

# PARTICIPANT'S WORKBOOK



GOOD TRIP  
BAD TRIP

Discussion Group on  
Substance Use



Institut universitaire  
en santé mentale  
de Montréal

APPILIA  
Université de Montréal

# GOOD TRIP — BAD TRIP

DISCUSSION GROUP ON SUBSTANCE USE

## Participant's Guide

1st Edition

Institut universitaire en santé mentale de Montréal

### Contributors:

Sophie Auger, Occupational Therapist

Mélanie Caouette, Pharmacist, M.Sc.

Julie Charbonneau, Pharmacist, M.Sc.

Chantal Cloutier, Occupational Therapist

Julie Pelletier, Neuropsychologist

### Introduction:

Stéphane Potvin, Ph.D. Researcher,

Institut universitaire en santé mentale de Montréal

Associate research professor

Department of Psychiatry,

Université de Montréal

### Revision:

Stéphane Gagnon, Psychologist, Clinical Advisor

André Jauron, Occupational Therapist, Clinical manager

of the psychotic disorders and addiction program,

Clinique Cormier-Lafontaine

Patricia Maisl, Psychoeducator, Clinique Cormier-Lafontaine

Stéphane Potvin, Researcher, Ph.D.

Philippe Vincent, Pharmacist, M.Sc., BCPP

### Graphic design and layout

Alibi Acapella Inc.

### Illustrations

Sophie Leclerc

### Printing

Alter Ego

### Translation

Janssen Inc. Translation Service

 Institut universitaire  
en santé mentale  
de Montréal

 AFFILIÉ À  
Université  
de Montréal

# TESTIMONIALS



“The group strengthened my resolve to get clean, and gave me the confidence to say no to drugs. I learned a lot about just how harmful drugs can be.”

- Anonymous



“The group has really helped me develop my social skills and to get involved in other group activities. I used to spend my days getting high, and now I am involved in rehab activities, I do art, I cook, I'm in better shape and I go for bike rides.”

- Jack

“The group is a wonderful support system of people who are going through the same things you are and who can provide a listening ear. I learned a great deal about myself and my substance use.”

- Anonymous



# A WORD FROM THE EDITORIAL BOARD

## We would like to express our thanks to:

**Dr. Luc Nicole**, who encouraged us to develop integrated services.

**Ginette Comtois**, vocational rehabilitation psychologist, and **Stéphane Gagnon**, clinical advisor, who began discussions with service users and the partners (Clinique Cormier-Lafontaine, Centre Dollard-Cormier and Portage).

Everyone who took part in the consultation sessions and who shared their life experiences, their work documents and their expertise.

All the participants in the group who, through their comments and suggestions, made the content more dynamic and ensured that it reflected their experiences.

**Philippe Vouillamoz**, Director of Addiction-Valais, who graciously gave us permission to use the film *Les années volées* (Stolen years).

**Stéphane Potvin**, researcher at the IUSMM research centre, who wrote the introduction and helped revise the document.

Several noteworthy contributors: **Marc Pelletier** and **Annie Maheux-Lessard**, planning, programming and research officers, **Janine Casimir**, clinical assistant head nurse, **Vickie St-Denis**, psychologist, **Claudie Bastien Forrest**, occupational therapy intern, and **Marie Désilets**, librarian.

Our team of editors: **André Jauron**, occupational therapist, **Patricia Maisl**, psychoeducator, **Philippe Vincent**, pharmacist, and **Stéphane Gagnon**. Their comments and suggestions gave us direction and enriched the content of the documents.

Our colleagues from the Psychotic Disorders Program, who supported the project, took part in group facilitation, and helped recruit the participants.

The team from Janssen Inc., especially **Alain Montreuil**, **Marthe Julien** and **Alain Tousignant**, for their support and contribution to the project.

This project would not have been possible without your help and support.

## OUR HEARTFELT THANKS!

This project was made possible through Janssen Inc.'s unrestricted financial support.

# TABLE OF CONTENTS

Preface .....	5
Introduction .....	5
<b>MODULE 1 — MOTIVATIONAL</b> .....	8
<b>Session 1</b> .....	10
My expectations about substance use .....	11
Concerns .....	11
<b>Session 2</b> .....	12
About drug and/or alcohol use .....	13
Snapshot of my situation .....	13
<b>Session 3</b> .....	14
Reasons to reduce or stop using .....	15
What could motivate me to change .....	17
<b>Session 4</b> .....	18
<b>ASSESSMENT OF MODULE 1 - Motivational</b> .....	19
<b>MODULE 2 — PSYCHOEDUCATION</b> .....	24
<b>Session 1</b> .....	25
My drug use and prescription medication .....	27
<b>Session 2</b> .....	28
What are your plans/goals? .....	29
Which drug(s) do you use? .....	29
<b>Session 3</b> .....	30
<b>Session 4</b> .....	31
<b>ASSESSMENT OF MODULE 2 — Psychoeducation</b> .....	33

<b>MODULE 3 – SOCIAL SKILLS</b> .....	38
Before the first session .....	39
<b>Session 1</b> .....	40
Session 1 Homework .....	41
<b>Session 2</b> .....	42
Session 2 Homework .....	43
<b>Session 3</b> .....	44
Session 3 Homework .....	45
<b>Session 4</b> .....	46
Session 4 Homework .....	47
<b>Session 5</b> .....	48
<b>ASSESSMENT OF MODULE 3 – Social Skills</b> .....	49
<b>MODULE 4 – SUBSTITUTE ACTIVITIES</b> .....	54
<b>Session 1</b> .....	55
Daily Routine .....	56
Fun and Relaxation .....	58
Situations that should be prioritized .....	59
<b>Session 2</b> .....	60
Interest Checklist .....	61
Session 2 Homework .....	64
<b>Session 3</b> .....	65
My Social Network .....	66
Who do you talk to? Who could you contact? .....	67
<b>Session 4</b> .....	68
Session 4 Homework .....	69
<b>Session 5</b> .....	70
Prevention Card .....	71
<b>ASSESSMENT OF MODULE 4 – Substitute Activities</b> .....	73
<b>APPENDICES</b> .....	77
Appendix – Drug Glossary .....	77
Appendix – Drug Categories .....	78
Appendix – Impacts of Drugs .....	80
Appendix – Social situations with a high risk of drug use .....	83
Appendix – Communication Skills .....	84
Appendix – Suggested Coping Strategies .....	85

# PREFACE

In DSM-5, the terms “substance abuse” and “substance dependence” have been replaced with “substance use disorder.” However, these terms have been kept in this document since they are still frequently used in the field by both care providers and users.

For the sake of simplicity, the term “drug” includes alcohol use in **MODULE 2 – PSYCHOEDUCATION**.

In this document, the masculine form is used to simplify reading of the text.

# INTRODUCTION

This group consists of 4 modules:

- **MODULE 1 – MOTIVATIONAL**
- **MODULE 2 – PSYCHOEDUCATION**
- **MODULE 3 – SOCIAL SKILLS**
- **MODULE 4 – SUBSTITUTE ACTIVITIES**

## Purpose

Raise awareness of the impacts of drug use on daily life and on the skills and strategies needed to change this behaviour with the aim of initiating discussions.

## General objectives of the modules

- **MODULE 1 – MOTIVATIONAL:** Initiate discussion on drugs and/or alcohol use
- **MODULE 2 – PSYCHOEDUCATION:** Acknowledge the effects of drugs from a psychological, physical and cognitive standpoint, along with the interactions between drugs and prescription medication, and their impact on mental health
- **MODULE 3 – SOCIAL SKILLS:** Improve users’ ability to assert themselves and say no to drugs in social situations linked to substance use
- **MODULE 4 – SUBSTITUTE ACTIVITIES:** Identify high-risk situations and alternatives to drug and/or alcohol use



# WORLD 01 MOTIVATIONAL



# MODULE 01

## MOTIVATIONAL

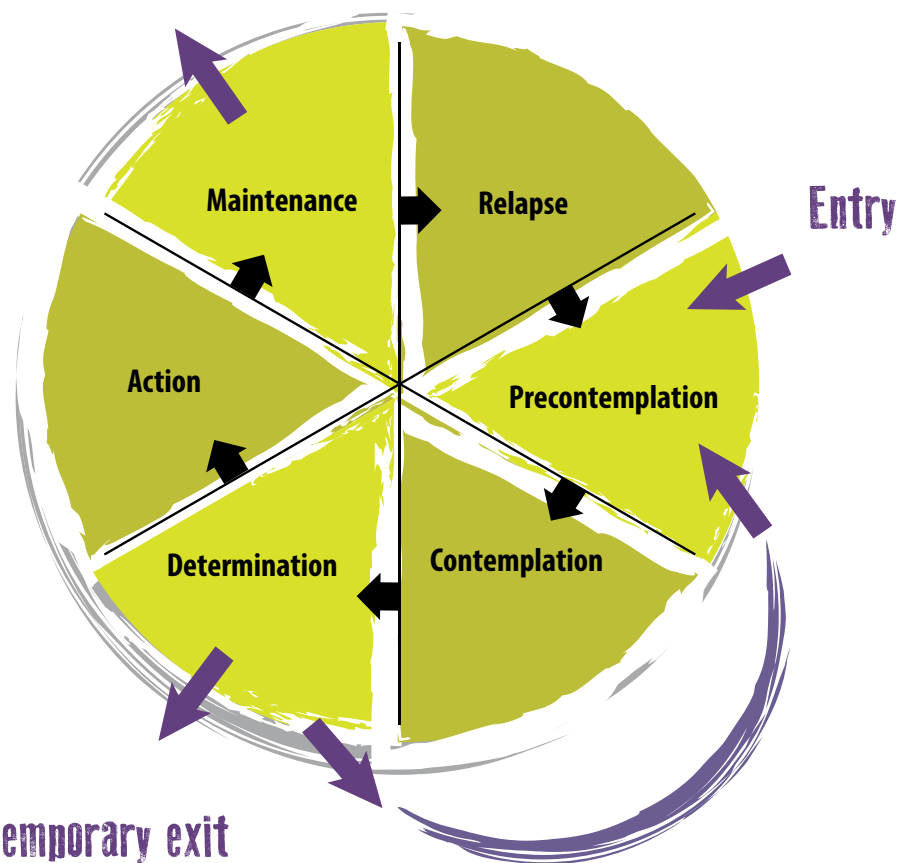
### General objective

- Initiate discussion on drug and/or alcohol use

### A few theoretical concepts

#### The stages of change

#### Permanent exit



#### Temporary exit

This model suggests that individuals with a substance abuse problem go through various stages:

- **Precontemplation**  
People in this stage do not believe that they have a substance use problem. The benefits they receive greatly outweigh the drawbacks.
- **Contemplation**  
People in this stage are considering a change in their behaviour, but are hesitant to give up the benefits of the current situation. They recognize the drawbacks of substance use and suggest reducing rather than stopping use. These people believe they are able to stop on their own, when they decide to. This stage is characterized by ambivalence.
- **Determination**  
People in this stage are ready to take action in the near future: they set a date to stop and decide on how to achieve it. They doubt in their ability and may return to the previous stage.
- **Action**  
People in this stage use ways to remain clean or sober. The change process has been initiated and they begin to believe that success is possible. The support of family and friends is critical at this stage.
- **Maintenance**  
People in this stage stay focused on the objectives, and the urge to use decreases. However, they sometimes question the need for total abstinence as opposed to a reduction in use. The risk of relapse is high, which is why a prevention plan is needed.
- **Relapse**  
Relapse is possible and is part of the normal change process. It may be necessary for the final change process to be successful.

Change is a dynamic and fluctuating process. People who have gone through a stage may go back to a previous stage. Note that based on this model, relapsing is normal and five or six attempts may be required before finally exiting the wheel of change.

# SESSION 01

## General objective of Module 1 – Motivational

- Initiate discussion on drug and/or alcohol use

## Welcome

## Session objectives

- List the reasons for taking part in the group
- Challenge certain preconceived notions related to drug and/or alcohol use

## Activities and discussion

- Group presentation
- Identification of participants' motivations
- Presentation of images in connection with substance use

## Homework

Complete the following documents:

- My expectations about substance use
- Concerns



## Reminder

Beware of preconceived notions such as:

- Cannabis increases creativity
- Cannabis is a natural product, which makes it healthy
- If pot were legal, I could use it regardless of the situation

## HOMWORK

### My expectations about substance abuse<sup>1</sup>

	Yes	No
Using alcohol or other drugs makes me feel less shy		
I'm more clumsy after drinking or using drugs		
I'm more romantic when I use alcohol or other drugs		
Alcohol or other drugs make the future seem brighter to me		
When I use alcohol or other drugs, it is easier to tell someone off		
Using alcohol or other drugs makes me feel good		
I'm more in control of my actions when I've used drugs and/or alcohol		
I can concentrate better when I've used drugs and/or alcohol		
Alcohol or other drugs help me sleep better		
I'm less bored when I use drugs and/or alcohol		
Drug and/or alcohol use makes sex better		

<sup>1</sup> Adapted from Velasquez, Maurer, Crouch & Di Clemente (2001) by André Jauron and Patricia Maisl, Clinique Cormier-Lafontaine.

## Concerns

Has a member of your family, a friend or someone else you know expressed concern about your substance use?

Who is this person ?

What is he concerned about?

Have you ever been concerned about your own substance use?

If so, why?

Are you currently concerned?

# SESSION 02

## Welcome

### Review of the previous session

- Why are you interested in being part of this group?

---



---



---

- What have you retained from the discussions on the illustrations in connection with drug/alcohol use?

---



---



---

### Session objectives

- List the reasons for substance use
- Reflect on the need to “tune out”
- Provide the context for one’s own experience with substance use

### Activities and discussion

- Projection of chapters 1 and 2 of the video *Les années volées* (Stolen years)
- Review of homework from the previous session

### Homework

Complete the following documents:

- About drug and/or alcohol use
- Snapshot of my situation

## HOMWORK

### About drug and/or alcohol use<sup>2</sup>

	Yes	No
<b>In the last 12 months:</b>		
Have you used substance before midday?		
Have you used substance when you were alone?		
Have you had memory problems when you use substance?		
Have friends or your family members told you that you ought to reduce your substance use?		
Have you tried to reduce or stop your substance use without succeeding ?		
Have you had problems because of your substance use (arguments, fights, accidents, bad results at school)?		

<sup>2</sup> Legleye, Karila, Beck & Reynaud, 2011/ ESPAD European Inquiry conducted in the framework of EMCDDA

### Snapshot of my situation

#### During the last week:

I used \_\_\_\_\_ days

I felt like using \_\_\_\_\_ days

I’ve been concerned about my use \_\_\_\_\_ days

I thought about quitting \_\_\_\_\_ days

#### I felt:

Depressed

Anxious

Mistrustful

Other: \_\_\_\_\_

#### I experienced:

Hallucinations

Verbal aggressiveness

Violent behaviour

Other: \_\_\_\_\_

#### I noted changes in my relationships:

I withdrew

I was irritable

There was tension between myself and my family/friends

#### I noted changes in my activities:

I neglected my personal hygiene

I had trouble concentrating

I missed appointments, classes, work

I didn’t do any housework

Other: \_\_\_\_\_



# SESSION 03

## Welcome

### Review of the previous session

- Why and under what circumstances did you begin using drugs and/or alcohol?

---

---

---

- Why do you currently use drugs and/or alcohol?

---

---

---

### Session objectives

- Acknowledging the disadvantages and consequences of drug addiction
- Being aware of the impact of substance use on learning capacity

### Activities and discussion

- Projection of chapters 3 and 4 of the video *Les années volées* (Stolen years)
- Review of homework from the previous session

### Homework

Complete the two following documents:

- Reasons to reduce or stop using
- What could motivate me to change

## HOMework

### Reasons to reduce or stop using<sup>3</sup>

Place a checkmark next to the reasons that affect you the most.

#### With respect to my health:

- You are experiencing attention problems and your academic life/learning is affected.
- You are starting to develop respiratory problems. You regularly suffer from bronchitis.
- Since cannabis contains more tar than cigarettes do, you run a greater risk of developing mouth, throat and lung cancer.
- People who are vulnerable may develop heart problems and asthma.
- Cannabis favours the development of psychiatric disorders in fragile individuals.
- Cannabis substantially decreases reflexes and is responsible for road accidents.
- An increasing number of users report panic attacks, paranoia, feeling sick, bad trips, sleep problems and addiction.
- Other: \_\_\_\_\_

#### With respect to my social life:

- You increasingly avoid your family and friends
- Your circle of friends only consists of drug and/or alcohol users
- You do not have healthy relationships
- You feel harassed by your boyfriend/girlfriend or your parents, who want you to stop using drugs and/or alcohol
- People frequently comment on your inappropriate behaviour when you are under the influence of drugs and/or alcohol
- You take risks when under the influence of drugs and/or alcohol (sex, driving)
- You risk being expelled from school or fired from your job
- You spend a lot of time trying to buy alcohol and/or drugs or finding the money to do so
- You have cut down on your leisure activities
- You fear drug testing
- Other: \_\_\_\_\_

#### With respect to my finances:

Assess the cost of your drug and/or alcohol use.

Fill out the following form and calculate how much you spend each year.

Also include the cost of paper, tobacco, and other materials (e.g., pipes).

\$ \_\_\_\_\_ Cost per week x 52 = \$ \_\_\_\_\_

\$ \_\_\_\_\_ Cost per month x 12 = \$ \_\_\_\_\_

Total annual amount: \_\_\_\_\_



## Welcome

### Review of the previous session

- What is the impact of your drug use on...

- Your relationships?

---



---

- Your life goals?

---



---

- Your health?

---



---

- Your learning capacity?

---



---

- What could cause you to relapse?

---



---



---

### Session objectives

- Determine the vulnerability factors that could lead a person to use drugs/alcohol
- List of benefits and costs of drug/alcohol use
- Determine the benefits and costs associated with stopping

### Activities and discussion

- Projection of chapter 6 of the video *Les années volées* (Stolen years)
- Review of homework from the previous session

# ASSESSMENT OF 01

## MODULE MOTIVATION

Have I learned anything new in this module?

Example: Reasons why I use drugs/alcohol, the benefits and costs of drug/alcohol use.

<input type="checkbox"/> 0 Not at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A lot
--	----------------------------	----------------------------	----------------------------	----------------------------	-------------------------------------

What did I like the most about this module?

---



---

Why?

---



---



---

What did I like the least about this module?

---



---



---

Why?

---



---



---

What did I learn from this module?

---



---



---

MODULE MOTIVATIONAL  
(continuation)

Would I recommend this module to a friend?  Yes  No

Why?

---

---

---

---

---

My comments and suggestions to improve this module:

---

---

---

---

---

---

---

---

What would be the benefits of continuing to participate in this group?

---

---

---

---

---

---

---

---

MODULE 01 NOTES

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

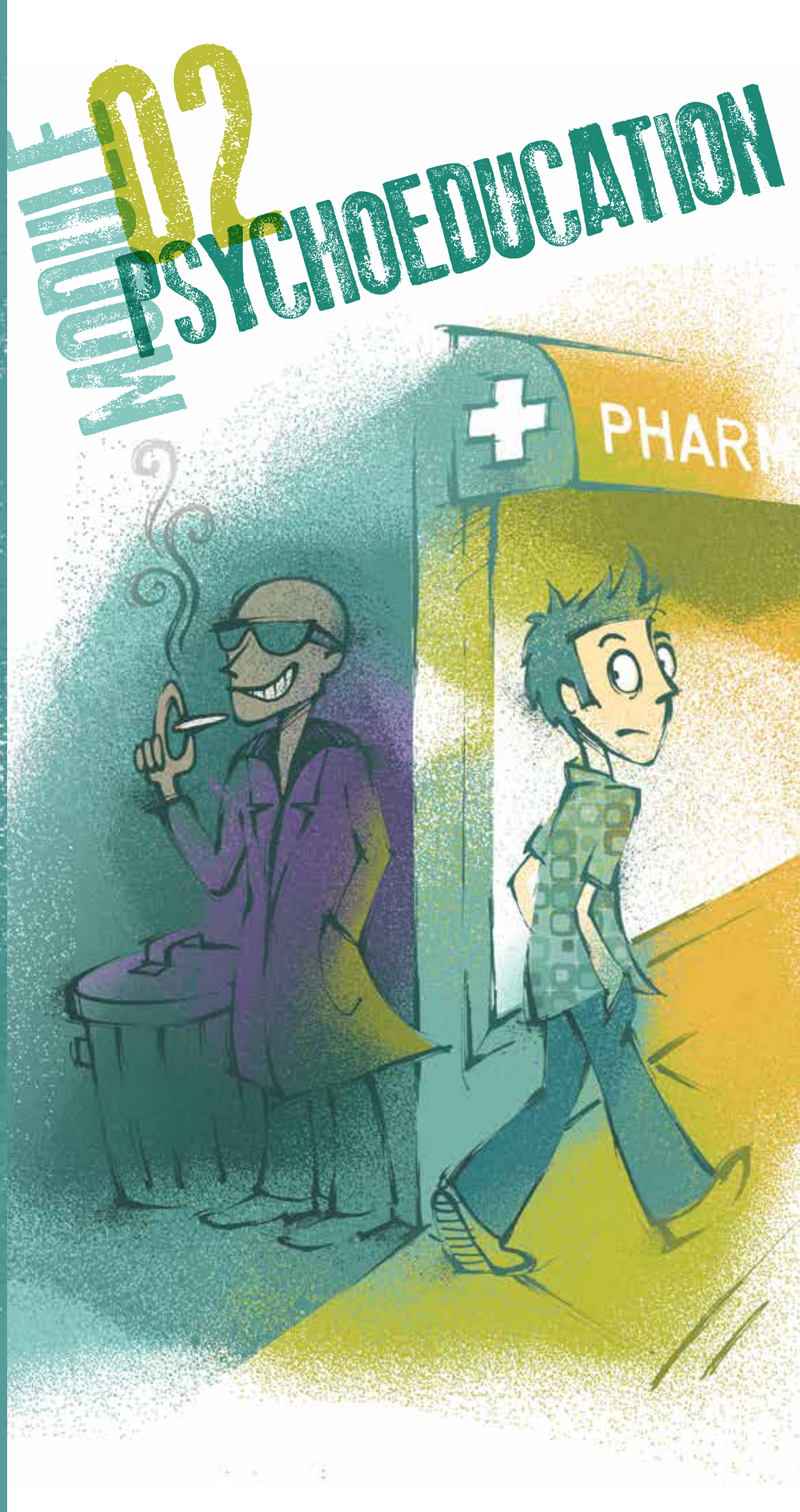
---

---

---

---

---



# MODULE 02 PSYCHOEDUCATION

## General objective

- Acknowledge the effects of drugs from a psychological, physical and cognitive standpoint, along with the interactions between drugs and prescription medication, and their impact on mental health

## A few theoretical concepts

The human body functions as a result of the brain and its neurotransmitters. These neurotransmitters act as messengers that enable communication between neurons in the brain. One of these messengers is known as dopamine. Dopamine plays a role in numerous functions such as attention, memory, motivation and movement. It is also critical for naturally stimulating the reward circuit. The brain's reward circuit generates a feeling of well-being and calm when a physical activity is done or basic needs such as hunger and thirst are met.

During a psychotic episode, there is an increase in dopamine in several parts of the brain. This causes positive symptoms such as delusions and hallucinations. A psychotic episode also comes with negative symptoms such as a decrease in functioning or a lack of motivation. Antipsychotic medication reduces the effect of dopamine, which is why it has a major impact on positive symptoms.

However, all drugs can artificially increase the level of dopamine in the brain. Drug use can thus increase the risk of a psychotic episode and exacerbate negative symptoms. Drug use also compromises the effectiveness of antipsychotic medication.

Drugs can also interact with prescription medication and affect your physical well-being. Smoking cannabis can decrease the blood concentration levels of certain antipsychotics and compromise treatment. Cannabis contains substances that can increase the risk of lung cancer.

## Effects on cognition

In addition to hallucinations and delusions, psychotic disorders often result in cognitive problems that can affect the ability to solve problems, concentrate and remember information, as well as slow down processing speed. These problems can have an impact on a person's daily functioning, academic life, work and social life.

Not all drugs create the same level of cognitive impairment. However, it is important to remember that these problems can be in addition to already existing problems.

The effects of drugs on cognitive function are generally reversible, but the recovery time varies. In some cases, the damage is permanent. For instance, cocaine can increase the risk of stroke.

# SESSION 01

## General objective of Module 2 – Psychoeducation

- Acknowledge the effects of drugs from a psychological, physical and cognitive standpoint, along with the interactions between drugs and prescription medication, and their impact on mental health

## Welcome

### Review of Module 1 – Motivational

- How do you feel about your drug use?

---

---

---

- How did Module 1 – Motivational make you reflect on your substance use?

---

---

---

- What questions do you have regarding prescription drugs and their impact on substance use?

---

---

---

## Session objectives

- Reflect on drug use and on how drugs are manufactured
- Acknowledge the effects of drug use on health
- Identify certain interactions between drugs and prescription medication

## Activities and discussion

- PowerPoint presentation – “Good Trip – Bad Trip Quiz”

## Homework

Complete the following document:

- My drug use and prescription medication

## Reference documents

The appendix includes the following documents:

- **Appendix – Drug Glossary**
- **Appendix – Drug Categories**



## Reminder

It is not always known what the tablets contain and their appearance is never the same.

Cannabis can contain over 460 chemical compounds.

A number of drugs can cause psychosis and increase the risk of a psychotic relapse.

# HOMWORK

## My drug use and prescription medication

1. Have you ever felt a rush after using drugs?  Yes  No

If yes, describe what you felt:

---

---

2. Have you ever used more drugs to achieve the same effects?

Yes  No

If so, which drugs did you use?

---

---

If so, by how much did you increase the quantity?

---

---

3. Have you experienced withdrawal symptoms after using drugs?

Yes  No

If so, describe the withdrawal symptoms:

---

---

4. Have you ever forgotten to take your medication after using drugs and/or alcohol?  Yes  No

If so, how many doses did you forget to take?

---

---

If so, what were the impacts associated with stopping your medication?

---

---

5. What should you do if you have taken drugs and/or alcohol and you want to take your medication?

Double the dose the next day

Take half the dose

Take the prescribed dose

Skip the dose

Other : \_\_\_\_\_

# SESSION 02

## Welcome

### Review of the previous session

- What is the most important information that you learned during this quiz?

---

---

- What did you retain about how drugs are manufactured?

---

---

### Session objectives

- Recognizing the different levels of substance use and understanding their definition
- Understanding the interaction between illness, prescription medication and drugs

### Activities and discussion

- PowerPoint presentation – “Substance use habits”

### Homework

Complete the following documents:

- What are your plans/goals?
- Which drug(s) do you use?



## Reminder

There are two types of dependence: psychological and physical.

The result of developing a tolerance for a certain drug is that a greater dose is needed to produce the same effect.

Once the vicious cycle of drug abuse is established, it is difficult to break, but anything is possible with a little persistence!

Drug use can accelerate the onset of disease by increasing the symptoms and the risk of relapse.

Antipsychotic medication protects against the risk of psychotic relapse.

## HOMWORK



### What are your plans/goals?

For the next week?

---

---

---

For the next year?

---

---

---

Over the long term?

---

---

---

### What drug(s) do you use?

Fill out the following table for each drug used:

Drugs	Sought-after effects	Adverse effects
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



# SESSION 03

## Welcome

### Review of the previous session

- What did you retain from dependence and tolerance to a drug?

---

---

---

- How do you intend to apply this new knowledge on a daily basis?

---

---

---

### Session objectives

- Acknowledging the impact of drugs on mental, physical and cognitive health
- Understanding how drugs affect the brain
- Becoming aware of the impact of drugs on life goals and personal interests

### Activities and discussion

- PowerPoint presentation – “Impacts of drugs – Part 1”  
Cannabis and alcohol

### Reference document

- **Appendix – Impacts of drugs**

# SESSION 04

## Welcome

### Review of the previous session

- What did you retain from the impairments caused by cannabis and alcohol?

---

---

---

- How do you intend to apply this new knowledge on a daily basis?

---

---

---

### Session objectives

- Acknowledging the impact of drugs on mental, physical and cognitive health
- Understanding how drugs affect the brain
- Becoming aware of the impact of drugs on life goals and personal interests

### Activities and discussion

- PowerPoint presentation – “Impacts of drugs – Part 2”  
Stimulants and ecstasy

### Reference document

- **Appendix – Impacts of Drugs**



Reminder

Drugs can exacerbate cognitive problems associated with psychotic disorders.

Most drugs increase dopamine levels in the brain, which increases the risk of a psychotic relapse.

Drugs disrupt the reward circuit and it becomes difficult for a person to feel pleasure.

When drug use is reduced, improvements can be seen in terms of physical, mental and cognitive functioning.



ASSESSMENT OF

Have I learned anything new in this module?

Example: neurotransmitters, mechanisms of action, impact of drugs on health, interactions with prescription medication.

<input type="checkbox"/> 0 Not at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A lot
--	----------------------------	----------------------------	----------------------------	----------------------------	-------------------------------------

What did I like the most about this module?

---

---

Why?

---

---

---

What did I like the least about this module?

---

---

---

---

Why?

---

---

---

---

What did I learn from this module?

---

---

---

---

## MODULE PSYCHOEDUCATION (continuation)

Would I recommend this module to a friend?  Yes  No

Why?

---

---

---

---

---

My comments and suggestions to improve this module:

---

---

---

---

---

---

---

What would be the benefits of continuing to participate in this group?

---

---

---

---

---

---

---

# 02 MODULE NOTES

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

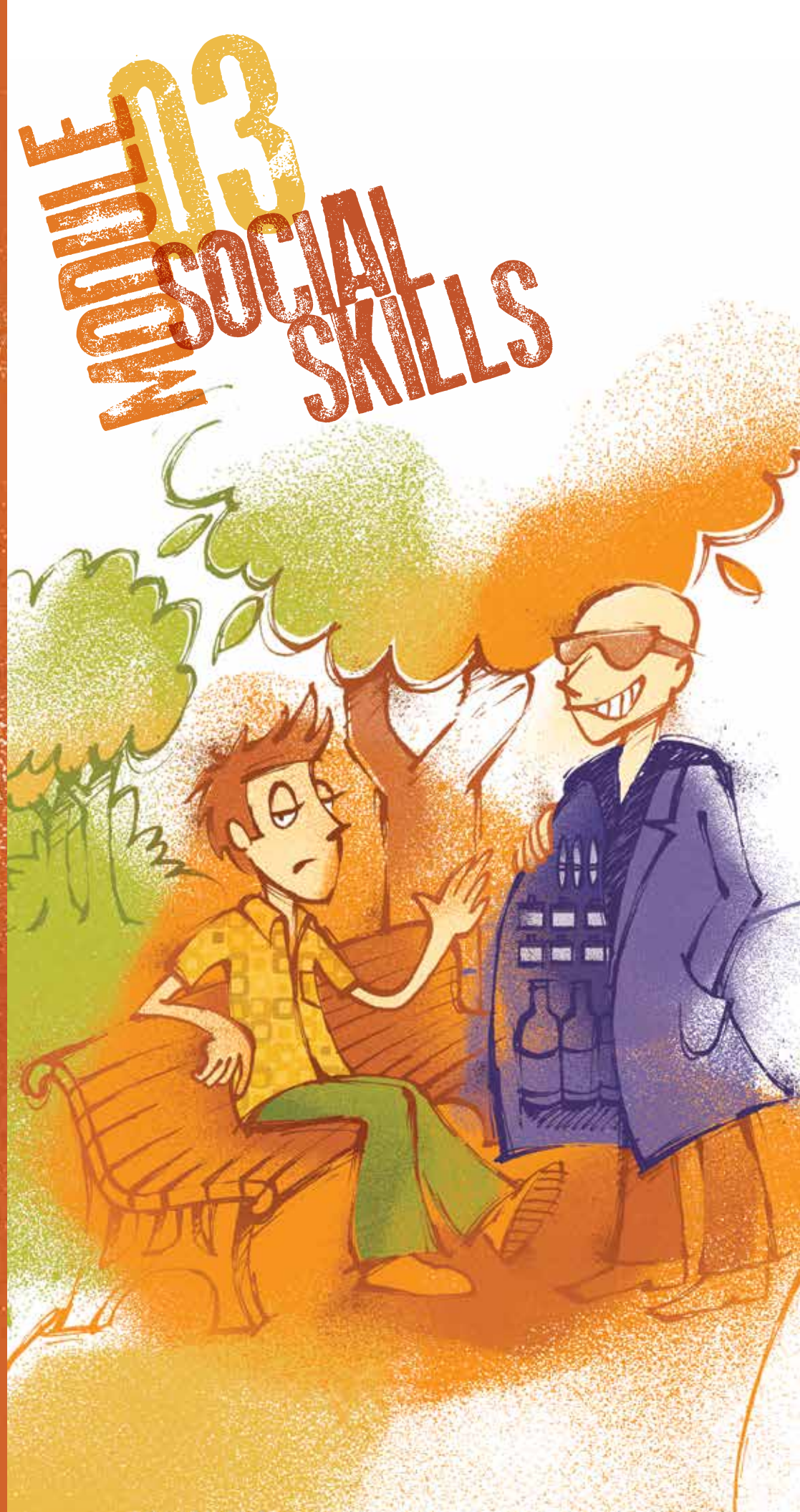
---

---

---

---

---



# MODULE 3

## SOCIAL SKILLS

# MODULE 03

## SOCIAL SKILLS

### General objective

- Improve users' ability to assert themselves and say no to drugs in social situations linked to substance use

### A few theoretical concepts

In this module, the following methods are used: role-playing, assertiveness training and cognitive behavioural techniques.

### The two stages of role-playing

#### 1- Cognitive preparation

- Presentation and discussion of the high-risk situation (contextualization)
- Creating the dialogue: Identifying the key elements of the role-playing exercise and the assertiveness strategies to be applied

#### 2- Application

- Identify the players and the observers
- Action! Recording
- Watching the sequence
- Comments from players on their communication skills (strengths and skills to be improved)
- Feedback from observers (other participants and facilitators) after observing the role-playing exercises and watching the video
- Possibility of repeating the role-playing exercise while incorporating constructive comments

### The various assertiveness strategies

- **Direct refusal**  
You respect the limits that you set for yourself and you propose an alternative to the person who solicited you. Example: "I won't have any drugs or alcohol, but I would like to participate in this activity"
- **Repeated refusal**  
You respect your limits by stating that you already said no several times

- **Expressing feelings regarding the situation**

You tell the person offering drugs and/or alcohol how you feel about the situation and your reasons for saying no. Example: "It's very hard for me to stop using, and I'd like you to respect my decision"

- **Providing an explanation**

You clearly state the reasons for saying no (e.g., physical and mental health, impacts on the disease, interaction with prescription medication)

- **Leaving the situation**

You need to recognize your limits, and must avoid any situation that you feel you cannot resist

## BEFORE SESSION 1

### Objective

- Determine social situations that present a high risk of use for each participant

### Activity

#### Brief interview

Before starting this module, you will be met on a one-to-one basis to identify social situations that present a high risk of drug use based on your personal experience.

### Reference document

- **Appendix – Social situations with a high risk of drug use**

# SESSION 01

## General objective of Module 3 – Social Skills

- Improve users' ability to assert themselves and say no to drugs in social situations linked to substance use

## Welcome

## Review of Module 2 – Psychoeducation

- Which new concepts have you learned about in Module 2 – Psychoeducation?

---

---

- How did Module 2 – Psychoeducation make you reflect on your substance use?

---

---

## Session objectives

- Becoming familiar with cognitive preparation and the application of the role-playing exercises
- Becoming familiar with using the video camera and with **Appendix – Table of Communication Skills**

## Activities and discussion

- Feedback on social situations with a high risk of substance use that have been retained for the role-playing exercises
- Description of role-playing stages for Sessions 2 to 5
- Preparation for role-playing in order to become familiar with the camera and the **Appendix – Table of Communication Skills**

## Homework

Complete the following document:

- Session 1 Homework

## Reference documents

- **Appendix – Social situations with a high risk of drug use**
- **Appendix – Table of Communication Skills**

# HOMWORK

## Session 01

The exercise in becoming familiar with the camera allowed assessment of your communication skills in the situation where you stated your slogan or the information that you could provide to a friend who would like to stop using drugs and/or alcohol.

List your strengths as well as one or two skills that you would like to focus on during the role-playing.

Strengths:

---

---

---

---

---

---

---

---

---

---

Skill(s) to improve:

---

---

---

---

---

---

---

---

---

---

# SESSION 02

## Welcome

### Review of the previous session and homework

- Name the skills that you should focus on during the role-playing exercises

---



---



---

### Session objectives

- Implement assertiveness strategies (asserting yourself, saying no) in social situations involving alcohol and/or drugs
- Encourage self-awareness by watching the role-playing exercises

### Activities and discussion

- Role-playing
  - Cognitive preparation
  - Application

### Homework

Complete the following document:

- Session 2 Homework

### Reference documents

- **Appendix – Table of Communication Skills**



Remember that in some situations it can be acceptable to maintain eye contact with more insistence, raise your voice, and abruptly leave the situation.

Refer to the summary of strategies identified for each situation covered during the role-playing exercises.

# HOMWORK



## Sessions 02

During today's session, you worked on the following situation:

---



---

What are the strategies and arguments that you retained that you could use if this situation were to occur?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

# SESSION 03

## Welcome

### Review of the previous session and homework

- List the skills that you should focus on during the role-playing exercises

---



---



---

- Which strategies and arguments could you use in a social situation similar to the one in the previous session?

---



---



---

### Session objectives

- Implementing assertiveness strategies (asserting yourself, saying no) in social situations involving alcohol and/or drugs
- Encouraging self-reflection by watching the role-playing exercises

### Activities and discussion

- Role-playing
  - Cognitive preparation
  - Application

### Homework

Complete the following document:

- Session 3 Homework

### Reference documents

- Appendix – Table of Communication Skills**

# HOMWORK



## Sessions 03

During today's session, you worked on the following situation:

---



---

What are the strategies and arguments that you retained that you could use if this situation were to occur?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



# SESSION 04

## Welcome

### Review of the previous session and homework

- List the skills that you should focus on during the role-playing exercises

---



---



---

- Which strategies and arguments could you use in a social situation similar to the one in the previous session?

---



---



---

### Session objectives

- Implementing assertiveness strategies (asserting yourself, saying no) in social situations involving alcohol and/or drugs
- Encouraging self-reflection by watching the role-playing exercises

### Activities and discussion

- Role-playing
  - Cognitive preparation
  - Application

### Homework

Complete the following document:

- Session 4 Homework

### Reference documents

- **Appendix – Table of Communication Skills**

# HOMEWORK



## Sessions 04

During today's session, you worked on the following situation:

---



---

What are the strategies and arguments that you retained that you could use if this situation were to occur?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

## Welcome

### Review of the previous session and homework

- List the skills that you should focus on during the role-playing exercises

---



---



---

- Which strategies and arguments could you use in a social situation similar to the one in the previous session?

---



---



---

### Session objectives

- Implementing assertiveness strategies (asserting yourself, saying no) in social situations involving alcohol and/or drugs
- Encouraging self-reflection by watching the role-playing exercises

### Activities and discussion

- Role-playing
  - Cognitive preparation
  - Application

### Reference documents

- Appendix – Table of Communication Skills**

## MODULE SOCIAL SKILLS

Have I learned anything new in this module? Example: My strengths and areas for improvement with respect to social skills, assertiveness strategies for difficult social situations, etc.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Not at all					A lot

What did I like the most about this module?

---



---

Why?

---



---



---

What did I like the least about this module?

---



---



---

Why?

---



---



---

MODULE SOCIAL SKILLS  
(continuation)

What did I learn from this module?

Three horizontal lines for writing.

Would I recommend this module to a friend?  Yes  No

Why?

Five horizontal lines for writing.

My comments and suggestions to improve this module:

Eight horizontal lines for writing.

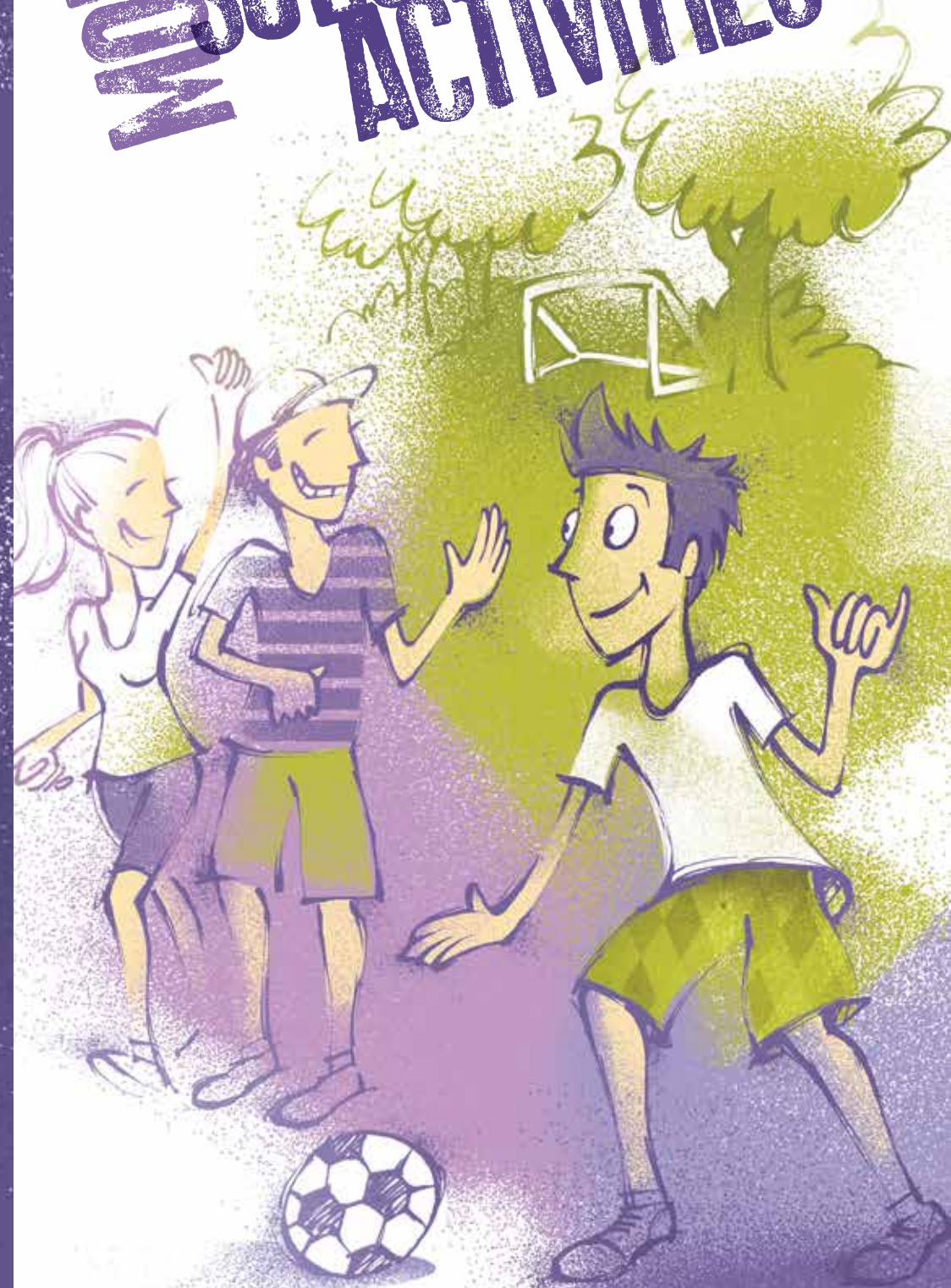
What would be the benefits of continuing to participate in this group?

Eight horizontal lines for writing.

MODULE 03 NOTES

Lined area for notes with 20 horizontal lines.

# MODULE 04 SUBSTITUTE ACTIVITIES



# MODULE 04 SUBSTITUTE ACTIVITIES

## General objective

- Identify high-risk situations and alternatives to drug and/or alcohol use

## A few theoretical concepts

According to functional behavioural assessment (cognitive-behavioural approach), drug and/or alcohol use meets a need for the person.

Triggers lead to behaviours and consequences. They reinforce behaviour by providing rewards and removing painful emotions. Triggers can be associated with different aspects of life: specific situations, social relations, physiological factors, emotions, thoughts, and symptoms. The idea is to fully understand the circumstances related to drug and/or alcohol use in order to then initiate change and identify objectives associated with triggers, substance use behaviour and/or consequences.

Different strategies can be used to deal with triggers, behaviours and consequences. In "Module 3 – Social Skills," behavioural strategies (saying no and being assertive) were covered. In this module, some strategies are proposed for dealing with triggers (avoiding or removing yourself from the situation) and consequences (changing your daily routine by taking part in leisure and recreational activities, and finding other ways to reward yourself).



# SESSION 01

## General objective of Module 4 – Substitute activities

- Identify high-risk situations and alternatives to drug and/or alcohol use

## Welcome

## Review of Module 3 – Social Skills

- How did Module 3 – Social Skills make you reflect on your substance use?

---

---

---

- What assertiveness strategies could you use in social situations that present a high risk of substance use?

---

---

---

## Session objectives

- Become aware of how you make use of your time
- Identify high-risk situations of using drugs and/or alcohol

## Activities and discussion

- Document to fill out: Daily Routine

## Homework

Complete the following documents:

- Fun and Relaxation
- Situations that should be prioritized

# DOCUMENT TO FILL OUT



## Daily Routine

Fill out while specifying various activities during the week along with the usual times of use or when you are at risk of using.

Circle the times when you are at risk of using.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Morning</b>							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
<b>Afternoon</b>							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
<b>Evening</b>							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							
12:00 a.m.							
<b>Night</b>							
1:00 a.m.							
2:00 a.m.							
3:00 a.m.							
4:00 a.m.							
5:00 a.m.							

Are there other situations that could lead you to use drugs and/or alcohol (e.g., certain events, places, people, things, emotions, thoughts, symptoms)?

If yes, please specify: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Fun and Relaxation

Many people who use drugs and/or alcohol fear that they will never experience any pleasure or relaxation if they stop using. Boredom and stress are often mentioned as high-risk situations for drug and/or alcohol use. It is therefore important to take part in different relaxing or exciting activities that can offer new challenges and provide an opportunity to become part of a group.

Describe what you do to relax and have fun:

---

---

---

Describe how you would like to benefit from participating in leisure activities (e.g., relaxation, fitness, meeting new challenges, meeting new people):

---

---

---

What could you do in your free time to deal with boredom and avoid using drugs and/or alcohol?

---

---

---

What activity did you do in the past that you could pick up again

---

Find an activity that you would like to do and never tried:

---

List the activities (free of charge or inexpensive) that you could do at the hospital or in your neighbourhood:

---

---

---

## Situations that should be prioritized

For each category, list three things that do not give you an urge to use.

Activities:

---

---

---

---

---

Places:

---

---

---

---

---

People:

---

---

---

---

---

Emotions:

---

---

---

---

---

## Welcome

### Review of the previous session

- How satisfied are you with your daily routine?

---



---



---

- What times do you usually use?

---



---



---

- Why do you use during these times?

---



---



---

- In what circumstances are you at risk of using?

---



---



---

### Session objective

- Identify fun and relaxing activities

### Activities and discussion

- Document to fill out: Interest Checklist

### Homework

Complete the following document:

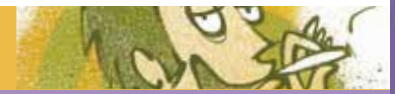
- Session 2 Homework

### Interest Checklist

- Which activities interested you in the past and/or currently interest you?
- Mention whether the activity involves fun and/or relaxation.
- Circle your five favourite activities.

Artistic activities	Past	Present	Leisure/relaxation
Theatre / improvisation			
Singing			
Dancing			
Music (playing/listening)			
Drawing/painting			
Photography			
Poetry (reading/writing)			
Other:			
Manual work	Past	Present	Leisure/relaxation
Arts and crafts			
Sewing/needlepoint			
Knitting/crocheting			
Pottery/ceramics			
Woodworking			
Gardening			
Household and car repairs			
Jewellery making			
Cooking			
Scrapbooking			
Other:			





## Interest Checklist (continuation)

Sports	Past	Present	Leisure/ relaxation
Badminton/tennis			
Baseball/softball			
Volleyball			
Basketball			
Hockey/street hockey			
Physical fitness			
Weight training			
Aerobics/Zumba			
Yoga/Pilates			
Martial arts			
Cross-country/downhill skiing			
Ice skating/rollerblading			
Snowshoeing			
Walking/hiking			
Swimming			
Bowling/curling			
Cycling/spinning			
Outdoor activities			
Running/jogging			
Soccer			
Football			
Ultimate Frisbee			
Other:			

## Interest Checklist (continuation)

Cultural activities	Past	Present	Leisure/ relaxation
Radio/television			
Current events			
Shows/concerts			
Films			
Exhibits/museums			
Collecting			
Reading/going to the library			
Courses/conferences			
Travelling			
Other:			
Miscellaneous activities	Past	Present	Leisure/ relaxation
Having friends over/visiting friends			
Volunteer work			
Board/card games			
Video games			
Pool/billiards			
Browsing the Web			
Housework			
Other:			

## Session 02

Acquire new habits by taking action during a time when you are at risk of using during the week. You can choose one of your preferred activities, try out a new activity, or go visit a recreational resource.

What did the activity consist of?

---

Where did it take place?

---

Describe your experience:

---

---

---

---

How did you like it?

---

---

---

---

## SESSION 03

### Welcome

#### Review of the previous session and homework

- Activities that you find fun and relaxing:

---

---

---

- Name some places/resources where you can do these activities:

---

---

---

- You find it easier to take part in a new activity or register at a new centre when...

---

---

---

#### Session objectives

- List the people in your social network
- Determine which people can support you and encourage you to reduce your drug and/or alcohol use

#### Activities and discussion

- Projection of chapters 5 and 7 of the film *Les années volées* (Stolen years)
- Document to fill out: My Social Network
- Planning the next session

#### Homework

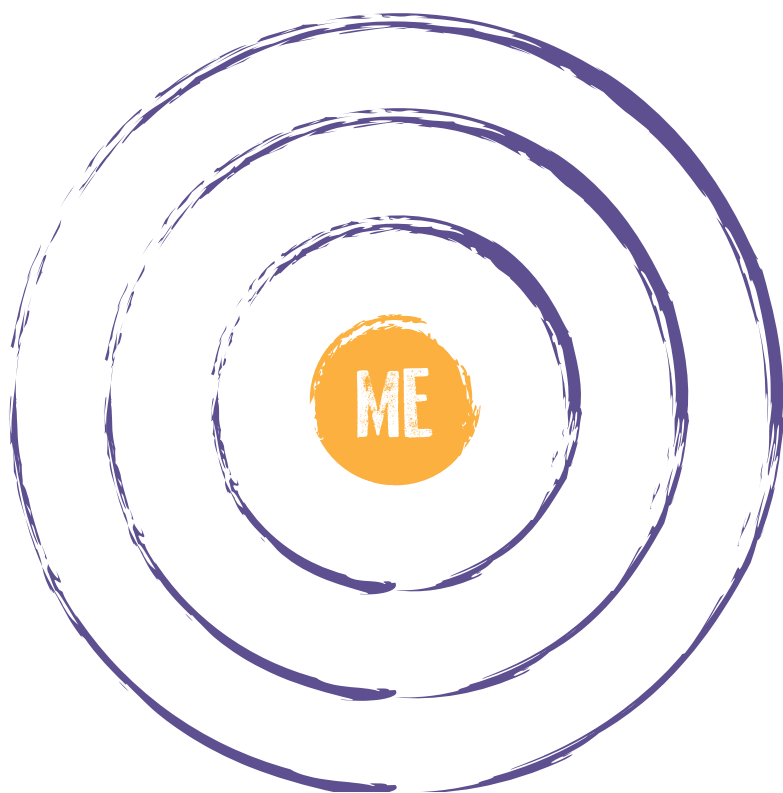
Complete the following document:

- Who do you talk to? Who could you contact?



## My Social Network <sup>1</sup>

- 1- List the persons you are involved with. Starting from the circle the closest to "ME" (in the middle), enter the names of the important people in your life. Moving progressively outward, now enter the names of the people you are less close to.
- 2- Circle the names of those who support you and encourage you to reduce your drug and/or alcohol use.



## Who do you talk to? Who could you contact? <sup>2</sup>

	I talk about it to...	I could talk to...
When I get bad grades in school		
When I have an argument with my best friend		
When I feel depressed		
When I have doubts about my future plans		
When I need to take a breather		
When I feel anxious		
When I feel stressed out		
When I can't get myself to do something		
When I'm sick		
When I disagree with my parents		
When I have questions about sex		
When I question the direction of my life		
When I need information on cannabis		

Adapted from Alexandre, Labrie & Rouillard (2005)

Translation from The Teaching Guide Les années volées (Stolen Years) 2005

# SESSION 04

## Welcome

### Review of the previous session

- Are you satisfied with your social network?

---

---

---

- Who can support you and encourage you to reduce your drug and/or alcohol use?

---

---

---

- Who can support you and help you with your life goals, your personal relationships, and managing your emotions?

---

---

---

### Session objective

- Experience a leisure and/or fun activity as a group

### Activities and discussion

- Group activity

### Homework

Complete the following document:

- Session 4 Homework

# HOMEWORK

## Session 04

Continue taking action during a time when you are at risk of using during the week. Do an activity with someone who supports you in your choice to reduce or stop using drugs and/or alcohol.

What did the activity consist of?

---

With who?

---

---

---

Describe your experience:

---

---

---

---

---

How did you like it?

---

---

---

---

---

# SESSION 05

## Welcome

### Review of the previous session and homework

- How did you find the group activity?

---

---

---

- Is this an activity that you could add to your daily routine?

---

---

---

- What could be helpful for you to participate to a new activity?

---

---

---

### Session objective

- Identify coping strategies for times when the person is at risk of using

### Activities and discussion

- Drawing up the Prevention Card

### Reference document

- **Appendix – Suggested Coping Strategies.**

## DOCUMENT TO FILL OUT

### Prevention Card

Contacts

Coping strategies

High-risk situations


# MODULE SUBSTITUTION ACTIVITIES

## ASSESSMENT OF 04

Have I learned anything new in this module?

Example: times and situations where you are at risk of using, strategies that can help you, etc.

<input type="checkbox"/> 0 Not at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 A lot
--	----------------------------	----------------------------	----------------------------	----------------------------	-------------------------------------

What did I like the most about this module?

---

---

Why?

---

---

---

What did I like the least about this module?

---

---

---

---

Why?

---

---

---

---

## MODULE SUBSTITUTION ACTIVITIES (continuation)

What did I learn from this module?

---

---

---

Would I recommend this module to a friend? Why?

---

---

---

---

---

---

My comments and suggestions to improve this module:

---

---

---

---

---

---

I am more motivated to reduce or stop my drug and/or alcohol use.

Yes     No

I feel more confident that I will succeed.

Yes     No

# 04 MODULE NOTES

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# APPENDIX

## DRUG GLOSSARY

### Stages of use

#### **Euphoria**

Feeling of well-being and satisfaction that often occurs a few seconds or minutes after having used drugs.

#### **Rush**

A feeling more intense than euphoria. Could be compared to an orgasmic state.

#### **Down**

Phase that follows a rush/state of euphoria. Often accompanied by depression-type symptoms.

#### **Withdrawal**

Group of physical and psychological symptoms.

#### **Craving**

Obsessive desire. Uncontrollable urge to use drugs and obtain them through any means possible. Can affect mood and behaviour.

#### **Bad trip**

Bad experience after using certain substances.

Symptoms can include general feeling of discomfort, paranoia, anxiety, etc.

#### **Crash**

Also known as post-intoxication depression. Manifests through acute withdrawal that appears minutes following the use of a major stimulant.

### Levels of use

#### **Abuse**

Excessive or inappropriate use of a substance likely to create negative consequences from an economic, legal, social and mental and physical health standpoint.

#### **Tolerance**

Way in which the body responds to a substance by adapting to it. This leads to a decrease in the effect and toxicity of a drug or prescription medication. Example: Need for a larger dose for the same effect.



### Physical dependence

State in which the body has adapted to the substance, mainly characterized by withdrawal between uses. The body craves the substances through physical symptoms such as palpitations, sweating, headaches and itching.

### Psychological dependence

State in which abruptly stopping or cutting down on a substance leads to symptoms characterized by intense, persistent cravings. Can also include a feeling of discomfort and anxiety. Psychological dependence is more difficult to treat than physical dependence.

### Routes of administration

#### Snorting

Ingesting through the nose (sniffing)

#### Inhaling

Smoking

#### Intravenously

Injecting (shooting up)

#### Ingesting/swallowing

Through the mouth



## APPENDIX DRUG CATEGORIES

Categories	Definition	Types	Examples of drugs	Examples of street names	Available formulations	Routes of administration	Specific features	
Depressants	Slow down thinking, brain and body functioning Decrease the level of alertness		Alcohol					
Stimulants	General and temporary speeding up of the body by increasing endurance and mental alertness	Major: Amphetamines Methamphetamines Cocaine	Amphetamines	Speed, Peanut, Pills	Tablets	Ingesting		
			Methamphetamines	Meth, Ice, Cristal, Glass, Tina	Tablets, powder and crystals	Ingesting Smoking/Inhaling Injecting	Crystal meth: Street name for the crystalline form; often inhaled/injected	
		Minor: Caffeine Nicotine	Cocaine	Cocaine	Coke, Coca, Snow, Powder, Crack, Freebase, Rock	Cocaine Fine white crystalline powder	Injecting Snorting	
						Crack or rock Small white or yellow rocks	Smoking/Inhaling	Produces a cracking when smoked
Hallucinogens	Disrupt sensory perception, thoughts and behaviour		Ecstasy (MDMA)	E, Molly, Party pill, Speed	Tablets	Ingesting	Often combined with amphetamines	
			Cannabis	Pot, Weed, Marijuana, hash, Mari, Marijane, Grass, Green	Oil, sheet, resin ranging from soft to very hard	Smoking/Inhaling Ingesting		

# APPENDIX

## IMPACTS OF DRUGS

### 01 Depressants

Drugs	Desired effects	Adverse effects
Alcohol	<ul style="list-style-type: none"> <li>• Feeling of well-being</li> <li>• Being more sociable</li> <li>• Ease in talking</li> <li>• Decreased anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Impaired judgement and perception</li> <li>• Decreased reflexes and coordination</li> <li>• Persistent problems related to attention, memory, executive functions, etc.</li> <li>• Decreased inhibition</li> <li>• Aggressiveness, irritability</li> <li>• Anxiety, depression</li> <li>• Possible hallucinations during withdrawal</li> <li>• Headache, dehydration</li> <li>• Nausea, vomiting, malnutrition</li> <li>• Harmful to the liver, heart, brain, etc.</li> </ul>

### 02 Hallucinogens

Drugs	Desired effects	Adverse effects
Cannabis	<ul style="list-style-type: none"> <li>• Pleasure</li> <li>• Feeling of well-being</li> <li>• Feeling of calm and relaxation</li> <li>• Being more sociable</li> <li>• Feeling more creative</li> <li>• Drowsiness</li> </ul>	<ul style="list-style-type: none"> <li>• Hallucinations, paranoia</li> <li>• Decreased physical and mental alertness ("down")</li> <li>• Anxiety, feeling panicky</li> <li>• Confusion</li> <li>• Lack of motivation, loss of interest and ambition</li> <li>• Decreased attention, executive functions, memory, etc.</li> <li>• Impaired judgement and perception of time</li> <li>• Weakened reflexes</li> <li>• Harmful to lungs, heart, immune system</li> <li>• Increased risk of cancer</li> </ul>
Ecstasy	<ul style="list-style-type: none"> <li>• Feeling of well-being</li> <li>• Feeling of calm and relaxation</li> <li>• Increased self-confidence</li> <li>• Feeling physically and mentally powerful</li> <li>• Heightened senses (touch, sight, smell, hearing, taste)</li> </ul>	<ul style="list-style-type: none"> <li>• Paranoia, panic attacks</li> <li>• Depression, suicidal ideation</li> <li>• Confusion, insomnia</li> <li>• Anxiety, aggression</li> <li>• Memory problems</li> <li>• Pain</li> <li>• Grinding of teeth, dry mouth</li> <li>• Hot flashes and sweating, thirst</li> <li>• Not feeling the need to urinate</li> <li>• Anorexia, nausea and vomiting</li> <li>• Harmful to heart, liver</li> </ul>

### 03 Stimulants

Drugs	Desired effects	Adverse effects
Amphetamines and methamphetamines in tablet form	<ul style="list-style-type: none"> <li>• Feeling of well-being, euphoria</li> <li>• Heightened attention, alertness and memory</li> <li>• Increased energy, wakefulness, lack of fatigue</li> <li>• Decreased appetite</li> <li>• Increased endurance</li> <li>• Increased self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Hallucinations, paranoia</li> <li>• Depression, psychological exhaustion</li> <li>• Irritability, anxiety</li> <li>• Decrease in attention, executive functions, memory, etc.</li> <li>• Insomnia</li> <li>• Headache</li> <li>• Panic and mood disruption</li> <li>• Excessive weight loss, dehydration</li> <li>• Increased blood pressure and pulse</li> <li>• Harmful to heart, lungs, kidneys, etc.</li> </ul>
Caffeine and energy drinks (e.g., Red Bull, Monster Energy Drink®)	<ul style="list-style-type: none"> <li>• Heightened concentration</li> <li>• Increased energy, wakefulness, lack of fatigue</li> <li>• Increased intellectual capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Agitation, restlessness</li> <li>• Insomnia</li> <li>• Headache (if stopped abruptly)</li> <li>• Tremors</li> <li>• Heartburn</li> <li>• Increased blood pressure and pulse</li> </ul>
Cocaine, crack and freebase	<ul style="list-style-type: none"> <li>• Rush (intense pleasure)</li> <li>• Heightened attention, alertness and memory</li> <li>• Increased energy, wakefulness, lack of fatigue</li> <li>• Decreased appetite</li> <li>• Increased endurance, suppression of pain</li> <li>• Increased self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Hallucinations, paranoia</li> <li>• Irritability, anxiety</li> <li>• Insomnia</li> <li>• Decreased inhibition, violent and impulsive behaviour</li> <li>• Severe depression with suicidal ideation</li> <li>• Persistent problems with attention, executive functions, memory, etc.</li> <li>• Skin problems ("coke bugs")</li> <li>• Excessive weight loss, dehydration</li> <li>• Increased blood pressure and pulse</li> <li>• Repeated nose infections, loss of smell</li> <li>• Convulsions</li> <li>• Harmful to the heart, lungs, brain, etc.</li> <li>• Overdose can be fatal</li> </ul>

# 03 (continuation)

Drugs	Sought-after effects	Adverse effects
<b>Methamphetamine (Crystal Meth)</b>	<ul style="list-style-type: none"> <li>• Rush (intense pleasure)</li> <li>• Heightened attention, alertness and memory</li> <li>• Increased energy, wakefulness, lack of fatigue</li> <li>• Feeling physically and mentally powerful</li> </ul>	<ul style="list-style-type: none"> <li>• Hallucinations, paranoia</li> <li>• Obsessive mental state</li> <li>• Irritability, anxiety</li> <li>• Insomnia</li> <li>• Decreased inhibition</li> <li>• Agitation, aggressiveness</li> <li>• Severe depression with suicidal ideation</li> <li>• Persistent problems with attention, executive functions, memory, etc.</li> <li>• Excessive weight loss, dehydration</li> <li>• Increased blood pressure and pulse</li> <li>• Grinding of teeth</li> <li>• Harmful to the heart, brain, etc.</li> <li>• Overdose can be fatal</li> </ul>
<b>Nicotine</b>	<ul style="list-style-type: none"> <li>• Increased concentration and improved memory</li> <li>• Relaxation</li> <li>• Decreased appetite (associated weight loss)</li> <li>• Feeling of being more sociable when smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Irritability, anxiety</li> <li>• Agitation</li> <li>• Headache</li> <li>• Increased blood pressure and pulse</li> <li>• Heartburn</li> <li>• Respiratory problems (coughing, bronchitis)</li> <li>• Harmful to lungs and heart</li> <li>• Increased risk of cancer</li> </ul>

The main sought-after and adverse effects presented here are those that are the most often observed among substance users. This list is not exhaustive.

Note that cognitive impairment varies depending on the type of drug that is used. For instance, cognitive impairment is greater for alcohol, cocaine and methamphetamines than for cannabis.

# APPENDIX

## SOCIAL SITUATIONS WITH A HIGH RISK OF SUBSTANCE USE

1. Turning down an opportunity to use from a friend or family member.
2. Refusing an invitation to a party with friends because the risk of substance use is high.
3. Explaining to a friend that you decided to stop your substance use and that you need his support.
4. Telling a friend that you would like to reduce your drug and/or alcohol use and telling him why.
5. Clearly stating your intention to not use drugs and/or alcohol when a friend is insistent.
6. Being assertive when someone you know tries to convince you and downplays the impact of your substance use on your daily life.
7. Responding to someone who downplays your efforts to reduce/stop your substance use.

**8. Other situations:**

---

---

---

---

---

---

---

---

---

---

# APPENDIX

## TABLE OF COMMUNICATION SKILLS

Communication skills	Good	Poor
<b>Eye contact</b>	<ul style="list-style-type: none"> <li>Looking at the other person</li> <li>Moving your eyes while speaking</li> </ul>	<ul style="list-style-type: none"> <li>Looking away</li> <li>Blank stare</li> </ul>
<b>Volume of voice</b>	<ul style="list-style-type: none"> <li>Speaking loudly enough to be heard</li> </ul>	<ul style="list-style-type: none"> <li>Speaking too loudly</li> <li>Speaking too low</li> </ul>
<b>Tone of voice</b>	<ul style="list-style-type: none"> <li>Variations in the voice based on the emotions</li> </ul>	<ul style="list-style-type: none"> <li>Speaking in a monotone</li> </ul>
<b>Articulation</b>	<ul style="list-style-type: none"> <li>Properly enunciating words and syllables</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty hearing all the words and syllables</li> </ul>
<b>Speed of speech</b>	<ul style="list-style-type: none"> <li>Speaking at a moderate pace</li> </ul>	<ul style="list-style-type: none"> <li>Speaking too fast or too slow</li> </ul>
<b>Conversation flow</b>	<ul style="list-style-type: none"> <li>Taking turns to speak</li> <li>Answering immediately</li> </ul>	<ul style="list-style-type: none"> <li>Cutting someone off</li> <li>Long pause before responding</li> </ul>
<b>Facial expressions</b>	<ul style="list-style-type: none"> <li>Facial expressions correspond to emotions: smiling, frowning, nodding, serious when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Face does not express any emotions</li> <li>The emotion being expressed is different from what the person's words are saying</li> </ul>
<b>Posture</b>	<ul style="list-style-type: none"> <li>Straight back, head held high</li> <li>Relaxed, ready to discuss</li> </ul>	<ul style="list-style-type: none"> <li>Hunched over, drooping head</li> <li>Very tense</li> <li>Arms crossed, closed attitude, withdrawn</li> </ul>
<b>Gestures</b>	<ul style="list-style-type: none"> <li>Moving the head and hands when speaking to emphasize what is being said</li> </ul>	<ul style="list-style-type: none"> <li>Too much or no movement</li> </ul>
<b>Physical distance</b>	<ul style="list-style-type: none"> <li>Moving around in the space, if required</li> <li>Staying at about arm's length from the other speaker</li> </ul>	<ul style="list-style-type: none"> <li>Walking back and forth, going in the opposite direction from the other person speaking</li> <li>Standing too close or too far from the person speaking</li> </ul>

# APPENDIX

## SUGGESTED COPING STRATEGIES

Avoid people or places that give you urges or ideas to use drugs and/or alcohol.	Remember the negative consequences/costs associated with drug and/or alcohol use.	Find a creative outlet for your emotions, such as through music, writing, art, etc.
Identify and avoid situations with a high risk of substance use	Remember that it's natural to experience emotions, even difficult ones.	Keep a journal and jot down your observations: how you're feeling, your strengths and efforts
Hang out with people who do not use and/or who support your attempts to change this behaviour	Do something to distract yourself such as reading, surfing the Web, going for a walk	Take the time to relax
Call a friend, someone you trust, if you are having urges	Anticipate high-risk situations and obstacles in order to draw up a plan of action for dealing with them	Apply the skills and strategies you learned at the meetings
Do some physical activity or a sport	Find a project/future goals and the means of achieving them	Congratulate yourself for each small bit of progress and reward yourself
Do some cleaning and housework	Ask for help	Join a support group
Do some volunteer work or take part in a back-to-work or back-to-school program	Talk to someone about your feelings	Include exciting, fun and relaxing activities in your routine

