

*Definition of the domain
for summative evaluation*

PRS-5140-3

Drug Abuse Education

Personal and Social Development

Reach for
your **Dreams**

Québec 

*Definition of the domain
for summative evaluation*

PRS-5140-3

Drug Abuse Education

Personal and Social Development

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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PROGRAM: Personal and Social Development

COURSE: PRS-5140-3 Drug Abuse Education

1 INTRODUCTION

This definition of the domain for summative evaluation has been designed to facilitate valid and accurate evaluation. It describes and classifies the essential and representative elements of the Personal and Social Development Program—specifically for the course entitled Drug Abuse Education, PRS-5140-3. Although it takes into account and is based on the Course Organization Guide, it should by no means replace the organization guide itself. It also takes into account the diversity of local organizations, while ensuring consistency among the program, the examinations required for summative evaluation and their administration. It should serve as an indispensable tool in bridging the gap between instructional planning and planning for summative evaluation.

The definition of the domain for summative evaluation is intended to help educators prepare examinations that are valid from one version to another, from year to year and from one school board to another, taking into account the responsibilities shared by the Ministère de l'Éducation and the school boards.

2 PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations

The objective of the Drug Abuse Education course¹ is to enable citizens to obtain information about alcohol, drug and medication consumption in various life situations in order to increase their awareness of the subject, define their position in relation to it and assume responsibility.

The course also aims to prevent the appearance or development of problems related to alcohol, drug and medication consumption, as well as their consequences for the individual and society.

Consequences

Summative evaluation serves to verify cognitive skills. Socioaffective skills are verified by means of formative evaluation.

Evaluation serves to verify the adults' abilities when it comes to examining the meaning of their experience and learning.

Evaluation serves to verify the adults' abilities to assimilate information and make use of it.

Evaluation (taking into account local teaching practices) serves to verify the adults' abilities to reproduce their learning, to apply it in a broader context, and to understand its potential transfer into various life situations.

1. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *Course on Drug Abuse Education – Alcohol, drugs and medications*. (Québec, Gouvernement du Québec, 2003.) (41-2001-P)

3 CONTENT

3.1 Concepts

- **Evolution of the phenomenon of consumption**
 - offences

- **Personal environment**
 - cycle of dependency
 - general effects of psychotropic substances
 - profile of consumers

- **Spheres of influence**
 - risk factors
 - protection factors

- **Consequences for oneself and others**
 - related consequences
 - economic consequences

- **External resources**
 - public, private and community resources

3.2 Skills

- **Knowing**

Ability to name the sanctions attached to different offences, and to recognize the general effects of psychotropic substances, and profiles of consumers.

- **Understanding**

Ability to identify the risk factors and the protection factors related to consumption, as well as related consequences and economic consequences associated with inappropriate use of psychotropic substances.

- **Applying**

Ability to organize information concerning the cycle of dependency, to select public, private or community resources that offer solutions adapted to specific situations and to explain the reasons for their choice.

4 TABLE OF DIMENSIONS

Concepts	Evolution of the phenomenon of consumption	Personal environment	Spheres of influence	Consequences for oneself and others	External resources
Skills	10%	40%	20%	10%	20%
Knowing 25%	- offences (1) 10%	- general effects of psychotropic substances - profile of consumers (2) 15%			
Understanding 30%			- risk factors - protection factors (4) 20%	- related consequences - economic consequences (5) 10%	
Applying 45%		- cycle of dependency (3) 25%			- public, private and community resources (6) 20%

5 JUSTIFICATION OF CONTENT AND WEIGHTING

As we have seen, the Drug Abuse Education course is composed of concepts and skills that can be weighted. Weighting takes into account the complexity of the concepts and skills to be learned.

The concepts and skills selected for summative evaluation are those deemed essential to achieving the objective of this course, namely, **to enable citizens to obtain information about alcohol, drug and medication consumption in various life situations in order to increase their awareness of the subject, define their position in relation to it and assume responsibility.** The choice of these concepts and skills, and their relative importance, also derives from the common core content specified in the course.

Thus, the students are encouraged to **know, understand and apply** basic information on drug abuse prevention and the phenomenon of consumption of alcohol, drugs and medications.

The emphasis is placed on the students' capacity to:

Concepts and Skills	Justification of Content
<ul style="list-style-type: none"> - Name the sanctions attached to different offences. - Recognize the general effects of psychotropic substances and profiles of consumers. 	Possibility of assimilating the information related to the content of the course
<ul style="list-style-type: none"> - Identify the risk factors and the protection factors related to consumption, as well as related consequences and economic consequences associated with inappropriate use of psychotropic substances. 	Possibility of examining the meaning of one's experience and learning
<ul style="list-style-type: none"> - Organize information concerning the cycle of dependency. - Select public, private or community resources that offer solutions adapted to specific situations and to explain the reasons for their choice. 	Possibility: <ul style="list-style-type: none"> - of using information - of reproducing learning - of generalizing and transferring learning to various life situations

The weighting of these concepts and skills can be summarized as follows:

Concepts		Skills	
Evolution of the phenomenon of consumption	10%	Knowing	10%
Personal environment	40%	Knowing	15%
		Applying	25%
Spheres of influence	20%	Understanding	20%
Consequences for oneself and others	10%	Understanding	10%
External resources	20%	Applying	20%

6 OBSERVABLE BEHAVIOURS

Relative importance of the items



Cell numbers from the Table of Dimensions



- 10% 1) Based on the principle laws in force in Québec concerning the consumption of alcohol, drugs and medication, name the sanction associated with each of the following offences:
- possession (2 %)
 - trafficking (2%)
 - importing and exporting (2%)
 - production (2%)
 - driving while under the influence of alcohol (2%)
- Criterion:**
- inclusion of all elements requested
-
- 15% 2) Based on information acquired during the course, recognize one effect associated with:
- a depressant (3%)
 - a stimulant (3%)
 - a psychodysleptic (3%)
- Criterion:**
- inclusion of all elements requested
- Based on information acquired during the course, recognize three consumer profiles among the following (2% per profile):
- the abstainer
 - the explorer
 - the occasional user
 - the abuser
 - the regular user
 - the excessive consumer
- Criterion:**
- inclusion of all elements requested
-
- 25% 3) Based on the description of a life situation, organize information related to the cycle of dependency:
- description of the individual (5%)
 - description of the context (5%)
 - description of emotions felt (5%)
 - alleviating solutions (5%)
 - consequences for the individual (5%)
- Criteria:**
- inclusion of all elements requested
 - relevance of elements selected
 - coherence among elements selected

- 20% 4) Based on the description of a life situation, identify:
- two risk factors that can predispose a person toward inappropriate consumption of psychotropic drugs (5% per risk factor)
 - two protection factors that can foster responsible behaviour regarding consumption (5% per protection factor)
- Criteria:**
- inclusion of all elements requested
 - relevance of factors selected
- 10% 5) Based on a description of a life situation related to inappropriate use of psychotropic drugs, identify:
- a related consequence (5%)
 - an economic consequence (5%)
- Criteria:**
- inclusion of all elements requested
 - relevance of consequences selected
- 20% 6) Based on the description of a life situation, select two public, private or community resources that may offer solutions appropriate to the situation (5% per resource).
- For each resource selected, give a reason for the selection (5% per reason).
- Criteria:**
- inclusion of all elements requested
 - relevance of reasons given

7 SPECIFICATIONS FOR THE EXAMINATION

7.1 Type of Examination

The examination prepared on the basis of this definition of the domain may be written or oral. It should consist of two parts.

Part one covers dimension numbers 1, 2, 4 and 5. It must not exceed 30 minutes. The examination will take place at a time judged appropriate to the organization of teaching in the local institution. The use of course notes and information gathered is permitted.

Part two covers dimension numbers 3 and 6. It will take place at the end of the course. It must not exceed 30 minutes. The use of course notes and information gathered is permitted.

It should be noted that it is sometimes possible to develop more than one item for each observable behaviour, and in such a case, the marks assigned may be distributed, on condition that the relative importance of the observable behaviour is respected.

7.2 Type of Result

The results of the examination may be formulated as “pass” or “fail” or a mark may be assigned. The pass mark is 60% for the entire examination. The transmission of results must be carried out according to the regulations stipulated in the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education*.

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