Laws and regulations</b></p> <ul style="list-style-type: none"> <li>• <i>Criminal Code</i></li> <li>• <i>Highway Safety Code</i></li> <li>• <i>Controlled Drugs and Substances Act</i></li> <li>• <i>Young Offenders' Act</i></li> </ul> <p><b>Offences</b></p> <ul style="list-style-type: none"> <li>• Possession</li> <li>• Possession for the purpose of trafficking</li> <li>• Trafficking</li> <li>• Importing and exporting</li> <li>• Production</li> </ul> <p><b>Pressure and opinion groups</b></p> <ul style="list-style-type: none"> <li>• Operation Red Nose</li> <li>• Mothers Against Drunk Driving (MADD)</li> </ul> <p><b>Government agencies</b></p> <ul style="list-style-type: none"> <li>• Société de l'assurance automobile du Québec (SAAQ)</li> <li>• Société des alcools du Québec (SAQ)</li> </ul> <p><b>Ministries involved in the implementation of the Plan d'action interministériel en toxicomanie (2006-2011)</b></p> <ul style="list-style-type: none"> <li>• Ministère de la Santé et des Services sociaux</li> <li>• Ministère de la Sécurité publique</li> <li>• Ministère de l'Éducation, du Loisir et du Sport</li> <li>• Ministère de l'Emploi et de la Solidarité sociale</li> <li>• Ministère du Conseil exécutif: Secrétariat aux affaires autochtones, Secrétariat à la jeunesse</li> <li>• Ministère des Transports</li> <li>• Ministère de la Justice</li> <li>• Ministère de la Famille et des Aînés</li> <li>• Ministère de l'Immigration et des Communautés culturelles</li> </ul>

## Categories of Knowledge

2) Personal environment	
<p><b>Law of cause and effect</b></p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Substance (activity and desired effect)</li> <li>• Context</li> </ul>	<p><b>Cycle of dependency</b></p> <ul style="list-style-type: none"> <li>• Circular process                             <ul style="list-style-type: none"> <li>– Life problems</li> <li>– Stress, anxiety, feelings of helplessness</li> <li>– Search for adaptive or compensatory solutions (outlets)</li> <li>– Taking action on oneself or the environment or temporary relief and subsequent dissatisfaction</li> </ul> </li> <li>• Potential for reversing the process</li> </ul>
3) Spheres of influence	
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Perception</li> <li>• Belief</li> <li>• Myth</li> <li>• Value</li> <li>• Prejudice</li> <li>• Stereotype</li> <li>• Risk factor</li> <li>• Protection factor</li> </ul> <p><b>Myths and beliefs</b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Basis</li> <li>• Discernment between fact and fiction</li> </ul> <p><b>Risk factors</b></p> <ul style="list-style-type: none"> <li>• Personal factors                             <ul style="list-style-type: none"> <li>– Magical thinking</li> <li>– Inability to respect deadlines</li> <li>– Search for pleasure</li> <li>– Belief in ability to resist offers and modify behaviours at any time one chooses</li> <li>– Inability to manage emotions</li> <li>– Antisocial or aggressive behaviours</li> <li>– Group conformity, low self-esteem and negative perception of one's competencies</li> <li>– Difficulty in communicating</li> <li>– Difficulty dealing with certain life situations</li> <li>– Precocious initiation to substances</li> <li>– Repeated failure</li> <li>– Difficulty dealing with authority</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Family and intergenerational factors                             <ul style="list-style-type: none"> <li>– Excessive or total lack of parental authority</li> <li>– Lack of parental attention</li> <li>– Permissiveness</li> <li>– Overprotection</li> <li>– Alcoholic or drug-abusing parents</li> <li>– Family conflicts</li> <li>– Broken homes, tension, violence</li> <li>– Poverty</li> </ul> </li> <li>• Educational and occupational factors                             <ul style="list-style-type: none"> <li>– Maladjustment</li> <li>– Dropping out of school</li> <li>– Association with deviant peers</li> <li>– Stressful environment</li> <li>– Repeated failure</li> </ul> </li> <li>• Social and cultural factors                             <ul style="list-style-type: none"> <li>– Availability, variety and quality of substances</li> <li>– Advertising</li> <li>– Exclusion</li> <li>– Isolation</li> <li>– Promotion of certain consumer models</li> </ul> </li> </ul> <p><b>Protection factors</b></p> <ul style="list-style-type: none"> <li>• Personal factors                             <ul style="list-style-type: none"> <li>– Resistance to influences</li> <li>– Critical attitude toward psychotropic drugs</li> <li>– Self-esteem</li> <li>– Personal problem-solving skills</li> </ul> </li> <li>• Family and intergenerational factors                             <ul style="list-style-type: none"> <li>– Family cohesion</li> <li>– Healthy rules for organizing daily life</li> <li>– Positive communication</li> </ul> </li> <li>• Social, cultural, educational and occupational factors                             <ul style="list-style-type: none"> <li>– Sense of belonging to a community or group</li> <li>– Involvement in the community</li> <li>– Positive and attentive support from the community</li> </ul> </li> </ul>

## Categories of Knowledge

4) Consequences for oneself and others	
<p><b>Psychosocial consequences</b></p> <ul style="list-style-type: none"> <li>• Psychological distress</li> <li>• Depression</li> <li>• Suicide and attempted suicide</li> <li>• Accidents, death and involuntary injuries</li> <li>• Conjugal and family violence</li> <li>• Sexual abuse</li> <li>• Interpersonal conflict</li> <li>• Dropping out of school</li> <li>• Behavioural problems at school</li> <li>• Learning difficulties</li> <li>• Parental negligence</li> <li>• Intergenerational transmission of problems of substance use</li> <li>• Transmission of infectious diseases (HIV, hepatitis, STIs)</li> <li>• Problems at work</li> <li>• Unsafe sexual behaviours</li> </ul>	<p><b>Economic consequences</b></p> <ul style="list-style-type: none"> <li>• Direct costs                             <ul style="list-style-type: none"> <li>– Health care</li> <li>– Law enforcement</li> <li>– Road accidents</li> <li>– Debt</li> </ul> </li> <li>• Indirect costs                             <ul style="list-style-type: none"> <li>– Loss of productivity</li> <li>– Loss of meaning in life</li> <li>– Absenteeism</li> </ul> </li> </ul>
5) Support resources	
<p><b>Assistance and referral</b></p> <ul style="list-style-type: none"> <li>• Drugs: Help and Referral line: <a href="http://www.droque-aidereference.qc.ca">http://www.droque-aidereference.qc.ca</a></li> </ul> <p><b>Regional self-help groups</b></p> <ul style="list-style-type: none"> <li>• Alcoholics Anonymous (AA): <a href="http://www.aa-quebec.org/AA_Quebec/Templates/english.htm">http://www.aa-quebec.org/AA_Quebec/Templates/english.htm</a></li> <li>• Cocaine Anonymous (CA): <a href="http://www.ca.org">http://www.ca.org</a></li> <li>• Narcotics Anonymous (NA): <a href="http://www.naquebec.org">http://www.naquebec.org</a></li> <li>• Mothers Against Drunk Driving: <a href="http://www.madd.ca/home.html">http://www.madd.ca/home.html</a></li> </ul> <p><b>Public resources</b></p> <ul style="list-style-type: none"> <li>• Health and social services centres (CSSS)</li> <li>• Hospitals and medical clinics</li> <li>• List of health and social services centres: <a href="http://sante.gouv.qc.ca/en/systeme-sante-en-bref/csss/">http://sante.gouv.qc.ca/en/systeme-sante-en-bref/csss/</a></li> <li>• Public rehabilitation centres</li> <li>• Association des centres de réadaptation en dépendance du Québec (ACRDQ)</li> <li>• List of rehabilitation centres: <a href="http://www.acrdq.qc.ca">www.acrdq.qc.ca</a></li> </ul>	<p><b>Private and community resources</b></p> <ul style="list-style-type: none"> <li>• Rehabilitation centres</li> <li>• Prevention agencies</li> <li>• Dependence resources directory: <a href="http://dependances.gouv.qc.ca/index.php?reportoire_des_ressources_dependance_en">http://dependances.gouv.qc.ca/index.php?reportoire_des_ressources_dependance_en</a></li> </ul> <p><b>Associations</b></p> <ul style="list-style-type: none"> <li>• Association des intervenants en toxicomanie du Québec (AITQ)</li> <li>• List of private, public and community centres belonging to the AITQ: <a href="http://www.aitq.com/membres/orgmem.htm">http://www.aitq.com/membres/orgmem.htm</a></li> <li>• Association québécoise des centres d'intervention en dépendance: <a href="http://aqcid.com/en/">http://aqcid.com/en/</a></li> </ul> <p><b>Educational resources</b></p> <ul style="list-style-type: none"> <li>• Student support services</li> </ul>

## ➤ **Cultural References**

The examples of cultural references focus adult learners' attention on the social issues related to dependency on substances. They address different problems, involve a variety of characters in different contexts, and make reference to myths and beliefs in order to get learners to think about the situation, help them understand the issues in question and encourage them to acquire, activate or maintain healthy lifestyle habits and responsible behaviours.

The cultural references provided in this course are:

- Driving Under the Influence
- Sex, Fun and Danger
- Drugs, Alcohol and Starting a Family
- Family Life
- Friends
- Learning Plan

The examples are fictional, which allows learners to address them in an impersonal manner. They will be able to transfer their learning and apply it in real-life situations.

Although the use of cultural references is compulsory, the examples provided in this course are not.

### Example of a cultural reference: Driving Under the Influence

Luke is of average height and in good physical condition. For his 19th birthday, he bought himself a second-hand two-seater 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 leave 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' 50th wedding anniversary. His favourite cousin, Mary, whom he has not seen for a long time, will also be there. In spite of being tired and the 15 cm 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. This makes him feel more relaxed and lifts his spirits, making 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, he will feel better. But the time seems to crawl by, and as he waits for Mary to arrive, he has an energy beer and accepts another cousin's offer to smoke a joint.

Mary, who lives nearby, has to walk to the party. Luke decides to drive over to meet her. 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, drugs and medications, and in spite of the warnings of several friends.

In a moment of distraction, he goes through a red light and his car fishtails. The situation could have had serious consequences, but he escapes with only a few minor injuries. A police officer, 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 family member at the party to come pick him up.

### Example of a cultural reference: Sex, Fun and Danger

During AIDS prevention week, Nicole goes to an information session organized by a CSSS. 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, is infected with the AIDS virus. He started taking drugs with his friends occasionally on weekends. He liked the state of euphoria that the drugs produced. Raymond took drugs for fun, and gradually increased his doses and their frequency to get a better high. When he met Carol, 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. 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 feels confident. She knows him well, because she sees him every day. "This disease only affects other people," she thinks.

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

Since her last boyfriend left her, 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. Since alcohol and cannabis loosen her inhibitions, she has the impression of having a better time. 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.

## Example of a cultural reference: Drugs, Alcohol and Starting a Family

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 are harmless." 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.

Paul, Caroline's father, has been consuming alcohol regularly for 25 years. He is less and less efficient in his daily tasks and has fits of rage. Lately, the family has noticed that he seems somewhat depressed, drinks on the sly and has less of an appetite.

In spite of these problems, he continues to drink alcohol and take sleeping pills. 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, since everything is going well. On her first visit to the doctor she filled out a questionnaire on her lifestyle 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 the mother and baby. She talked over her concerns with her partner, who reassured her. He wants to be involved in the upcoming events and to support Caroline during her pregnancy.

### Example of a cultural reference: Family Life

Peter met Helen one night at a bar and they have been living together for two years. They have stayed together, despite frequent arguments over Peter'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 support group meetings. He hoped to reduce his daily consumption of alcohol.

Recently, Peter has been drinking more than he should and has quit attending the meetings with 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 Martin 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 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 Peter and the problems of everyday life, Helen 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 dinner. "What is he doing? Is he at the bar 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. Helen has organized a small party for the occasion. Peter 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.

## Example of a cultural reference: Friends

Marina 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. Marina is very enterprising and has found a job in a small, trendy restaurant. She is currently working only weekends, but her boss has promised to give her more hours.

Marina wants to be like her new friends and, to be accepted, she is prepared to make compromises and act as they do. On a visit home to her parents, she has received comments on her new lifestyle. They are surprised to see how much she had changed. But Marina 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 tells herself. "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 bar or watch movies at home. 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!"

Marina, Josh and their friends don't let themselves be influenced by advertising. "We do what we want. We have fun and play 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, Marina reacted badly to what she had taken and the party became very loud. The neighbours called the police.

Marina and Josh have more and more difficulty meeting their basic needs. They are often late paying their rent and lately Marina has had to borrow a considerable amount of money to pay their dealer. They spend a lot of money on their recreational activities: alcohol, drugs, outings to the pub, 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.

### Example of a cultural reference: Learning Plan

“David, please come to 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 Secondary IV, then enroll in vocational training 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 that he make an appointment with a specialist. Yesterday the monitor caught him and his friends 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 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 what’s going on. Other students at school say they’ve seen you hanging out near the corner store with people from outside the school. They think you’re taking PCP or something. 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. He has been taking drugs more or less regularly since the age of 12. At first, it was out of curiosity or challenge and for a thrill. Now, he uses on a regular and repetitive basis. David works part-time and his boss has caught him smoking marijuana on the job several times. The rules, however, 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 looked so easy! I thought the courses would be easier in the adult sector. Why are my plans not working out? Now I realize that it requires personal discipline. I have to get my act together!”

This cultural reference is used in the suggested learning situation presented in section 6.8.

## 6.6 Families of Learning Situations

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Learning situations that are related to each other or share common characteristics are grouped together into families, which present contexts that give meaning to adults' learning. This course involves the family *dependency on substances*.

## 6.7 Broad Areas of Learning

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To varying degrees, the course *Preventing Dependency on Substances* has connections with all five broad areas of learning in the program. Each broad area of learning raises questions that can be used to develop learning situations.

The learning situation *David's Learning Plan* is related to the educational aim of the broad area of learning Environmental Awareness and Consumer Rights and Responsibilities: To encourage adult learners to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment. The focus of development *Responsible use of goods and services* enables adult learners to think about their responsibilities, desires and priorities and to take a critical look at how the consumption of alcohol, drugs and medications can affect their learning plan.

## 6.8 Example of a Learning Situation

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Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: initial situation and situational problem
- 3) the pedagogical aim, activities and connection with the subject-specific competencies

This learning situation is entitled *David's Learning Plan*.

<b>1) Reference to the elements of the program and the <i>Preventing Dependency on Substances</i> course</b>	
<b>Broad area of learning</b>	<ul style="list-style-type: none"> <li>• Environmental Awareness and Consumer Rights and Responsibilities</li> </ul>
<b>Cross-curricular competencies</b>	<ul style="list-style-type: none"> <li>• Uses information</li> <li>• Achieves his/her potential</li> <li>• Communicates appropriately</li> </ul>
<b>Family of learning situations</b>	<ul style="list-style-type: none"> <li>• Dependency on substances</li> </ul>
<b>Subject-specific competencies</b>	<ul style="list-style-type: none"> <li>• Explores the phenomenon of dependency</li> <li>• Interprets the phenomenon of dependency</li> <li>• Takes a critical look at the prevention of dependency</li> </ul>
<b>Categories of knowledge</b>	<ul style="list-style-type: none"> <li>• Dependency and prevention</li> <li>• Personal environment</li> <li>• Spheres of influence</li> <li>• Consequences for oneself and others</li> <li>• Support resources</li> </ul>
<b>Cultural reference</b>	<ul style="list-style-type: none"> <li>• Learning Plan</li> </ul>

## 2) Context: initial situation and situational problem

“David, please come to 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 Secondary IV, then enroll in vocational training 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 that he make an appointment with a specialist. Yesterday the monitor caught him and his friends 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 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 what’s going on. Other students at school say they’ve seen you hanging out near the corner store with people from outside the school. They think you’re taking PCP or something. 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. He has been taking drugs more or less regularly since the age of 12. At first, it was out of curiosity or challenge and for a thrill. Now, he uses on a regular and repetitive basis. David works part-time and his boss has caught him smoking marijuana on the job several times. The rules, however, 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 looked so easy! I thought the courses would be easier in the adult sector. Why are my plans not working out? Now I realize that it requires personal discipline. I have to get my act together!”

<b>3) Pedagogical aim, activities and connection with the subject-specific competencies</b> <b>Pedagogical aim: Help adult learners understand how dependency on substances develops</b>	
Activities	Subject-Specific Competencies
<p>In order to understand David's situation, the adult learner describes a situation of dependency on substances, refers to the process by which dependency on substances develops and defines the phenomenon and its progression. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• gathers information about the phenomenon of dependency</li> <li>• reads a variety of relevant and credible documents</li> <li>• prepares an oral or written presentation of the situation: questions and critical argumentation</li> <li>• describes David's user profile: table</li> <li>• represents David's situation using the law of cause and effect and the cycle of dependency</li> </ul>	<p><b>Explores the phenomenon of dependency</b></p>
<p>By further exploring David's situation, the adult learner identifies the influence of the risk factors and protection factors involved, the possible consequences and the support resources that could help in this context. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• lists the myths, beliefs, perceptions and values involved and describes their influence on David's opinions and judgment</li> <li>• looks for additional credible information about dependency: risk factors and protection factors</li> <li>• explains the role of risk factors and protection factors in David's situation</li> <li>• identifies the economic and other consequences of David's dependency</li> <li>• recognizes the personal resources conducive to David's responsible and preventive behaviour</li> <li>• lists support resources that could help in David's situation</li> <li>• compares David's situation with another situation</li> <li>• formulates a critical point of view on dependency</li> </ul>	<p><b>Interprets the phenomenon of dependency</b></p>
<p>Lastly, the adult learner takes a critical look at the prevention of dependency on substances. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• takes a personal position on the effectiveness of preventive approaches</li> <li>• lists support resources in his or her community: roles and services offered</li> <li>• prepares an oral or written presentation on the effectiveness of the dependency prevention measures made available to the public</li> <li>• takes stock of his or her learning</li> <li>• recognizes situations in which he/she could transfer his or her learning</li> </ul>	<p><b>Takes a critical look at the prevention of dependency</b></p>

## 6.9 End-of-Course Outcomes

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In developing the competency *Explores the phenomenon of dependency*, adult learners describe a situation of dependency on substances and become familiar with the law of cause and effect and the cycle of dependency. This stimulates their interest, curiosity and intellectual rigour. They learn how dependency on alcohol, drugs and medications develops and about the effectiveness of preventive approaches. By using information, they observe that the phenomenon is complex, that it can rarely be easily explained and that, in order to understand it, they must explore its many aspects.

In developing the competency *Interprets the phenomenon of dependency*, adult learners answer the questions they raised in their exploration by applying a rigorous process and using credible information. They base their interpretation on the influence of risk factors and protection factors, the consequences of dependency for the individual, loved ones and society in general, and significant support resources. They qualify their interpretation using critical argumentation, keeping a certain distance from their own representations and avoiding hasty conclusions.

In developing the competency *Takes a critical look at the prevention of dependency*, adult learners explain the process they used to explore the phenomenon and construct their interpretation. They reflect on the effectiveness of actions aimed at preventing the occurrence or recurrence of problems. They explain their position on preventive intervention in cases of dependency on substances. Using information, they establish the effectiveness of the approaches used by support resources and consider the role and actions of these resources by evaluating the effectiveness of the dependency prevention measures made available to the public. Adult learners take a critical look at the prevention of dependency, show good judgment and achieve their potential, in particular by implementing their ideas.

## 6.10 Evaluation Criteria

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To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
<b>Explores the phenomenon of dependency</b>	Adequate use of information gathered on dependency on substances
<b>Interprets the phenomenon of dependency</b>	Careful analysis of the risk factors and protection factors at play in a situation of dependency on substances
<b>Takes a critical look at the prevention of dependency</b>	Relevant and coherent arguments concerning the prevention of dependency on substances based on a variety of credible sources