

# PROGRAM OF STUDY

## **PREVENTING DEPENDENCY**

Subject Area: Personal and Social Development

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Adult General Education



DBE  
Diversified Basic Education

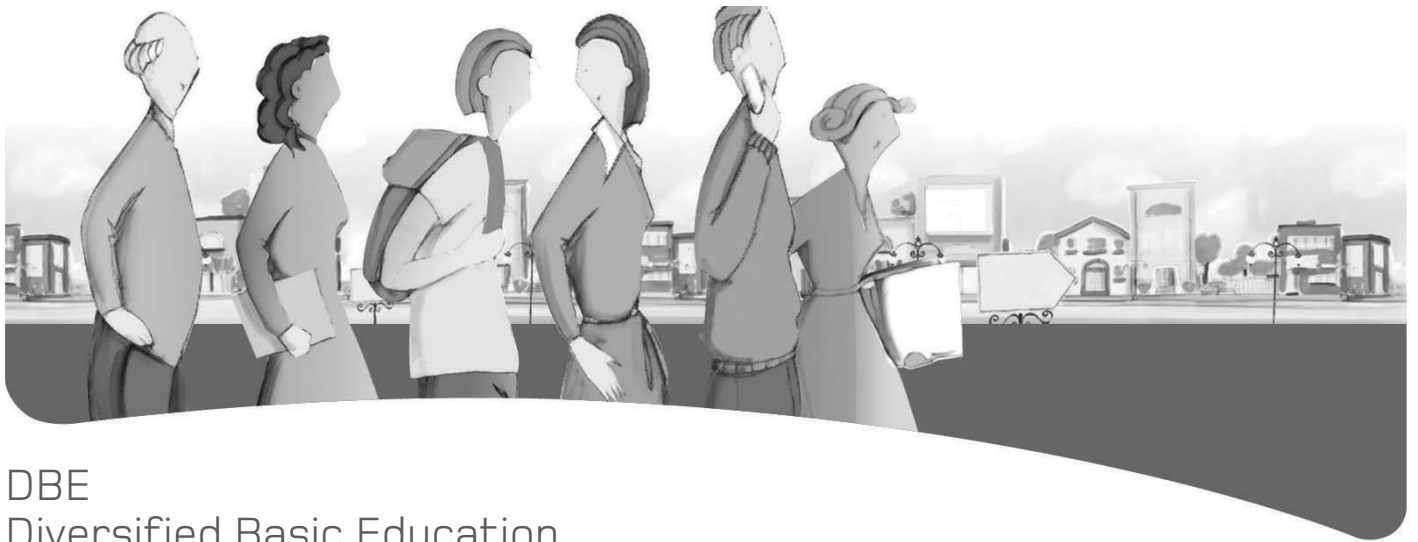




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## Preface

The Preventing Dependency program is intended for all learners enrolled in adult education. It includes two courses, *Preventing Dependency on Substances* and *Preventing Dependency on Gambling*. It proposes preventive intervention particularly suited to adult education centres. The aims of the program are as follows: to prevent the onset or development of problems, and to help adult learners make well-informed choices.

This program focuses on the development of three **subject-specific competencies**:

- *Explores the phenomenon of dependency*
- *Interprets the phenomenon of dependency*
- *Takes a critical look at preventing dependency*

The **subject-specific content** addresses the phenomenon of dependency from the point of view of the individual's personal environment; spheres of influence; the consequences of dependency for the individual, family and friends and society in general; and the effectiveness of preventive measures offered by public, private and community resources.

The suggested **reflective process** makes it easier to adopt and maintain responsible attitudes and behaviours, especially with respect to alcohol, drugs, medications and gambling.

**The first five chapters** present the basic components of the Preventing Dependency program: related concepts; connections with the Diversified Basic Education Program; the pedagogical context; the subject-specific competencies, key features and manifestations; an overview of the subject-specific content; and the organization of the courses in the program.

**Chapters 6 and 7** describe each course in detail, using concepts addressed earlier in the document. These chapters contain all the information needed for course planning. They include a description of the course, the subject-specific competencies, a section on the reflective process, the cross-curricular competencies, an overview of the subject-specific content, the families of learning situations, the broad areas of learning, and an example of a learning situation, as well as the end-of-course outcomes and evaluation criteria.

The document also contains appendixes presenting an overview of the competencies, along with their key features and manifestations, the suggested reflective process, representations of the law of cause and effect and the dependency cycle, and examples of partnerships with the public and community networks. Finally, the document presents bibliographical references for each course and a glossary.



## Chapter 1



## Introduction



## 1.1 Contribution of the Program to the Education of Adult Learners

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The Preventing Dependency program is part of the Personal Development subject area. This interdisciplinary field of study includes psychological, sociological, philosophical, anthropological, medical and other categories of knowledge and skills. In this program, adult learners think about dependency in order to prevent the onset or development of problems.

The program aims to help adult learners:

- **prevent the onset or development of problems by:**
  - becoming aware of their own attitudes and behaviours
  - reducing the probability and the risk of the onset or development of dependency
  - adopting and maintaining preventive and responsible attitudes and behaviours
- **make well-informed choices by:**
  - applying what they have learned
  - learning about dependency
  - taking preventive action in a variety of contexts

In this program, adult learners reflect on problems related to dependency. They develop competencies, construct knowledge and apply a reflective process based on their own life experience.

In learning situations, adult learners reflect on how a dependency develops. They consider the possible consequences of dependency, evaluate the risks involved, take various causes into account and learn about the impact of dependency on society. They take a position on prevention, the role of the different players and the resources available in their community. They must be motivated to persevere in the reflective process.

## 1.2 Conceptual Elements of the Program

The Preventing Dependency program is part of a primary prevention approach in an educational setting.

<b>PRIMARY</b>	<b>=</b>	<b>PREVENTION</b>
To limit the onset of a dependency problem and its consequences		Acquisition of strengths (healthy lifestyle habits and environment)
<p>This program encourages adult learners to reflect on the phenomenon of dependency in order to acquire, activate or maintain healthy lifestyle habits and responsible behaviours.</p> <p>The teacher may, however, identify the need for secondary and tertiary intervention.</p>		
<b>SECONDARY</b>	<b>=</b>	<b>SCREENING</b>
To limit the aggravation of a problem and its consequences		Early screening Brief intervention
<b>TERTIARY</b>	<b>=</b>	<b>REHABILITATION TREATMENT AND SOCIAL SUPPORT</b>
To limit the aftermath or incapacities resulting from a problem and its consequences		Curative intervention Long-term intervention Prevention of relapses

Secondary and tertiary interventions are curative in nature and are carried out by health care specialists. Teachers could refer the individuals in question to student assistance services or specialized resources in the public, private or community sector.

### Theoretical framework of the program

The study of dependency in this program is based on two recognized phenomena: the law of cause and effect and the cycle of dependency. These phenomena are presented in Appendixes 3 and 4.

## 1.3 Connections Between the Program and the Other Elements of the Diversified Basic Education Program

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The Preventing Dependency program facilitates the integration of various elements of the Diversified Basic Education Program, namely, the broad areas of learning, the cross-curricular competencies and the other subject areas.

### 1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning deal with major issues in contemporary Québec society, issues that adults confront in different areas of their lives. They also serve as anchor points for the development of competencies and could become topics for learning situations. Each broad area of learning consists of an educational aim and focuses of development which help make learning meaningful.

To varying degrees, the Preventing Dependency program has connections with all five broad areas of learning.

#### Health and Well-Being

Connections with the broad area of learning Health and Well-Being involve developing a sense of responsibility for adopting healthy lifestyle habits. In learning situations, adult learners are encouraged to reflect on unsafe behaviours and healthy lifestyles, consider the consequences of their personal choices, and grasp the importance of adopting preventive behaviours, especially with respect to gambling, the consumption of alcohol, drugs or medications and in any other form of dependency.

#### Environmental Awareness and Consumer Rights and Responsibilities

Connections with the broad area of learning Environmental Awareness and Consumer Rights and Responsibilities involve developing an active relationship with the environment while maintaining a critical attitude toward consumption and the exploitation of the environment. In learning situations, adult learners reflect on dependency and the consequences of gambling or consuming alcohol, drugs or medications. They analyze the situation, learn about their environment and consider the measures available to the general public to help them adopt preventive behaviours.

#### Career Planning and Entrepreneurship

Adult learners make connections with the broad area of learning Career Planning and Entrepreneurship by carrying out plans designed to develop their potential and help them integrate into society. In learning situations, they reflect on the requirements of the job market and occupational responsibilities in the context of dependency on alcohol, drugs, medications or gambling. Thus, they improve their capacity for analysis and reflection.

## Media Literacy

The broad area of learning Media Literacy enables adult learners to exercise critical and ethical judgment with respect to individual and collective rights. In learning situations, adult learners study media messages that can have a significant impact on their behaviour. They take a critical and ethical look at the content of messages dealing with dependency. They observe the scope of these messages and their impact on themselves, their loved ones and people in general. Thus, they reflect on the role and place of the media in society.

## Citizenship and Community Life

Connections with the broad area of learning Citizenship and Community Life enable adult learners to develop attitudes of openness and respect. In learning situations, they consider different factors involved in gambling, in the consumption of alcohol, drugs or medications and in any other form of dependency. The connections they make help them identify possible consequences and preventive strategies for maintaining a balanced lifestyle. Thus, they establish interdependent relationships with others.

### 1.3.2 Connections With the Cross-Curricular Competencies

The cross-curricular competencies provide a broader frame of reference than the program's subject-specific competencies. They extend beyond the academic context, equipping adult learners to live in a society where situations and interactions are complex, often unpredictable and constantly evolving. However, these competencies are learned in combination with the subject-specific competencies and come into play as adult learners integrate and apply their learning. Although, to varying degrees, the Preventing Dependency program involves all of the cross-curricular competencies in the Diversified Basic Education Program, it helps adult learners develop three of them in particular: *Uses information*, *Achieves his/her potential* and *Communicates appropriately*.

#### Uses information

Given the importance of documents in the learning situations, adult learners make systematic and critical use of information. They apply this cross-curricular competency when reflecting on and interpreting information about dependency. Thus, they systematize their information-gathering process, gather information and put it to use.

#### Achieves his/her potential

In learning situations, adult learners achieve their potential when they express their opinions and realize the importance of influences in their personal, immediate and sociocultural environments. They consider the impact of their own attitudes and behaviours on themselves and on those around



them and learn from their experience. Thus, they recognize their own personal characteristics, take their place among others and use their resources to adopt and maintain preventive behaviours.

### Communicates appropriately

Communication is an interactive process, rarely clear and unambiguous, which requires that the parties adapt to a variety of possible meanings and mutual expectations. It plays a major role in shaping interpersonal relationships. Learning to communicate appropriately helps adult learners adopt responsible attitudes and behaviours. Thus, 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.

### 1.3.3 Connections With the Other Subject Areas

A subject area is a collection of subjects with similar competencies, methods and strategies. Thus, the learning acquired in one subject area can be used to acquire learning in other areas, and vice versa.

The Preventing Dependency program is part of the Personal Development subject area. This subject area encourages adult learners to reflect on themselves, recognize their own worth, take better control of their lives and establish more constructive relationships with others. The programs in this subject area enable adult learners to develop values such as commitment, self-assertion, solidarity, equality and respect. They also foster the acquisition of qualities such as self-confidence and confidence in others, perseverance, autonomy and a sense of responsibility. They help adult learners understand the concept of personal dignity, recognize the need for self-respect and respect for others and the common good, be open-minded and behave responsibly.

This program is also closely related to two other subject areas: Languages, and Mathematics, Science and Technology.

#### Languages

Language is both a learning tool and the principal vehicle for oral and written communication aimed at understanding others and getting one's own ideas across. Using it properly is a sign of well-structured thinking. To construct their exploration and interpretation of dependency, and to take a critical look at preventing dependency, adult learners exercise their language competencies and use the reading and writing strategies they developed in their language of instruction classes. At the same time, the knowledge and concepts developed in the Preventing Dependency program can help them understand and write texts and communicate their research results orally.

## Mathematics, Science and Technology

The Mathematics, Science and Technology subject area and in particular mathematical, arithmetical and statistical concepts and processes (such as graphs, diagrams, contingency tables and the location of numbers on a number line) helps adult learners access information and communicate the results of their research on dependency.

Adult learners also use scientific and technological knowledge. Putting the development of a product or substance in a social or environmental context can give them a new perspective on dependency and help them understand that science and technology contribute to social development.



## Chapter 2



## Pedagogical Context



## 2.1 Learning Situations

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Learning situations are contexts designed or used to facilitate learning. They help adult learners develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim related to different aspects of the Diversified Basic Education Program, for instance one or more broad areas of learning, one or more cross-curricular competencies, and elements prescribed by the program.

When developing a learning situation, teachers should consider:

- **The set of activities or tasks**

Teachers should ensure that the set of activities or tasks to be carried out is complex enough to motivate adult learners and provide them with opportunities to reflect on their learning and productions.

- **The repertoire of resources**

The repertoire of support resources used consists of a variety of internal and external resources that are accessible, necessary and relevant:

- Internal resources are specific to an individual and include knowledge, strategies and attitudes that have already been acquired or that need to be developed in order to meet the requirements of a learning situation.
- External resources include not only the facilities or materials available in the environment, but also resource persons that adult learners can consult (on site or remotely), as well as various means of communication among participants.

- **Opportunities for reflection**

Opportunities for reflection, such as explanations, feedback and regulation of learning, are provided to allow adult learners to reflect on the issues, requirements and values underlying their learning, to analyze constraints while taking into account the aims to be achieved, and to critically reflect on their learning strategies and choice of actions and the quality of their achievements.

The more these aspects are taken into account, the more learning situations will be meaningful, open-ended and complex.

A learning situation is **meaningful** when adult learners perceive the connections between the learning they have acquired in class and possible future applications. This allows them to develop a better understanding of dependency. A situation will be all the more meaningful if it refers to issues related to current events or the broad areas of learning.

A learning situation is **open-ended** if it enables adult learners to explore several aspects of dependency rather than just one, and if it involves various tasks (such as selecting data, analyzing,

and comparing different points of view), favours the use of different research and communication media, results in different types of student work, and fosters the transfer of learning.

A learning situation is **complex** insofar as it requires adult learners to use subject-specific competencies and to make connections between the prescribed elements of the subject-specific content, the broad areas of learning, the cross-curricular competencies and the knowledge targeted by other subject areas.

## 2.2 Families of Learning Situations

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Learning situations that are related to each other or have common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. They also enable adult learners to acquire and integrate knowledge, develop competencies, and transfer learning from the classroom to everyday situations.

In this program, the families of learning situations are:

- dependency on substances
- dependency on gambling

Each course includes an example of a learning situation.

## 2.3 Educational Resources

In order to foster competency development, teachers should provide adult learners with access to a variety of educational resources in keeping with the role of the adult learner and the teacher and the facilitation context. These resources may be found in the adult learner's immediate environment (e.g. library, multimedia centre, community).

<b>Table 1 Diversified Educational Resources</b>	
<b>Educational resources</b>	<b>Examples</b>
<b>Human resources</b>	<ul style="list-style-type: none"> <li>• Peers</li> <li>• Teachers</li> <li>• Student services staff</li> <li>• Staff at community organizations, specialists (conferences, testimonials)</li> <li>• Parents, other family members</li> <li>• Other people in the adult learner's surroundings</li> </ul>
<b>Information resources</b>	<ul style="list-style-type: none"> <li>• Written documents (reference works, diagrams, periodicals)</li> <li>• Audio documents (testimonials, reports)</li> <li>• Visual documents (tables, graphs)</li> <li>• Audio-visual and electronic documents (videos, slide presentations, Web sites)</li> </ul>
<b>Material resources</b>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Logbook</li> <li>• Research plan</li> <li>• Note cards or summary</li> <li>• Questionnaire</li> <li>• Template, diagram, table to be filled out</li> <li>• Learning self-evaluation form</li> <li>• Observation form</li> <li>• Quiz</li> <li>• Debate</li> <li>• Crossword puzzle</li> <li>• Role-play</li> </ul>

## Adult learner's role

Adult learners explore dependency based on their knowledge, observations and perceptions. They raise questions and use different strategies for answering them and learning more. They make connections between what they already know and what they are learning.

Adult learners share their discoveries with teachers and peers. They are regularly encouraged to communicate their reflections and results. Sometimes they work alone, sometimes with others. They alternate between periods of research and moments at which they take a step back to place facts, contexts, beliefs, attitudes and values in perspective. They become increasingly capable of applying their learning by taking a critical look at dependency.

Adult learners also reflect on their methods. They examine their learning methods and the range of resources they use. As they make the necessary adaptations, they learn more about dependency and its prevention.

## Teacher's role

Teachers accompany the adults in their learning, using an educational approach that creates an atmosphere of listening, respect and mutual trust. Any type of transformation requires an attitude of receptiveness and solidarity. Teachers should also take into account adult learners' limitations, abilities and experience in order to understand any difficulties they might have acquiring new knowledge, skills and attitudes.

Teachers help adults discover the joy of learning by encouraging them to share their knowledge, motivations and interests. They guide them in their exploration and interpretation of dependency and in their research, and provide them with a variety of resources to help them at the different steps in the reflective process.

Thus, teachers suggest learning that is related to the subject-specific content and that fosters competency development. They propose learning strategies to help adult learners assimilate and integrate the most important information. They act as mediator between the adult learners and the knowledge to be acquired. They make sure the adult learners construct meaning through reflection, discussion and the respectful sharing of different points of view. They help them clarify their thinking and formulate ideas. They foster reflective review, awareness, and the mobilization and construction of knowledge, which stimulates adult learners' capacity for abstraction and the transfer of learning.

## Facilitation context

Problems related to alcohol, drug, medication and gambling dependency, and any other form of dependency, can involve delicate and complex affective, moral, legal and relational issues. Because these issues are tied to personal beliefs, there is a risk of ideological drift and of failure to respect



freedom of conscience that could have serious consequences for adult learners and the adult education centre.<sup>1</sup>

Thus, it is important to pay particular attention to the training of the resource people assigned to inform, welcome, listen to and reassure the adults and to facilitate discussion and debate. Their interventions require receptiveness to different or even diverse opinions. They must also be comfortable with the subject.

Facilitators should:

- be open-minded, in other words, they must be good listeners in addition to being adept at discussion, welcoming others and showing respect for them while taking their uniqueness and diversity into account
- have a positive view, in other words, they must show interest in the questions raised while interacting on equal terms with the adults
- have pedagogical skills, in other words, they must be able to facilitate, moderate, create, work in groups, cooperate and consult; apply a variety of instructional approaches; update their knowledge; work within the limits of an overall approach; and foster and encourage reflection
- use critical judgment, in other words, they must be able to challenge their own point of view and to take a step back and gauge the value of ideas, while showing objectivity and good judgment
- have organizational skills, in other words, they must be able to plan, work independently and show initiative
- be able to adapt to different circumstances and modify the materials used depending on the target clientele
- be able to consult resources in the community (e.g. psychologist, advocate, nurse, CSSS, community organization) and collaborate with resources in the workplace (e.g. social worker, advocate, psychoeducator, teacher)

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<sup>1</sup> Québec, Ministère de l'Éducation, du Loisir et du Sport, *Developing the Inner Life and Changing the World: The Spiritual Care and Guidance and Community Involvement Service, A Complementary Educational Service, Ministerial Framework* (Québec: Gouvernement du Québec, 2005), 28.



## Chapter 3



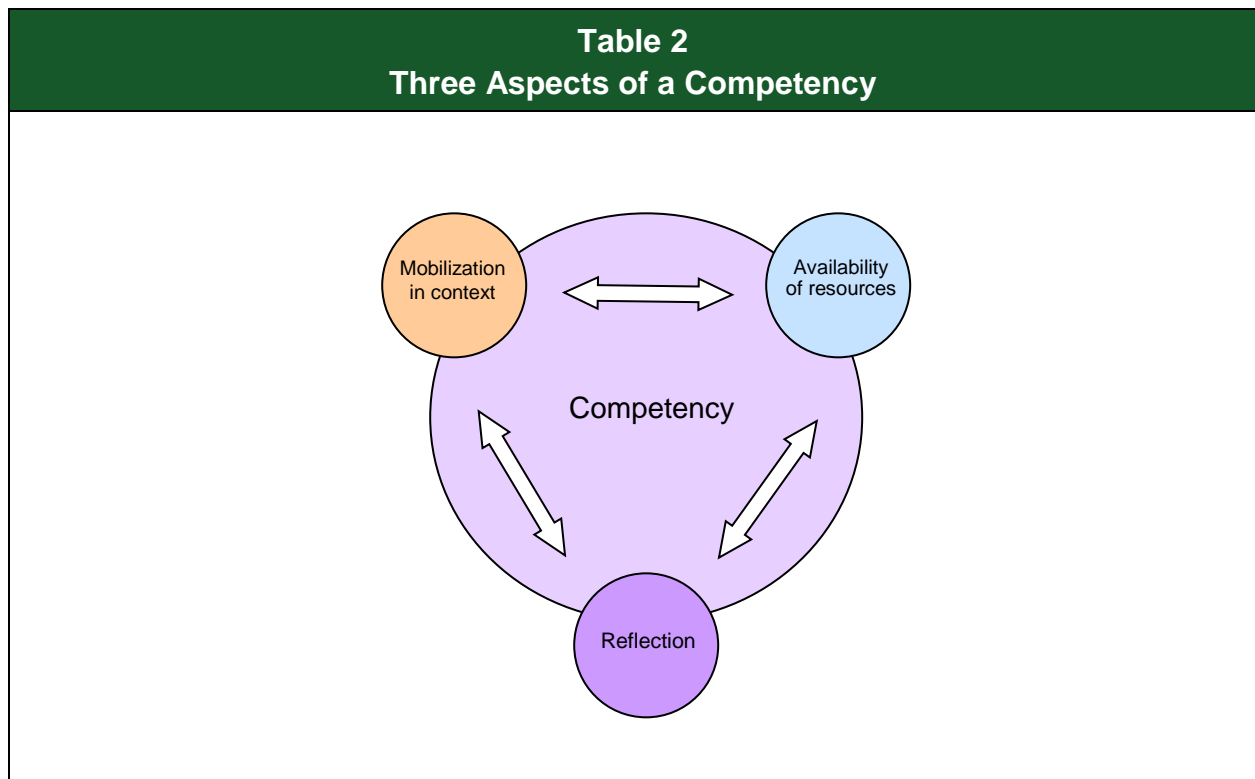
## Subject-Specific Competencies



### 3.1 How the Subject-Specific Competencies Work Together

A competency is defined as the ability to act effectively by mobilizing a range of resources. This ability to act is developed throughout an adult's life.

The definition of competency involves three aspects: mobilization in context, availability of resources and reflection.



#### Mobilization in context

A competency is expressed in action and is revealed in the adequate performance of a task in a specific context. It requires, first of all, a thoughtful reading of the characteristics of the context. Mobilization in context also requires that adult learners take into account any constraints that exist in the context and adjust their actions accordingly.

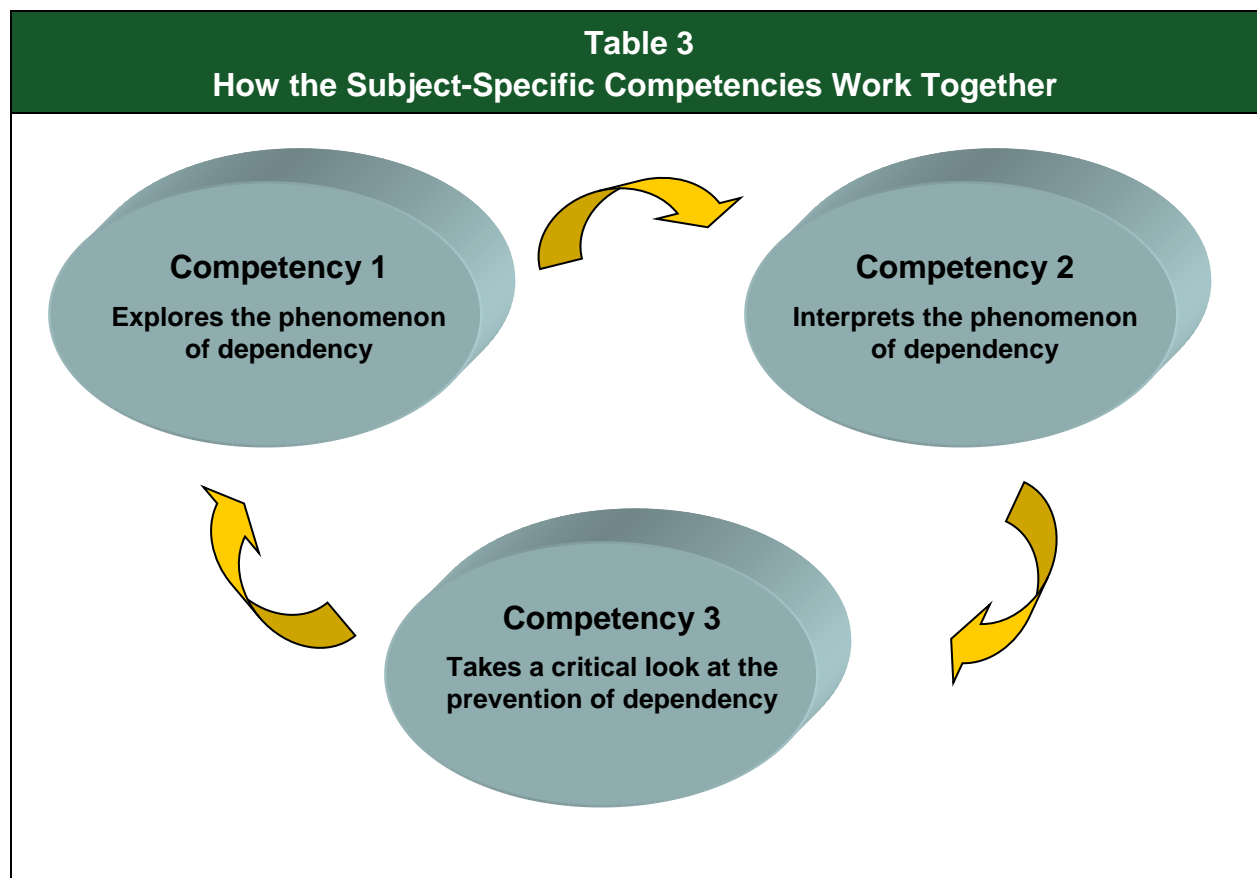
#### Availability of resources

A competency is based on the availability of a variety of human and material resources.

## Reflection

The concept of competency also implies the adults' ability to explain the process they applied to effectively mobilize a set of resources, accomplish tasks and solve problems in a given situation. This allows them to identify their strengths, weaknesses and challenges, to improve the way they learn and to recognize their resources.

The Preventing Dependency program focuses on the development of three subject-specific competencies that are closely related. These subject-specific competencies are valid for each course.



These three closely connected subject-specific competencies are developed in learning situations based on the subject-specific content. Appendix 1 gives an overview of the competencies, key features and manifestations.

To explore the phenomenon of dependency, adult learners construct knowledge and mobilize resources that will determine their approach and interpretation. By taking time to reflect, they develop a representation of the risk factors and protection factors in their personal, immediate and sociocultural environments. They analyze and compare information and seek answers to their

questions. Thus, they gain an understanding of the phenomenon and take a critical look at the prevention of dependency.

## 3.2 Competency 1: Explores the phenomenon of dependency

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### 3.2.1 Focus of the Competency

Exploring the phenomenon of dependency requires interest, curiosity and intellectual rigour on the part of adult learners. The questions raised and the information gathered draw their attention to the importance of the subject.

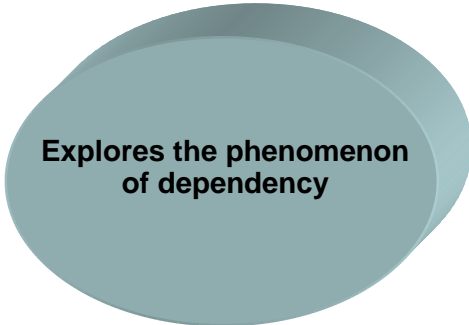
When adult learners describe the situation of dependency they have selected (e.g. alcohol, drugs, medications, gambling), they identify the typical profiles of individuals with that dependency, name the applicable laws and regulations and explore the interests of the different practitioners with respect to prevention.

Then, they explain a phenomenon of dependency using elements of the law of cause and effect and its development using the cycle of dependency.

Thus, adult learners realize that this is a complex phenomenon that can rarely be explained without taking a multitude of aspects into account.

### 3.2.2 Key Features and Manifestations of the Competency

The table below shows the key features and manifestations of Competency 1.

<b>Table 4</b> <b>Competency 1: Key Features and Manifestations</b>	
 <p style="text-align: center;"><b>Explores the phenomenon of dependency</b></p>	
<p><b>Describes the phenomenon of dependency</b></p> <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>	<p><b>Explains the phenomenon of dependency using the law of cause and effect</b></p> <ul style="list-style-type: none"> <li>• Makes connections between the elements of the law of cause and effect</li> </ul> <p><b>Explains the dependency development process using the cycle of dependency</b></p> <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>

### 3.2.3 Development of the Competency

The competency *Explores the phenomenon of dependency* is developed in conjunction with the program's other two subject-specific competencies. To ensure its development, teachers must present adult learners with a variety of increasingly complex learning situations, using the parameters in the following table. These parameters relate to the context and procedures used, to the subject-specific content to be used and to the adult learner's reflective process. They specify the contribution of the teacher and the adult learner to the development of the competency.



**Table 5**  
**Parameters Related to the Development of Competency 1**

<b>Parameters of the context and the procedures used</b>
<ul style="list-style-type: none"> <li>• The teacher helps adult learners plan their learning.</li> <li>• The documents on dependency are varied and credible. Adult learners evaluate their relevance.</li> <li>• The documents do not cover every aspect of dependency, and adult learners find the rest of the information they need.</li> <li>• The adult learners' productions contain clear evidence of their research.</li> <li>• Adult learners present their research and arguments in a logical order.</li> </ul>
<b>Parameters of the subject-specific content to be used</b>
<ul style="list-style-type: none"> <li>• The teacher proposes learning strategies to the adult learners.</li> <li>• The tasks require that adult learners apply the knowledge and concepts studied.</li> <li>• Adult learners explore the information gathered, synthesize it and map it using the law of cause and effect and the cycle of dependency.</li> <li>• Adult learners formulate opinions based on credible references.</li> </ul>
<b>Parameters of the adults' reflective process</b>
<ul style="list-style-type: none"> <li>• Adult learners decide when to take a critical look at their learning, report on it and make any necessary corrections.</li> <li>• Adult learners validate their learning using some of the tools provided by the teacher, and justify their choices.</li> <li>• Adult learners choose which records to keep as evidence of their learning.</li> </ul>

## 3.3 Competency 2: Interprets the phenomenon of dependency

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### 3.3.1 Focus of the Competency

Interpreting the phenomenon of dependency involves answering questions and providing explanations and definitions. To do so, adult learners use rigorous reflection and information processing techniques. This implies that their interpretation is a formal process. When they develop this competency, they reflect on credible information and justify their interpretation using critical argumentation.

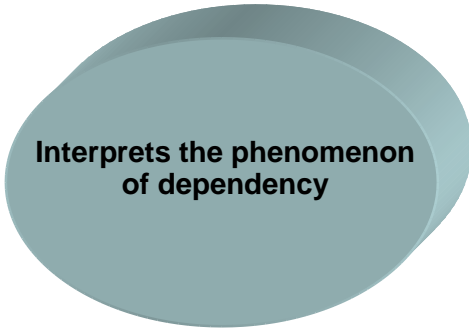
When adult learners determine the influence of risk factors and protection factors in their personal, immediate and sociocultural environments, they consider different myths, beliefs, perceptions and values that influence their judgment and opinions. They explain the role of risk factors in the development of dependency and the mitigating role of protection factors in preventing a dependency. They also recognize the role of personal resources conducive to the adoption of responsible and preventive behaviours.

Then, they indicate the possible psychosocial and economic consequences of dependency and name public, private and community resources that could prove useful, depending on the circumstances.

Thus, adult learners develop, adapt and qualify their interpretation, keeping a certain distance from their own representations, and avoid arriving at hasty conclusions.

### 3.3.2 Key Features and Manifestations of the Competency

The table below shows the key features and manifestations of Competency 2.

<b>Table 6</b> <b>Competency 2: Key Features and Manifestations</b>	
 <p style="text-align: center;"><b>Interprets the phenomenon of dependency</b></p>	
<p><b>Determines the influence of risk factors and protection factors in an individual's personal, immediate and sociocultural environments</b></p> <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>	<p><b>Indicates possible consequences of dependency for the individual, loved ones and society in general</b></p> <ul style="list-style-type: none"> <li>• Recognizes psychosocial consequences of dependency</li> <li>• Recognizes economic consequences of dependency</li> </ul> <p><b>Names public, private and community resources that could prove useful in a dependency situation</b></p> <ul style="list-style-type: none"> <li>• Chooses the appropriate services, depending on the circumstances</li> </ul>

### 3.3.3 Development of the Competency

The competency *Interprets the phenomenon of dependency* is developed in conjunction with the program's other two subject-specific competencies. To ensure its development, teachers must present adult learners with a variety of increasingly complex learning situations, using the parameters in the following table. These parameters relate to the context and procedures used, to the subject-specific content to be used and to the adult learner's reflective process. They specify the contribution of the teacher and the adult learner to the development of the competency.

**Table 7**  
**Parameters Related to the Development of Competency 2**

<b>Parameters of the context and the procedures used</b>
<ul style="list-style-type: none"> <li>• The teacher helps adult learners plan their learning.</li> <li>• The documents on risk factors and prevention factors, consequences and support resources are varied and credible. Adult learners evaluate their relevance.</li> <li>• The documents present different points of view, and adult learners find the rest of the information they need.</li> <li>• The adult learners' productions contain clear evidence of their research.</li> <li>• Adult learners present their research and arguments in a logical order.</li> </ul>
<b>Parameters of the subject-specific content to be used</b>
<ul style="list-style-type: none"> <li>• The teacher proposes learning strategies to the adult learners.</li> <li>• The tasks require that adult learners apply the knowledge and concepts studied.</li> <li>• Adult learners explore the phenomenon of dependency in different contexts, taking the individual's personal, immediate and sociocultural environments into account.</li> <li>• The questions raised lead to a search for solutions.</li> <li>• The opinions and justifications presented are respectful of others.</li> </ul>
<b>Parameters of the adults' reflective process</b>
<ul style="list-style-type: none"> <li>• Adult learners decide when to take a critical look at their learning, report on it and make any necessary adjustments.</li> <li>• Adult learners validate their learning using some of the tools provided by the teacher, and justify their choices.</li> <li>• Adult learners choose which records to keep as evidence of their learning.</li> </ul>

## 3.4 Competency 3: Takes a critical look at the prevention of dependency

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### 3.4.1 Focus of the Competency

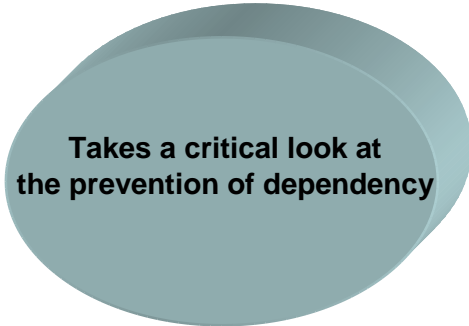
Taking a critical look at the prevention of dependency gives adult learners an opportunity to demonstrate how they explored the subject and constructed their interpretation. They reflect on the effectiveness of actions to prevent the occurrence or recurrence of problems.

When adult learners explain their position on the prevention of dependency, they establish the effectiveness of preventive approaches using a variety of credible resources. Then, they consider the role and actions of public, private and community resources in their environment, evaluating the effectiveness of the dependency prevention measures made available to the public.

Thus, adult learners take a critical look at the prevention of dependency in order to view the phenomenon in all its complexity rather than seeking a simple explanation. They show judgment and achieve their potential, in particular by taking a position and applying their learning.

### 3.4.2 Key Features and Manifestations of the Competency

The table below shows the key features and manifestations of Competency 3.

<b>Table 8</b> <b>Competency 3: Key Features and Manifestations</b>	
 <p style="text-align: center;"><b>Takes a critical look at the prevention of dependency</b></p>	
<p><b>Explains his or her position on the prevention of dependency</b></p> <ul style="list-style-type: none"> <li>• Establishes the effectiveness of different preventive approaches to dependency</li> </ul>	<p><b>Considers the role and actions of support resources in his or her environment</b></p> <ul style="list-style-type: none"> <li>• Evaluates the effectiveness of the dependency prevention measures made available to the public</li> </ul>

### 3.4.3 Development of the Competency

The competency *Takes a critical look at the prevention of dependency* is developed in conjunction with the program’s other two subject-specific competencies. To ensure its development, teachers must present adult learners with a variety of increasingly complex learning situations, using the parameters in the following table. These parameters relate to the context and procedures used, to the subject-specific content to be used and to the adult learner’s reflective process. They specify the contribution of the teacher and the adult learner to the development of the competency.

**Table 9**  
**Parameters Related to the Development of Competency 3**

<b>Parameters of the context and the procedures used</b>
<ul style="list-style-type: none"> <li>• The teacher helps adult learners plan their learning.</li> <li>• The information presented by the adult learners is realistic.</li> <li>• Adult learners' explanations are based on a variety of credible sources and points of view.</li> <li>• Adult learners' opinions are based on critical judgment and appropriate arguments.</li> <li>• The connections between the elements are obvious.</li> <li>• Explicit evidence of the adult learners' questions is included in the productions.</li> <li>• Adult learners' group together their questions and arguments in logical order.</li> </ul>
<b>Parameters of the subject-specific content to be used</b>
<ul style="list-style-type: none"> <li>• The teacher proposes learning strategies.</li> <li>• The tasks require that adult learners apply the knowledge and concepts studied.</li> <li>• Adult learners apply the knowledge and concepts judiciously.</li> <li>• The questions raised lead to a search for solutions to the problem of dependency.</li> </ul>
<b>Parameters of the adults' reflective process</b>
<ul style="list-style-type: none"> <li>• Adult learners decide when to take a critical look at their learning, report on it and make any necessary adjustments.</li> <li>• Adult learners validate their learning using some of the tools provided by the teacher, and justify their choices.</li> <li>• Adult learners choose which records to keep as evidence of their learning.</li> </ul>

### 3.5 Reflective Process

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When they need to think, perceive, reason or act to progress in their learning, mobilize resources and develop competencies, adult learners use a reflective process. This process helps them adopt and maintain the appropriate attitudes and preventive and responsible behaviours with respect to dependency.

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.





## Chapter 4



## Subject-Specific Content



## 4.1 Knowledge

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The competencies in this program are developed on the basis of subject-specific content which is divided into five categories of knowledge. These categories are the same for both courses.

They are based on two phenomena: the law of cause and effect<sup>2</sup> and the cycle of dependency.<sup>3</sup> They include knowledge that is essential to the study of the dependencies addressed in the program's two courses.

Both courses share the same five categories of knowledge:

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

Knowledge is the result of learning and experience, and includes concepts, strategies, methods and techniques. The knowledge related to the courses in this program is set out in detail in Chapters 6 and 7.

The categories of knowledge can be addressed in any order.

The table on the following page provides an overview of the different categories of knowledge.

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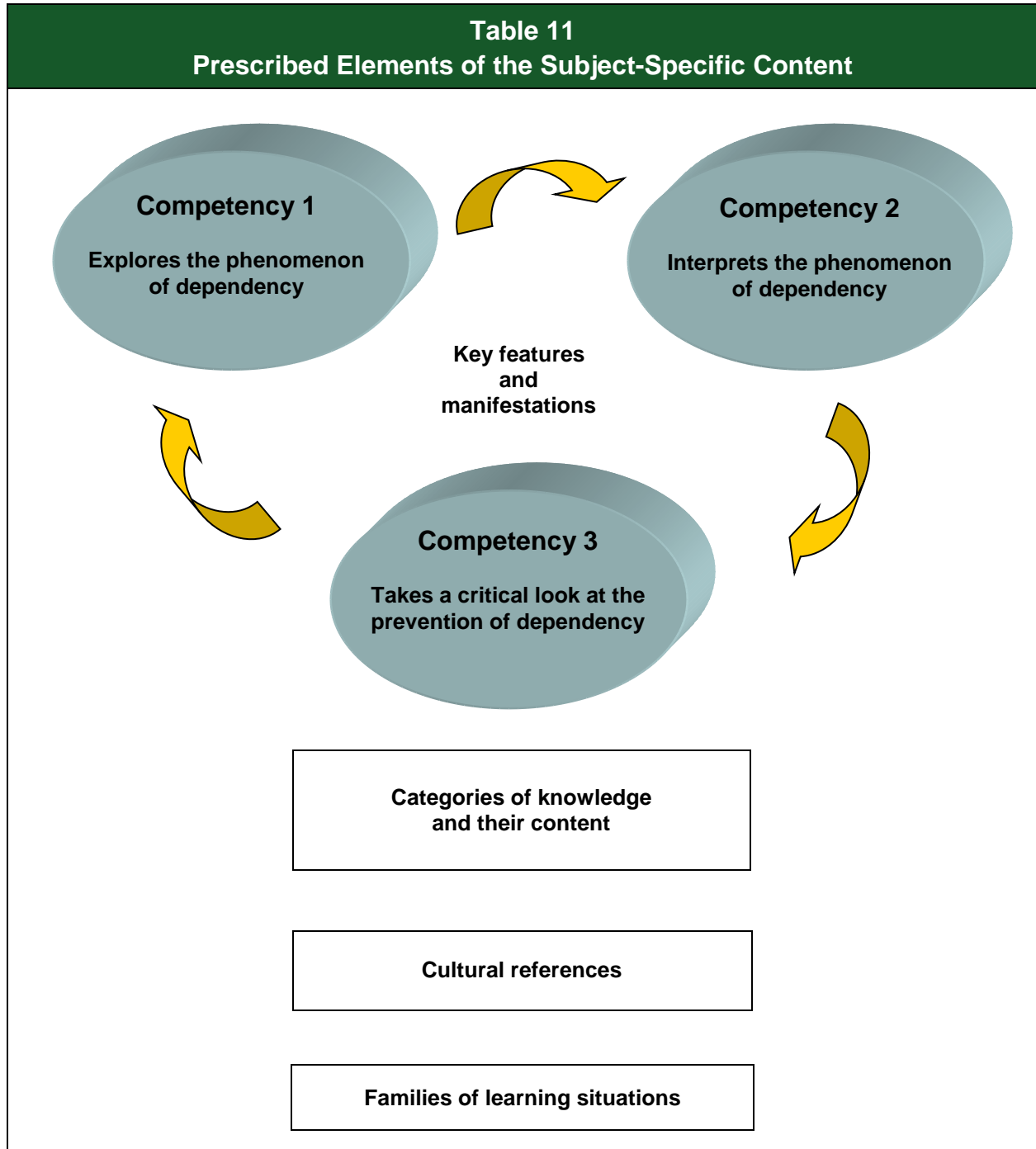
<sup>2</sup> P. Brisson, *Le phénomène-drogue et les jeunes. Facteurs susceptibles d'influencer les effets et les conséquences de l'usage des psychotropes* (Québec: Ministère de l'Éducation, 1987), p. 27. See Appendix 3.

<sup>3</sup> Stanton Peele, "Addiction Is a Social Disease," *Addiction* (winter 1976). Peele uses the term "cycle of addiction." This program uses the synonym "cycle of dependency." See Appendix 4.

**Table 10**  
**Overview of the Different Categories of Knowledge**

<i>Preventing Dependency on Substances</i>	<i>Preventing Dependency on Gambling</i>
<p><b>1) Dependency and prevention</b></p> <ul style="list-style-type: none"> <li>• Preventive approach</li> <li>• Schools of thought</li> <li>• Habits of consumption and the evolution of substances</li> <li>• Psychotropic substances</li> <li>• Typical profiles of consumers and the desired effects</li> <li>• Scope of the phenomenon</li> <li>• Laws and regulations</li> <li>• Offences</li> <li>• Pressure and opinion groups</li> <li>• Government agencies</li> <li>• Ministries involved in the implementation of the Plan d'action interministériel en toxicomanie (2006-2011)</li> </ul> <p><b>2) Personal environment</b></p> <ul style="list-style-type: none"> <li>• Law of cause and effect</li> <li>• Cycle of dependency</li> </ul> <p><b>3) Spheres of influence</b></p> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Myths and beliefs</li> <li>• Risk factors (personal, family and intergenerational, educational and occupational, social and cultural)</li> <li>• Protection factors (personal, family and intergenerational, educational and occupational, social and cultural)</li> </ul> <p><b>4) Consequences for oneself and others</b></p> <ul style="list-style-type: none"> <li>• Psychosocial consequences</li> <li>• Economic consequences</li> </ul> <p><b>5) Support resources</b></p> <ul style="list-style-type: none"> <li>• Assistance and referral</li> <li>• Regional self-help groups</li> <li>• Public resources</li> <li>• Private and community resources</li> <li>• Associations</li> <li>• Educational resources</li> </ul>	<p><b>1) Dependency and prevention</b></p> <ul style="list-style-type: none"> <li>• Preventive approaches</li> <li>• Preventive action</li> <li>• Types of gambling</li> <li>• Typical profiles of gamblers</li> <li>• Scope of the phenomenon</li> <li>• Differences between men and women</li> <li>• Desired effects</li> <li>• Laws and regulations</li> <li>• Pressure and opinion groups</li> <li>• Government agencies</li> <li>• Ministries involved in the implementation of the Plan d'action gouvernemental sur le jeu pathologique 2002-2005 (ongoing)</li> </ul> <p><b>2) Personal environment</b></p> <ul style="list-style-type: none"> <li>• Law of cause and effect</li> <li>• Cycle of dependency</li> </ul> <p><b>3) Spheres of influence</b></p> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Myths and beliefs</li> <li>• Risk factors (personal, family and intergenerational, educational and occupational, social and cultural, financial, political and economic)</li> <li>• Protection factors (personal, family and intergenerational, educational and occupational, social and cultural, financial, political and economic)</li> </ul> <p><b>4) Consequences for oneself and others</b></p> <ul style="list-style-type: none"> <li>• Psychosocial consequences</li> <li>• Economic consequences</li> </ul> <p><b>5) Support resources</b></p> <ul style="list-style-type: none"> <li>• Public, private and community resources</li> <li>• Educational resources</li> </ul>

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



## 4.2 Cultural References

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Cultural references are sociocultural aspects of the subject-specific content. They describe experiences, social practices and life situations shared by members of society.

Each course provides examples of cultural references that lead adult learners to examine social issues. The examples address different problems related to dependency issues, involve people in a variety of 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 examples are fictional, which allows adult 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 in the classroom is prescribed, the examples provided in the course are not.

The references are chosen by the teacher with input from the adult learners where applicable. The choice is based on two criteria:

- their connection with the categories of knowledge
- their connection with the subject-specific competencies

The teacher should also take into account the adult learners' sensitivity and receptiveness to the topics in question.



## Chapter 5



## Organization of the Courses in the Program





The subject-specific content of the Preventing Dependency program is organized as follows:

<b>Table 12 Organization of the Courses</b>			
<b>Secondary V course</b>	<b>Course title</b>	<b>Hours</b>	<b>Credits</b>
<b>PRS-5204-3</b>	<i>Preventing Dependency on Substances</i>	75	3
<b>PRS-5203-1</b>	<i>Preventing Dependency on Gambling</i>	25	1

These courses are available to all adult learners. There are no prerequisites and the courses may be taken in any order. By successfully completing these courses, adult learners obtain Secondary V credits.



## Chapter 6



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



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



## Chapter 7



Course PRS-5203-1  
*Preventing Dependency on Gambling*



Secondary V

Duration: 25 hours

## 7.1 Introduction

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The course *Preventing Dependency on Gambling* 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, and the role of public, private and community resources and their preventive actions.

## 7.2 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
<b>Explores the phenomenon of dependency</b>	<b>Interprets the phenomenon of dependency</b>	<b>Takes a critical look at the prevention of dependency</b>
<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 user 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>

### 7.3 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.

### 7.4 Cross-Curricular Competencies

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Although, to varying degrees, the course *Preventing Dependency on Gambling* 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 *Roxanne's Future* in section 7.8 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 gambling and make sure their sources are credible. They compare and assess the pertinence 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 gambling. 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.

## 7.5 Subject-Specific Content

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

The prescribed elements 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 compulsory, the examples provided in the course 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 approaches</b></p> <ul style="list-style-type: none"> <li>Responsible gambling (harm reduction)</li> <li>Abstinence</li> </ul> <p><b>Preventive actions</b></p> <ul style="list-style-type: none"> <li>Provincial awareness, information and education campaigns</li> <li>Local and regional initiatives</li> </ul> <p><b>Types of gambling</b></p> <ul style="list-style-type: none"> <li>State-run gambling</li> <li>Organized bingo games</li> <li>Online bingo</li> <li>Horseracing</li> <li>Types of lotteries (weekly, daily, instant)</li> <li>Video lottery</li> <li>Casino</li> <li>Private gambling</li> <li>Types of sports betting (between individuals, pools, bookies)</li> <li>Cards (family, friends)</li> <li>Cards (tournaments)</li> <li>Drawings</li> <li>Games of skill (golf, billiards, darts, etc.)</li> <li>Internet (virtual casino)</li> <li>Stock market</li> <li>Sweepstakes</li> </ul> <p><b>Typical gambler profiles</b></p> <ul style="list-style-type: none"> <li>Recreational or social gambler</li> <li>Compulsive gambler</li> <li>Problem (pathological) gambler</li> </ul> <p><b>Scope of the phenomenon</b></p> <ul style="list-style-type: none"> <li>Statistics</li> <li>Research</li> <li>Life situations</li> </ul>	<p><b>Differences between men and women</b></p> <ul style="list-style-type: none"> <li>Motivations</li> <li>Types of activities</li> <li>Limits</li> </ul> <p><b>Reasons for gambling</b></p> <ul style="list-style-type: none"> <li>Entertainment</li> <li>Self-esteem</li> <li>Pleasure</li> <li>Self-fulfillment</li> <li>Thrill</li> <li>Socialization</li> <li>Greed</li> </ul> <p><b>Laws and regulations</b></p> <ul style="list-style-type: none"> <li><i>Law prohibiting the sale of lottery products to minors (under 18 years) (consumer protection)</i></li> <li><i>Act respecting the Société des loteries du Québec (c. S-13.1) and its regulations</i></li> <li>Code of advertising standards for Loto-Québec</li> </ul> <p><b>Pressure and opinion groups</b></p> <ul style="list-style-type: none"> <li>Union des tenanciers de bars du Québec</li> <li>Association des établissements de divertissements</li> </ul> <p><b>Government agencies</b></p> <ul style="list-style-type: none"> <li>Régie des alcools, des courses et des jeux</li> <li>Société des loteries vidéo du Québec (SLVQ)</li> <li>Société des bingos du Québec (SBQ)</li> <li>Société des casinos du Québec (SCQ)</li> <li>Société des salons de jeux du Québec (SSJQ)</li> </ul> <p><b>Ministries involved in the implementation of the Plan d'action gouvernemental sur le jeu pathologique 2002-2005 (ongoing)</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 des Finances</li> </ul>
2) Personal environment	
<p><b>Law of cause and effect</b></p> <ul style="list-style-type: none"> <li>Individual</li> <li>Game (activity and the 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 responses (outlets)</li> <li>Actions on oneself and the environment or temporary relief and dissatisfaction</li> </ul> </li> <li>Potential reversal of the process</li> </ul>

## Categories of Knowledge

3) Spheres of influence	
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Perception</li> <li>• Belief</li> <li>• Value</li> <li>• Prejudice</li> <li>• Pleasure</li> <li>• Importance of gain</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>• Bases</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 and superstition</li> <li>– Competitiveness</li> <li>– Desire for pleasure, novelty and excitement</li> <li>– Substance dependency</li> <li>– Impulsiveness</li> <li>– Depression</li> <li>– Desire for immediate gratification</li> <li>– Situational crisis</li> <li>– Significant importance of gain</li> </ul> </li> <li>• Family and intergenerational factors                             <ul style="list-style-type: none"> <li>– Problem-gambling parent</li> <li>– Substance-abusing parent</li> <li>– Financial difficulties</li> <li>– Family values</li> <li>– Standards for success</li> </ul> </li> <li>• Educational and occupational factors                             <ul style="list-style-type: none"> <li>– Failure at school</li> <li>– Job loss</li> </ul> </li> <li>• Social and cultural factors                             <ul style="list-style-type: none"> <li>– Peer pressure</li> <li>– Organized trips to casinos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Financial factors                             <ul style="list-style-type: none"> <li>– Friend or family member's gain</li> <li>– Easy credit</li> <li>– Poor financial organization</li> </ul> </li> <li>• Political and economic factors                             <ul style="list-style-type: none"> <li>– Accessibility</li> <li>– Government approval</li> <li>– Promotion of gambling</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>– Critical judgment</li> <li>– Knowledge about games of chance and money in general, and about problem gambling</li> </ul> </li> <li>• Family and intergenerational factors                             <ul style="list-style-type: none"> <li>– Conflict-resolution ability</li> <li>– Positive (healthy) parental model</li> <li>– Standards for success</li> <li>– Family values</li> </ul> </li> <li>• School-related and occupational factors                             <ul style="list-style-type: none"> <li>– Personal involvement in the community</li> <li>– Peer support</li> </ul> </li> <li>• Social and cultural factors                             <ul style="list-style-type: none"> <li>– Sense of belonging to a group</li> </ul> </li> <li>• Political and economic factors                             <ul style="list-style-type: none"> <li>– Prevention campaigns</li> <li>– Restrictive measures</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 difficulties at school</li> <li>• Learning difficulties</li> <li>• Parental negligence</li> <li>• Intergenerational transmission of gambling problems</li> <li>• Propagation 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>Public, private and community resources</b></p> <ul style="list-style-type: none"> <li>• Health and social services centres (CSSS)</li> <li>• Rehabilitation centres</li> <li>• Loto-Québec</li> <li>• Self-exclusion programs</li> <li>• Fondation Mise sur toi</li> <li>• Community organizations and self-help groups</li> <li>• Local and regional initiatives to prevent dependency on gambling</li> <li>• Help lines</li> <li>• Crisis centre</li> <li>• Gambling: Help and Referral</li> <li>• Web site: <a href="http://gambling.psy.ulaval.ca/">http://gambling.psy.ulaval.ca/</a></li> </ul>	<p><b>School-related 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 gambling. 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:

- Gambling and Guilt
- Family Life
- Social Reintegration and Influences
- Career Plans and Gambling

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: Gambling and Guilt

Karen is nervous. She checks all of her pockets, empties out her wallet, looks in her hiding place: she has no money left! Yet when she got to the bar she had money for the entire week. She tries to convince a few acquaintances to lend her a few dollars. "It's for my daughter. She needs winter boots and a coat and I don't have any money. I could get by with \$150." However, since Karen never pays back her loans, no one trusts her.

Long gone are the days when Karen had fun with her friends. She played sports and hadn't a care in the world because her parents took care of everything. People considered her an active and happy person. Since CEGEP, however, her life has really changed. She moved, had a baby, and her financial difficulties increased her level of stress. One day, she discovered that she enjoyed playing video lottery games. It gave her an adrenaline rush.

Day in, day out, Karen no longer knows where the time goes. In front of the video lottery terminal (VLT), she feels like she is in another world, hypnotized. Once she won \$750 in a few minutes! She imagined herself on vacation with her daughter on the beach. After a series of small wins and losses, Karen is now having bouts of serious depression and her stress level is at its maximum. She tries to concentrate on the VLT. Usually she has better luck when she thinks about her uncle Henry. She has the rabbit's foot he gave her. Before every bet, she holds it in her left hand.

Karen is spending more and more time looking for money. Gambling has become an obsession and she is beginning to neglect her daughter. She feels like a bad mother and has pangs of guilt. However, she cannot stop playing now, she has too much invested. She can only think of one thing: winning her money back. She has difficulty sleeping. She also sometimes goes an entire day without eating and suffers from stomach aches. Her debts are piling up and she feels increasingly depressed. She does not see a way out of her financial problems. She has dark thoughts and wonders whether suicide is the only solution. Her daughter would get a small inheritance, and her own personal problems would be solved.

What else can she do?

## Example of a cultural reference: Family Life

George is a young father and entrepreneur proud of his successful new business. He is trying to balance his work and family life and makes it a point to be home for dinner. He is usually home by 5 o'clock. Lately, however, he says he needs to meet clients and can only do so in the evening. He no longer notifies his wife Melanie. He is regularly absent at mealtime and sometimes acts irritated and impatient with his wife and their son Oliver. Melanie attributes George's mood swings to overwork. She also notices that he seems to be preoccupied about their financial situation. He has borrowed money from her without ever really explaining why. Melanie is concerned about the changes in his behaviour: "Does he have a mistress? Drug problems? Has he made bad investments?"

George is spending less and less time at home. Melanie now takes care of all their family obligations, and she finds it difficult to pay the bills on her secretary's salary. Like her mother before her, she tends to be secretive about her situation. She sees some resemblance to her father's drinking problem, but cannot put her finger on the cause of George's behaviour. He doesn't exhibit any outward signs like her father did. Nevertheless, his repeated absences, financial difficulties and lies have caused her to mistrust him. Melanie begins examining every clue. After doing some research, she thinks her husband may have a gambling problem. George denies it. It is a very emotional time.

Melanie withdraws and fails to take control of the situation. Gradually, her health begins to suffer: insomnia, frequent headaches, increased stress. The couple often argues about George's gambling and she begins thinking about leaving him. The situation also has an impact on Oliver. He has become difficult and has trouble concentrating. He is not doing as well at school and his relationships with his classmates are suffering. Although Melanie wants to protect him from any negative consequences, she is less attentive to her son's affective and emotional needs.

Gambling causes family problems, not only because of financial stress and negative consequences, but also because of the deterioration of the trust the family had until then enjoyed. Melanie feels exhausted, powerless and angry. She is unable to see a way out alone.

### Example of a cultural reference: Social Reintegration and Influences

Recently found guilty of possession of cannabis and of possession for purposes of trafficking, Kevin will be released on probation in a month. After participating in the prison's social integration program, he discovered that he enjoys working with his hands. He now wants to change and take control of his life. This requires that he change his behaviour, leave his home town and move away from his sister, with whom he gets along. He must also cut all ties with his former friends. They are too much of a bad influence.

The day has finally come and Kevin moves to a new town. After two months, however, he begins to feel lonely, far from family and friends. Employers are unwilling to give him a chance to prove himself and demonstrate his ability. To pass the time, he takes regular walks downtown. One day, without thinking, he enters a bar and orders a coffee. He is careful not to drink any alcohol, because he is unable to control himself when he does. Suddenly he is distracted by a woman's screams. She has just won \$500 after betting \$20 at a video lottery terminal (VLT). Impressed by her easy winnings, Kevin wonders whether he, too, could be lucky and get a chance to improve his living conditions. So he bets the only \$20 bill he has on him. After half an hour, he has won \$350. Lady Luck is smiling on him. He thinks he has found the solution to his money problems. He returns home happy.

In the weeks that follow, Kevin regularly returns to the bar and feels less lonely. At first he is lucky, but then wins and losses alternate. "It's a bad streak. I'll get my money back soon," he thinks. In order to be able to continue playing, he pawns his watch and television.

During a meeting with his probation officer, Kevin mentions his difficulties. He says he feels a little depressed and has gradually stopped looking for work. He knows why: he has been losing. He is afraid to tell his probation officer about the gambling, however, because he is not supposed to be going to bars.

The 28-year-old feels he is reliving the same feelings of shame and guilt that led him to prison. This image snaps him back to reality and he decides to talk about his problem. "That's enough. I need help."

### Example of a cultural reference: Career Plans and Gambling

Roxanne is enrolled part-time in a vocational training program to become a hairdresser. She feels she needs to go back to school to get a better job. Despite the requirements of the work-study approach, she is confident about her future. She likes to spend evenings at home playing cards with her uncle Paul and she sometimes buys Loto 6/49 tickets. Lately she has begun having a drink and playing on a video lottery terminal (VLT) with a friend. Roxanne doesn't think her new interest in VLTs is a problem, because she plays for fun. Her winnings last week, however, led her to believe that she is lucky. Since she wants to stay lucky, she now plays more often to improve her performance. "Practice makes perfect," she tells herself.

Roxanne now goes alone to the bar and plays regularly. She is more and more preoccupied, no longer has lunch at school with her friends, and doesn't talk anymore about how much fun she is having. She has difficulty concentrating and failed the last couple of English tests. Her employer has noticed new behaviours: she gets to work late and makes up all sorts of reasons to borrow money. Some coworkers even suspect her of stealing out of the petty cash. She can get cash advances on her credit card, but she is only making minimum monthly payments. While trying to win her money back, she has lost all her savings, including the \$2000 she had set aside to buy a car.

Sometimes Roxanne thinks about quitting. She has managed to stay away from the VLT for two weeks at a time. It is difficult, however, and she always goes back. She wins just enough to keep playing. At a recent prevention activity at school, she was struck by a message: "If gambling is no longer a game, you may need help." Without really knowing why, she decides to take down the telephone number.

Looking in the mirror, Roxanne no longer sees the determined young woman who wanted a career. "I've got to stop. This can't go on." She finds the number and calls for help.

This cultural reference is used in the suggested learning situation presented in section 7.8.

## 7.6 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 gambling*.

## 7.7 Broad Areas of Learning

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To varying degrees, the course *Preventing Dependency on Gambling* 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 *Roxanne's Future* 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 gambling can affect their career plans.

## 7.8 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 *Roxanne's Future*.

<b>1) Reference to the elements of the program and the <i>Preventing Dependency on Gambling</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 gambling</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>• Career Plans and Gambling</li> </ul>



## 2) Context: initial situation and situational problem

Roxanne is enrolled part-time in a vocational training program to become a hairdresser. She feels she needs to go back to school to get a better job. Despite the requirements of the work-study approach, she is confident about her future. She likes to spend evenings at home playing cards with her uncle Paul and she sometimes buys Loto 6/49 tickets. Lately she has begun having a drink and playing on a video lottery terminal (VLT) with a friend. Roxanne doesn't think her new interest in VLTs is a problem, because she plays for fun. Her winnings last week, however, led her to believe that she is lucky. Since she wants to stay lucky, she now plays more often to improve her performance. "Practice makes perfect," she tells herself.

Roxanne now goes alone to the bar and plays regularly. She is more and more preoccupied, no longer has lunch at school with her friends, and doesn't talk anymore about how much fun she is having. She has difficulty concentrating and failed the last couple of English tests. Her employer has noticed new behaviours: she gets to work late and makes up all sorts of reasons to borrow money. Some coworkers even suspect her of stealing out of the petty cash. She can get cash advances on her credit card, but she is only making minimum monthly payments. While trying to win her money back, she has lost all her savings, including the \$2000 she had set aside to buy a car.

Sometimes Roxanne thinks about quitting. She has managed to stay away from the VLT for two weeks at a time. It is difficult, however, and she always goes back. She wins just enough to keep playing. At a recent prevention activity at school, she was struck by a message: "If gambling is no longer a game, you may need help." Without really knowing why, she decides to take down the telephone number.

Looking in the mirror, Roxanne no longer sees the determined young woman who wanted a career. "I've got to stop. This can't go on." She finds the number and calls for help.

<b>3) Pedagogical aim, activities and connection with the subject-specific competencies</b> <b>Pedagogical aim: Help adult learners understand how dependency on gambling develops</b>	
Activities	Subject-Specific Competencies
<p>In order to understand Roxanne’s situation, the adult learner describes a situation of dependency on gambling, refers to the process by which dependency on gambling 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 Roxanne’s gambler profile: table</li> <li>• represents Roxanne’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 Roxanne’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 Roxanne’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 Roxanne’s situation</li> <li>• identifies the economic and other consequences of Roxanne’s dependency</li> <li>• recognizes the personal resources conducive to Roxanne’s responsible and preventive behaviour</li> <li>• lists support resources that could help in Roxanne’s situation</li> <li>• compares Roxanne’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 gambling. 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>

## 7.9 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 gambling 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 dependencies develop 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 gambling. 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.

## 7.10 Evaluation Criteria

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 gambling
<b>Interprets the phenomenon of dependency</b>	Careful analysis of the risk factors and protection factors at play in a situation of dependency on gambling
<b>Takes a critical look at the prevention of dependency</b>	Relevant and coherent arguments concerning the prevention of dependency on gambling based on a variety of credible sources



## APPENDIXES





## Appendix 1

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

Competency 1	Competency 2	Competency 3
Explores the phenomenon of dependency	Interprets the phenomenon of dependency	Takes a critical look at the prevention of dependency
<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>





## Appendix 2

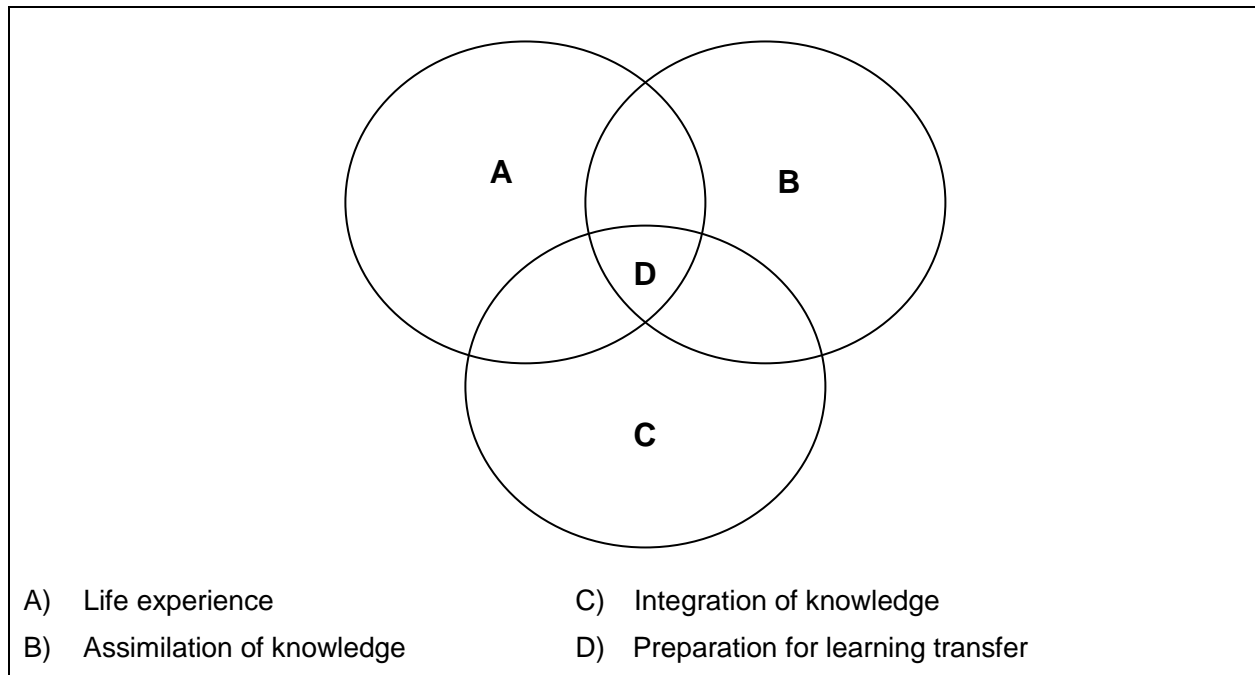
### Representation of the Suggested Reflective Process

When they need to think, perceive, reason or act to progress in their learning, mobilize resources and develop competencies, adult learners use a reflective process. This process helps them adopt and maintain the appropriate attitudes and preventive and responsible behaviours with respect to dependency.

By reflecting, adult learners consciously analyze, study, examine and explore an idea, plan, problem situation or item of knowledge. The learner meets the requirements when he or she has considered all of the aspects of a problem. He or she weighs all of the possibilities before giving a final solution. This is an unhurried, deliberate analytical reflection on hypotheses and on how information is processed.<sup>4</sup>

The reflective process is divided into four steps. It starts with the adult learner's life experience. The adult learner is then 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.

#### Diagram of the Reflective Process



<sup>4</sup> R. Legendre, *Dictionnaire actuel de l'éducation*, Third edition (Montréal: Guérin, 2005), p. 1165.

## A) Life experience

An adult's life experience<sup>5</sup> is diversified, including family, social, cultural, occupational, educational and personal aspects. In this step, adult learners:

- use their experiences as a source of observation, reflection and inspiration
- share their point of view
- identify the problems caused by dependency in various contexts
- use internal resources to meet the requirements of the learning situation

## B) Assimilation of knowledge

The assimilation of knowledge is what makes learning meaningful and motivating.<sup>6</sup> In this step, adult learners become aware of what they have learned about dependency. They place their learning in perspective in order to explore and investigate situations. They select information and process it, taking a critical look at the problems they encounter. They learn that everyone must deal with errors and challenges.<sup>7</sup> They construct and mobilize useful knowledge in a context that gives meaning to their learning. By assimilating knowledge, adult learners:

- identify the connections between various factors
- use metacognitive strategies
- consider possible solutions in different contexts
- analyze possible consequences
- modify their frame of reference based on points of reference in their sociocultural environment

## C) Integration of knowledge

The integration of knowledge<sup>8</sup> allows adult learners to assess risks, consider different possibilities and, if applicable, envisage changes to their behaviour with respect to dependency. In this step, they determine the difference between what they can do (actual situation) and what they could do (desired situation) to bridge the gap. By integrating knowledge, adult learners:

- become aware of the usefulness of their learning
- develop their ability to reflect on their responsibilities

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<sup>5</sup> D. Kolb, *Comportement organisationnel: Une démarche expérientielle* (Montréal: Guérin, 1984).

<sup>6</sup> B.-M. Barth, *Guider le processus de construction de sens* (Paris: ESF Éditions, 1993).

<sup>7</sup> J.-P. Astolfi, *L'erreur, un outil pour enseigner* (Paris: ESF Éditions, 1997).

<sup>8</sup> J. Tardif, *Pour un enseignement stratégique: L'apport de la psychologie cognitive* (Montréal: Les Éditions logiques, 1992).

- avoid rushing into judgments and positions
- consider action based on the solution that is best for their health and well-being

#### D) Preparation for learning transfer

In this step, adults prepare to transfer their learning<sup>9</sup> to real life situations. Eventually, they will draw conclusions and establish cause-and-effect relations in order to adopt and maintain preventive and responsible behaviour.

**Various teaching and learning strategies** are used in this reflective process, including cognitive and metacognitive strategies.

Cognitive strategies are means used to solve problems and make decisions. Metacognitive strategies are means used to identify and control one's cognitive processes by developing the capacity for introspection and self-regulation.

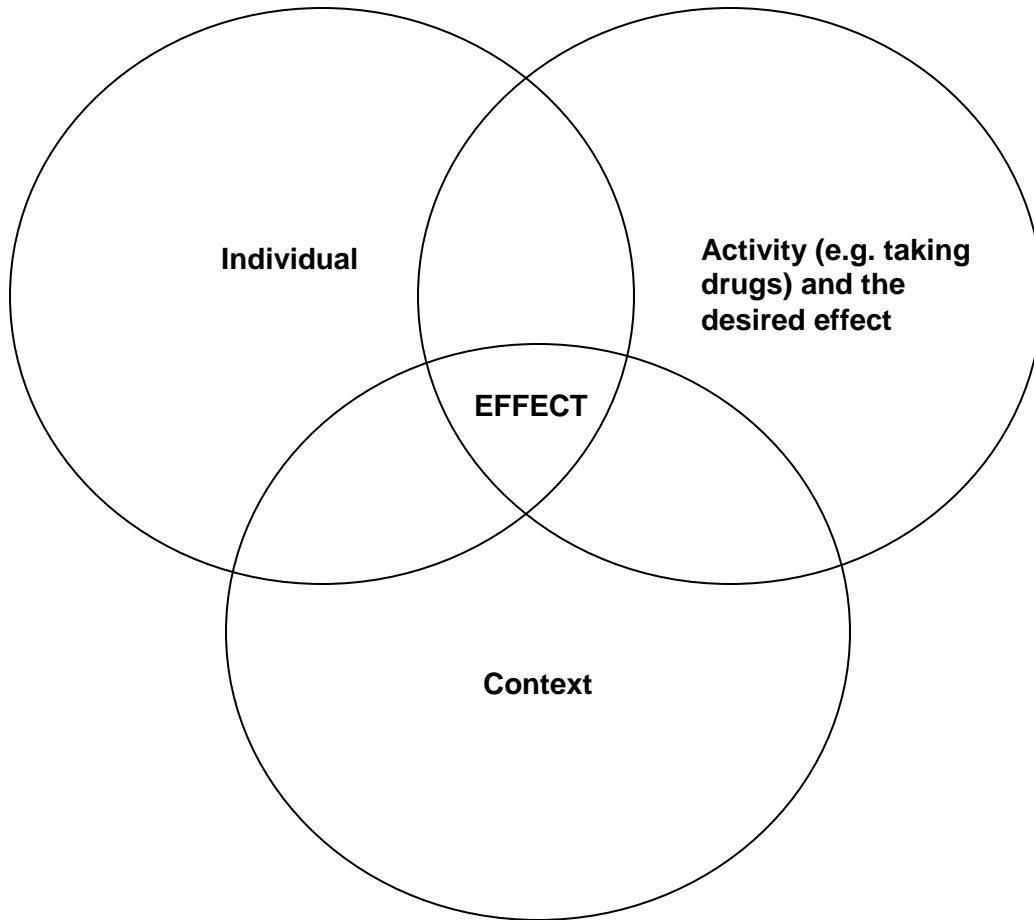
Instructional Strategies and Means	
Strategies	Examples of means
<b>Cognitive strategies</b>	<ul style="list-style-type: none"> <li>- Doing research</li> <li>- Summarizing</li> <li>- Taking notes</li> <li>- Paraphrasing</li> <li>- Making connections</li> <li>- Finding reasons or explanations</li> <li>- Finding similarities or differences</li> <li>- Other</li> </ul>
<b>Metacognitive strategies</b>	<ul style="list-style-type: none"> <li>- Estimating time</li> <li>- Setting goals</li> <li>- Activating prior knowledge</li> <li>- Performing self-evaluation</li> <li>- Taking a step back to gain a better understanding</li> <li>- Predicting the expected results</li> <li>- Making changes or adaptations</li> <li>- Other</li> </ul>

<sup>9</sup> J. Tardif, *Le transfert des apprentissages* (Montréal: Les Éditions logiques, 1999).



### Appendix 3

## Representation of the Law of Cause and Effect



Source: P. Brisson, *Le phénomène-drogue et les jeunes. Facteurs susceptibles d'influencer les effets et les conséquences de l'usage des psychotropes* (Québec: Ministère de l'Éducation, 1987), p. 27.

The **law of cause and effect** is a reference framework for understanding situations involving dependency. It includes three key elements: the individual, the activity and the desired effects, as well as the context in which the activity takes place. The effect is the result of the interaction of these three elements.

This framework helps clarify the context and interactions that can lead to dependency. Analyzing only one of the elements is not enough to identify all of the possible triggers. The activity and the desired effects can involve alcohol, drugs or medication, but can also be associated with any activity that can gradually take control of the individual, including gambling, work, food and computers.

The following are some of the aspects to consider when attempting to understand a phenomenon of dependency.

### **Individual**

- Biological conditions: sex, age, etc.
- Physical conditions: health
- Psychological conditions: state of mind, values, perceptions, habits, heredity, aspirations, ways of looking at life, education, life experience, etc.
- Identity: culture, talents, strengths, weaknesses, level of self-esteem and self-confidence, etc.
- Other

### **Activity and the desired effect**

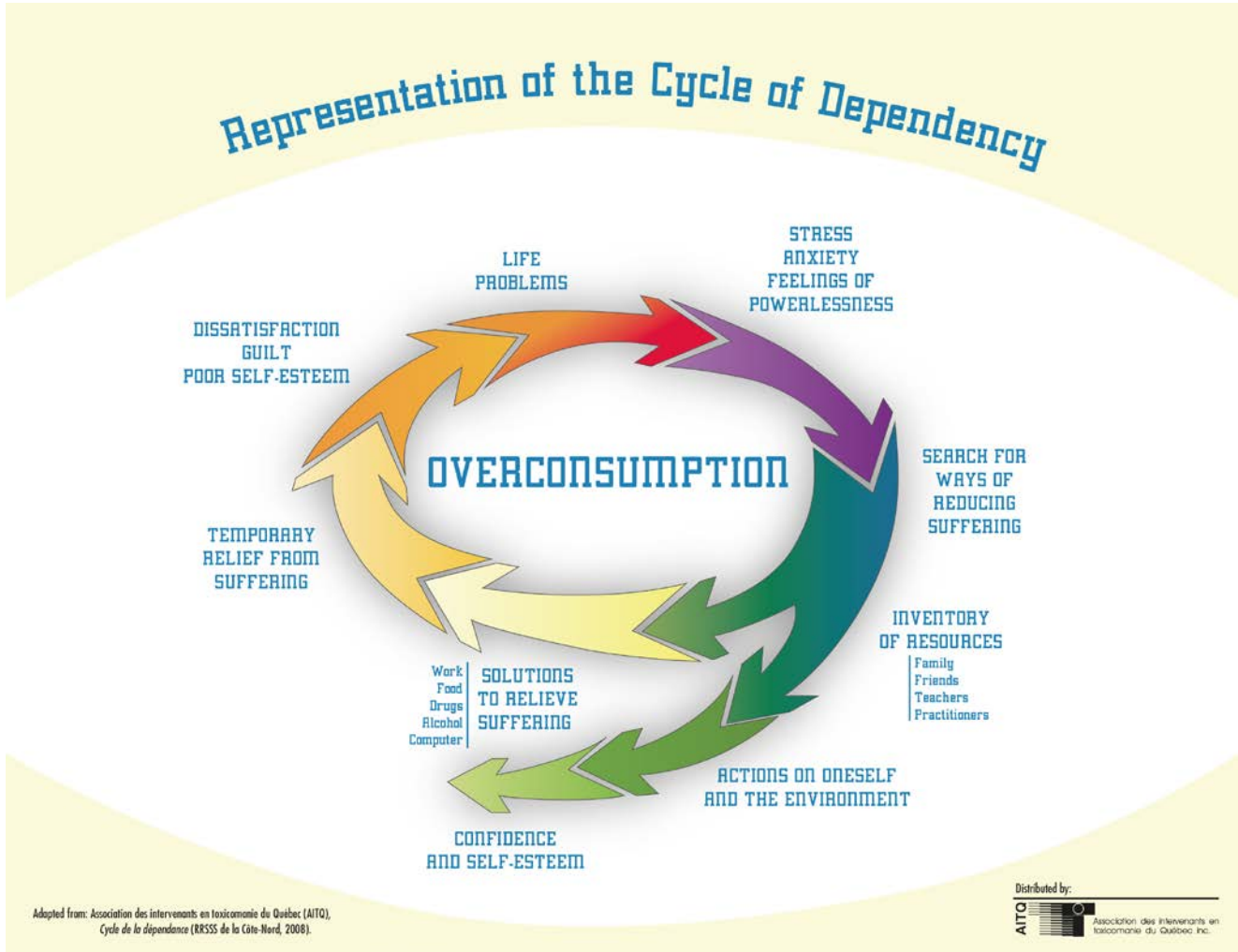
- Characteristics of the substance or type of activity
- Methods of use: quantity, frequency, cycle, duration
- Recurrence of behaviours
- The activity's place in the individual's life
- Other

### **Context**

- Institutions (laws and regulations)
- Sociocultural environment: social, economic and cultural framework
- Immediate environment (living environment): family, school, work, recreational activities
- Living conditions: housing, income
- Types of human relations and social network
- Other

It is important to associate each aspect chosen with one of the elements of the law of cause and effect. Some of the aspects relate to more than one element.

## Appendix 4 Representation of the Cycle of Dependency



The value of the cycle of dependency model<sup>10</sup> lies in its scope and application. It can be used to help us understand various forms of dependency, for example alcohol, drugs, medications, gambling or work. This process illustrates how a person gradually becomes accustomed to a substance or a situation and eventually becomes dependent on it.

### **The cycle of dependency in brief**

Our analysis begins with *life problems*. Everyone has a past, as well as characteristics shaped by his or her upbringing and experiences, and lives in a specific life context.

Throughout his or her life, an individual is likely to find himself or herself in favourable or unfavourable situations giving rise to emotions. These emotions can cause pleasure or displeasure, and can create *stress*, *anxiety* and *feelings of powerlessness* which cause the individual to feel overwhelmed.

The individual thus adopts his or her own way of doing things and *searching for ways of reducing suffering* caused by his or her negative emotions. He or she seeks solutions based on his or her understanding of the problem and on external influences.

The individual is faced with two possibilities: adaptive solutions or relief solutions (outlets).

The best choice is an adaptive solution, which consists in engaging in a process to change one's attitudes and behaviours and to develop or apply skills that provide real satisfaction and a feeling of confidence and competency through an inventory of resources, action on oneself and one's environment, self-confidence and self-esteem.

There is always the risk of relapse. Most individuals relapse at one point or another. This is normal, and is often accompanied by feelings of discouragement and personal failure. However, it can also be an opportunity for learning. A relapse can be an excuse for giving up. It is important that the individual know exactly why he or she relapsed in order to plan strategies that will enable him or her to face similar situations in the future.

The other choice is to seek relief solutions or outlets, for example, work, food, drugs, alcohol, computers or gambling. These outlets provide apparent satisfaction, without properly meeting any real needs. Of course they provide *temporary relief from suffering*, but they also lead to *dissatisfaction*, *guilt* and *poor self-esteem*. They involve a gradual deterioration of the individual's life situation, the uprooting of the individual and the loss of self-esteem and any sense of effectiveness.

Once the effect of the relief solution or outlet has passed, the individual still faces the same difficulties and sometimes new ones that are just as serious. Other problems can also appear.

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<sup>10</sup> For more information about dependency development, see Stanton Peele's "cycle of addiction." In an article entitled "Addiction Is a Social Disease," which appeared in the Winter 1976 edition of the journal *Addiction*, Peele proposed a theory to explain the dependency process. Stanton Peele has a PhD in social psychology and has taught organizational behaviour. In this program, the synonym "cycle of dependency" is used.



Anxiety and a feeling of being overwhelmed return. The individual once again applies the same solutions to reduce his or her suffering, which leads to new difficulties, and the cycle continues. There is now a continuum in place, and *overconsumption* is the order of the day.

### Dependency exists when:

- the application of relief solutions or outlets replaces all of the individual's other interests
- the application of relief solutions or outlets is no longer pleasurable, but is mainly aimed at temporarily appeasing the individual's sadness, fear and anxiety
- the individual always reacts the same way in certain circumstances and always chooses the same solutions

### Observations

Any individual can develop a dependency.

Dependency is a lifestyle, a way of dealing with life and interpreting one's experiences.

The different forms of dependency are related: alcohol, drugs, gambling, etc.

Dependency is a reversible process, since the individual has the power to change his or her habits and to apply adaptive solutions to deal with his or her difficulties.



## Appendix 5

### Examples of Partnerships With the Public and Community Networks

Various types of partnerships with the public and community networks can help adult learners develop the subject-specific competencies in the Preventing Dependency program. The following suggestions could prove useful.

#### **Partners at the school board and types of collaboration**

- **Principal of the adult education centre**
  - Implementation of concrete actions
  
- **Reception, referral, counselling and support services (SARCA)**

SARCA provides information, reception, counselling, support and guidance services for adults in order to help them develop a plan and establish means of carrying it out:

  - General information about the program and courses
  - Collaboration with the teacher
  - Identification of problems
  
- **Student support services (the name may vary from one centre to the next)**
  - Sensitization to dependency and related problems
  - Collaboration with the teacher
  - Referral to support resources based on contacts established with organizations in the community (public, private or community organizations)

#### **Partners from the public network and types of collaboration**

- **Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR)**
  - Information and awareness for practitioners
  - Support for partnerships with organizations in the community
  - Consulting services for the implementation of programs of study in Québec's administrative regions
  
- **Ministère de la Santé et des Services sociaux (MSSS)**
  - Training for practitioners
  - Human resources for conferences, debates and other activities
  - Programme-services Dépendances 2007-2012
  - CSSS/general services: reception, evaluation and guidance (early detection/intervention)

- **Health and social services centres (CSSS)**
  - Promotional materials
  - Teaching materials and statistics
  - Memorandum of understanding
- **Ministère de la Sécurité publique (MSP)**
  - Human resources for conferences, debates and other activities
  - Promotional materials
- **Société de l'assurance automobile du Québec (SAAQ)**
  - Human resources for conferences, debates and other activities
  - Promotional materials and statistics
  - Alcofrein program
- **Ministère du Travail, de l'Emploi et de la Solidarité sociale**
  - Information about target populations
  - Cooperation and intervention strategies (incentives)
  - Documentation
- **Commission de la santé et de la sécurité du travail (CSST)**
  - Human resources for conferences, debates and other activities
  - Promotional materials

### **Partners from the community and types of collaboration**

- **Association des intervenants en toxicomanie du Québec (AITQ)**
  - Memorandum of agreement
  - Support and resource people
  - Discussion network and list of resources
  - Training for practitioners
  - Specialized documentation (research, statistics, outreach tools, etc.)
- **Other community and private organizations**
  - Community development corporations (local organizations that can refer clients to the appropriate organizations)
  - Fédération des centres communautaires d'intervention en dépendance
  - Self-help groups
  - Specialized assistance and referral phone lines
  - Éduc'alcool and its Alcochoix+ program

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Association des intervenants en toxicomanie du Québec

<http://www.aitq.com>

Canadian Centre on Substance Abuse

<http://www.ccsa.ca>

Canadian Network of Substance Abuse and Allied Professionals

<http://www.rcptdc.ca/>

Centre for Addiction and Mental Health

<http://www.camh.ca/en/hospital/Pages/home.aspx>

Centre québécois de documentation en toxicomanie

<http://cqdt.dependancemontreal.ca/>

Cocaine Anonymous (CA)

<http://www.ca.org/index.html>

Éduc'Alcool

<http://www.educalcool.qc.ca/en/>

Fetal alcohol syndrome

<http://www.safera.net>

Legal information

<http://www.educaloi.qc.ca/>

Loto-Québec

<http://www.loto-quebec.com/corporatif/nav/en/home>

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Centre for Addiction and Mental Health

<http://www.camh.ca/en/hospital/Pages/home.aspx>

Centre québécois d'excellence pour la prévention et le traitement du jeu, Université Laval

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## Glossary

Terms	Definitions	References
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 an outside agent. [Translation]	Peele, S., <i>L'expérience de l'assuétude</i> (Montréal: Université de Montréal, 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> (New York: McGraw Hill, 1988).
Belief	The way in which people see their environment. . . . Beliefs represent that with which we agree and what we think is true.	Myers, Gail E. et al. <i>The Dynamics of Human Communication</i> (New York: McGraw Hill, 1988).
Competency	Ability to act effectively by mobilizing a range of resources.	MEESR, <i>Diversified Basic Education Program for Secondary III, IV and V, General Introduction to the Programs of Study</i> , 2015.
Compulsive gambling	Gambling becomes compulsive when the player experiences gambling problems and other negative impacts. [Translation]	MSSS, <i>Jeu pathologique "Connaître, comprendre et agir"</i> (Québec, Gouvernement du Québec, 2002), p. 9.
Cross-curricular competency	Generic competency with a broader frame of reference and greater scope of action than a subject-specific competency.	MEESR, <i>Diversified Basic Education Program for Secondary III, IV and V, General Introduction to the Programs of Study</i> , 2015.
Dependency	A cluster of cognitive, behavioral, and physiological symptoms indicating that the individual continues use of the substance despite significant substance-related problems.	American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</i> , Fourth edition, Text Revision (Washington: APA, 2000), p. 192.
Direct cost	Value of the resources that could have been allotted to other purposes rather than to the consequences of use and abuse . . . . [Translation]	Desjardins, S., <i>Les coûts de l'abus des substances au Québec</i> (Québec: MSSS, 1996), p. 2.

Terms	Definitions	References
Drug	Any substance, other than food, which is taken to change the way the body and/or mind functions.	Canada, Health Canada, <i>Straight Facts About Drugs and Drug Abuse</i> (Ottawa: Government of Canada, 2000), p. 3.
Gambling	Betting money or an item of value; the bet cannot be taken back and the result of the game depends on chance. [Translation]	Ladouceur, R. et al. <i>Le jeu excessif: Comprendre et vaincre le gambling</i> (Québec: Les Éditions de l'Homme, 2000), p. 13.
Illusion of control	Overestimation of the probability of personal success given the actual probability of an event. [Translation]	Ladouceur, R., "Les connaissances sont-elles utiles au pari sportif?" <i>Atout hasard...</i> , 5, 2 (Nov. 2003).
Inappropriate use	Use that is liable to cause physical, psychological, economic or social problems, and which, depending on the individual, substance or context, constitutes a threat to the health, safety or well-being of that person, loved ones and society in general. [Translation]	MSSS, <i>Pour une approche pragmatique de prévention en toxicomanie</i> (Québec: Gouvernement du Québec, 2001), p. 11.
Independence of events	To be considered a game of chance, a game must have a structure in which each event is independent, which means that the occurrence of one event makes it neither more nor less probable that the other occurs. [Translation]	Ladouceur, R. et al. <i>Le jeu excessif: Comprendre et vaincre le gambling</i> (Québec: Les Éditions de l'Homme, 2000), p. 115.
Indirect cost	Value of productivity lost due to illness and incapacity, as well as the value of future earnings that could have been gained by people who die prematurely. [Translation]	Desjardins, S., <i>Les coûts de l'abus des substances au Québec</i> (Québec: MSSS, 1996), p. 2.
Interaction	Situation occurring when psychoactive medications are taken simultaneously with other medications, alcohol or certain foods. [Translation]	Moisan, J., <i>Médicaments psychotropes et travailleurs: pour en savoir plus</i> (Québec: MSSS, 2000), p. 5.
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> (Brussels: Labor, 1988), p. 482.

Terms	Definitions	References
Intoxication	The development of a reversible substance-specific syndrome due to the recent ingestion of (or exposure to) a substance.	American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</i> , Fourth edition, Text Revision (Washington: APA, 2000), p. 199.
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> , Course notes, 1980, p. 3.
Motivation	To be motivated to protect oneself if a threat is perceived to be real, or if a person feels vulnerable and thinks a change of behaviour could effectively protect him or her.	In the context of the <i>Preventing Dependency on Substances</i> course
Negative gain and rate of return	The rate of return is the amount of money won, divided by the amount wagered, times 100. To make a profit, game operators must offer players a rate of return that is less than 100 per cent. In the long run, players can expect a negative gain. [Translation]	Ladouceur, R., "Gambling sur Internet: Taux de retour trompeurs," <i>Atout hasard...</i> , 7, 2 (July 2005).
Nervous system	The system of organs, nerves and nerve centre that governs and coordinates 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> , Course notes, 1980, p. 4.
Perception	An interpretation or impression based on one's understanding of something.	<i>The Canadian Oxford Dictionary</i> (Oxford University Press, 1998).
Physical dependence	Physical dependence is a condition in which the user's body has become altered by the repeated administration of the drug, such that when the substance is no longer taken withdrawal symptoms occur.	Heller, D. and Ann E. Robinson, <i>Substance Abuse in the Workforce</i> (Ottawa: Canadian Centre on Substance Abuse, 1994), p. 13.
Prejudice	An opinion or leaning adverse to anything without just grounds or before sufficient knowledge.	<i>Webster's Third New International Dictionary</i> (Merriam-Webster Inc., 1961).
Prevention of substance dependency	Education intended to sensitize people to the phenomenon of dependency on substances, 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.	In the context of the <i>Preventing Dependency on Substances</i> course

Terms	Definitions	References
Problem gambling	Problem gambling, classified in the DSM-IV-TR as <i>pathological gambling</i> , is a persistent and recurrent maladaptive gambling behaviour that disrupts personal, family, or vocational pursuits. This type of gambling is indicated by five or more of the DSM-IV-TR's criteria for pathological gambling. [Translation]	Ladouceur, R., "Le jeu excessif." <i>Atout hasard...</i> , 1, 2 (May 1999).
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> , Volume 3 (Montréal: Gaëtan Morin, 2000), p. 286.
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> , Volume 3 (Montréal: Gaëtan Morin, 2000), p. 126.
Psychological dependence	Psychological dependence occurs when the user, though not necessarily experiencing clinical withdrawal symptoms upon cessation of use, nonetheless feels uncomfortable, unhealthy, or abnormal without the substance, and consequently craves it.	Heller, D. and Ann E. Robinson, <i>Substance Abuse in the Workforce</i> (Ottawa: Canadian Centre on Substance Abuse, 1994), p. 14.
Responsible gambling	Responsible gambling is an ongoing process involving well-informed decisions based on accurate information, a range of choices and the opportunity to evaluate the pros and cons of the available options. [Translation]	MSSS, <i>Jeu pathologique "Connaître, comprendre et agir"</i> (Québec, Gouvernement du Québec, 2002), p. 9.
Risk factor	Factor present in individuals (e.g. dependency on substances or gambling) or in their social and physical environment, or a factor resulting from their interaction (e.g. accident) that may cause illness or trauma. [Translation]	Blouin, M. and C. Bergeron, <i>Dictionnaire de la réadaptation</i> , Volume 2 (Québec: Les Publications du Québec, 1997), p. 37.
Situational problem	Initial stage in the learning process in which learners must identify all of the information in a situation, state the problem to be solved, make sure that they have the prerequisites and conditions necessary to solve it, and perceive the ability of the situation to help them acquire knowledge and skills and satisfy their personal needs. [Translation]	Legendre, R. (ed.), <i>Dictionnaire actuel de l'éducation</i> , Third edition (Montréal: Guérin, 2005), p. 1077.
Skill	The cognitive or psychosensorimotor component of the capacity to adequately handle a specific situation. [Translation]	D'Hainaut, L., <i>Des fins aux objectifs de l'éducation</i> (Brussels: Labor, 1988), p. 483.



Terms	Definitions	References
Social or recreational gambling	Occasional or regular gambling, always for recreational purposes. Some players only gamble on vacation, others regularly buy lottery tickets. [Translation]	Brisson, P., <i>L'usage des drogues et la toxicomanie</i> , Volume 3 (Montréal: Gaëtan Morin, 2000), p. 205.
Stereotype	A preconceived, standardized and oversimplified impression of the characteristics which typify a person, situation, etc.	<i>The Canadian Oxford Dictionary</i> (Oxford University Press, 1998).
Subject-specific competency	A competency associated with a subject or program of study.	MEESR, <i>Diversified Basic Education Program for Secondary III, IV and V, General Introduction to the Programs of Study</i> , 2015.
Substance 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>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</i> , Fourth edition, Text Revision (Washington: APA, 2000), p. 198.
Tolerance	The need for greatly increased amounts of the substance to achieve intoxication (or the desired effect) or a markedly diminished effect with continued use of the same amount of the substance.	American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</i> , Fourth edition, Text Revision (Washington: APA, 2000), p. 192.
Transfer of learning	Application and activation of knowledge in new situations. [Translation]	Legendre, R. (ed.), <i>Dictionnaire actuel de l'éducation</i> , Third edition (Montréal: Guérin, 2005), p. 1402.
Value	A reasonably durable idea of what is good or bad and the relative importance we attribute to things, people and events in our lives.	Myers, Gail E. et al. <i>The Dynamics of Human Communication</i> (New York: McGraw Hill, 1988), p. 85.
Withdrawal	The development of a substance-specific maladaptive behavioral 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>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</i> , Fourth edition, Text Revision (Washington: APA, 2000), p. 201.

Terms	Definitions	References
Wrong thinking	A cognitive behavioural perspective suggests that gamblers have a poor understanding of games of chance. By continuing to apply the principle of cause and effect, gamblers come to believe that they can beat the odds and develop strategies that improve their chances of winning. [Translation]	Ladouceur, R., "La psychologie du joueur," <i>Atout hasard...</i> , 1, 3 (Sept. 1999).



