

PREVENTION CARDS

Groupe de recherche et d'intervention psychosociale (GRIP)

january 2023

Purpose of the prevention cards

- To provide accurate, reliable and objective information;
- To support users who use psychoactive substances in making informed decisions about their use of PAS;
- To promote safer substance use practices.

Guidelines for the use of GRIP prevention cards at the CRD

- The use of these cards is part of a motivational, non-judgmental and risk reduction perspective;
 - These cards are intended for a clientele with risky or problematic consumption;
 - The advice and the transmission of information must be in accordance with your role, mandate and in coherence with the direction of the CRD;
 - They must therefore be validated by reliable sources and do not represent your personal opinion;
 - The information presented in these cards, although relevant and reliable, is not always useful to transmit in its entirety. It is therefore necessary to adjust the information (vocabulary, give concrete examples, etc.) by considering the user present: their age, maturity level, consumption level, needs, and expectations.
- ⇒ If the user asks you questions about a PAS even though they do not use it, you have a great opportunity to initiate a discussion on the subject. Before answering their questions and providing information, clarify with them the context of their inquiry and their needs. This clarification will allow you to identify the relevant and nuanced information that will be beneficial to them in making informed choices later, if necessary. It is important to be frank, not to trivialize or demonize PAS, and to be careful about the perverse effects that the information may contain.

- ⇒ For example: if a teenager does not use solvents and does not intend to use them in the immediate future, it is not necessary to address the "To improve the experience and reduce the risks" section of the card.
- Whether or not the client uses certain PAS, your clinical judgment will dictate what information is appropriate to provide. Sometimes verification with your team can help improve the information to be given.

Providing advice or information

According to Miller and Rollnick, the information exchange is divided into 4 steps with the following sequence AASA:

- Ask your client what they know about PAS, what they think about it, or what information they would like to receive (accompany this exchange with other EM related skills: open-ended questions, reflections, summaries, validation);
- Ask for permission to give an opinion or information: "Would you mind if I gave you more information about..., that we discuss the topic?"
- Share and complete the information by ensuring that it is objective, valid and complete (e.g. use the information from the prevention cards);
- Ask the user what they think of the information received. How do they feel about the new information? Does this new information influence their way of perceiving things?

Note: It is possible that in the context of your role, you are concerned about the client's situation. In this case, you can mention your concern and give them information without having obtained their explicit permission. Obviously, if it concerns his physical or psychological integrity, you must apply the expected protocols (GEDPAS / Homicidal).

Guylaine Sarrazin

ARH, Répondante jeunesse en dépendance pour la Montérégie
Service régional d'encadrement professionnel en dépendance (SREPED)
Centre de réadaptation en dépendances (CRD)
Direction du programme santé mentale et dépendance (DPSMD)