

**Elements of competence**

HSC379.1	Enable individuals to adopt safe practices associated with substance use
HSC379.2	Support individuals when they have used substances
HSC379.3	Support individuals in reducing substance use

**About this Unit**

For this Unit you need to support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

**Scope**

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Communication:** speech and language; actions, gestures and body language; space and position.

**Risks:** physical; emotional; social.

**Effect:** immediate; longer term.

**Needs:** washing; food and drink; clothing.

**Effects upon:** relationships; life-style; recreational and leisure pursuits; emotional and physical state.

**Progress:** significant progress towards goal of reducing or ceasing substance use; little or no progress.

**Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>• Simulation is <b>NOT</b> permitted for any part of this unit.</li> </ul>
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"> <li>• <b>Direct Observation:</b> Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. You could be observed for example while having a discussion with an individual or group about safe practices in relation to substance use – or programmes and methods for trying to reduce substance use. You will have to demonstrate good communication skills and non-judgmental attitudes to individuals.</li> <li>• <b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations with individuals or groups, where you are supporting people in either safe use or reduction plans. You should also be able to write about awareness of symptoms and how you support people emotionally.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>• <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures especially in relation to substance use, which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</li> <li>• <b>Expert Witness:</b> A designated expert witness (someone who has expertise in substance use field) may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.</li> <li>• <b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.</li> <li>• <b>Products:</b> These can be information reports on episodes of substance use, records of discussions, diary evidence of day to day practice, and care plans for individuals. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>• Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>• Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role.</li> <li>• The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.</li> <li>• All evidence must relate to your own work practice.</li> </ul>

**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Values</b>	
1 Individual’s rights in making decisions regarding their health, including their right to ignore advice.	
<b>Legislation and organisational policy and procedures</b>	
2 Substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (eg if individual is using illegal drugs - the ways of dealing with this).	
3 Legislation relating to the supply and use of substances, and to particular individual groups (eg Children Act) and how these affect your role and responsibilities.	
4 Legislation and agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and your role in relation to these.	
5 Resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres).	
6 The different specialist advice/therapy agencies and national/local support networks involved in supporting substance users.	
7 Resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users.	
8 Your role and responsibilities in relation to the individual and how these should affect any relationship between you and the individual.	
<b>Theory and practice</b>	
Factors which influence what you do:	
9 The different forms of substance which individuals might use, how they are used (eg drinking, injecting, sniffing, smoking) and their likely effects.	
10 The ways in which individuals may combine substances and the different effects which might arise from this.	
11 The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C).	

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
12 Different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles).	
13 The range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these.	
14 Harm reduction strategies, how and why these may differ from individual to individual.	
15 The range of safer sex practices and how individuals can be encouraged to use these.	
16 Hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to).	
17 The indicators of substance use, the different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies).	
18 The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks).	
19 The indicators of pain, discomfort and when the effects of the substance are posing a significant threat to a individual's well-being (such as alcohol poisoning, overdose) and the action that should be taken in relation to each.	
20 The range of after-effects of substance use and what the needs of the individual may be following substance use.	
21 How views of substance use may differ.	
22 Your role in the environment and the boundaries and limits of that role.	
23 The impact which your feelings may have on the support which can be effectively offered to the individual.	
24 Factors that influence individuals to use substances and how these may be inter-related or combined.	
25 Reasons why individuals decide to reduce or cease substance use.	
26 The range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health.	
27 The type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them.	
28 The effects which your own beliefs and feelings about substance use may have on your behaviour and why it is important to work with individuals in a supporting and non-judgmental manner, even when your own beliefs conflict with the individual's actions.	
How to achieve important outcomes:	
29 Methods of moving and handling individuals which are likely to be the safest for you and the individual and why individuals should be moved only when necessary.	
30 Emergency aid for situations where the substance causes a health emergency.	

**DK8M 04 (HSC379/GE11) Support individuals who are substance users**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
31 Methods of supporting individuals at times when they have used substances.	
32 How to assist individuals to make realistic assessments of their progress and how you can offer views in a supportive manner.	
33 Ways of supporting individuals who are seeking to reduce or cease substance use.	
Good practice:	
34 The importance of acknowledging and dealing with your own feelings in relation to the substance use concerned.	
35 Why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood.	
36 Why the individual should be supported to talk through their circumstances and history of substance use.	
37 Why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take.	
38 Methods of making one's presence and availability obvious to the individual without attracting aggression.	
39 Why the individual should be supported to describe any pain or discomfort which they are experiencing.	
40 The importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this.	
41 Why information should be reported and recorded.	
42 Why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this.	
43 The importance of acknowledging individual's rights in making decisions regarding their use of substances.	

**HSC379.1 Enable individuals to adopt safe practices associated with substance use**

Performance criteria		DO	RA	EW	Q	P	WT
		1	Your communication with individuals about substance use and its associated risks is at a time and in a manner likely to maximise the likelihood of the individual understanding it.				
2	You explain the risks to individuals from the substances taken and the methods used in a manner, and at a level and pace appropriate to them.						
3	You offer individuals guidance, support and advice on ways in which methods of substance use and activities affected by it can be practised more safely.						
4	You support individuals who wish to use supplies of safe drugs, equipment and other materials to do so in a manner which is appropriate and consistent with their right of choice.						
5	You support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use.						
6	You encourage and support individuals to discuss their circumstances and history of substance use and this information is used to plan and provide appropriate support and assistance.						
7	You give support and assistance to contact people who can help, where individuals ask for further information and advice which is beyond your role.						

**HSC379.2 Support individuals when they have used substances**

Performance criteria		DO	RA	EW	Q	P	WT
		1	Your actions to support individuals who have used substances are consistent with your agreed role and agency policies and procedures.				
2	You make individuals aware that you are available and willing to help.						
3	Your interaction with individuals is in a manner which recognises each individual's needs and rights.						

*DO = Direct Observation*  
*EW = Expert Witness*

*RA = Reflective Account*  
*P = Product (Work)*

*Q = Questions*  
*WT = Witness Testimony*

**HSC379.2 Support individuals when they have used substances (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
		4	Your actions to support individuals are appropriate to the substance used, the effect which the substance has had and the condition of the individual.				
5	You encourage individuals to describe any pain or discomfort which they are experiencing.						
6	You move and handle individuals with the minimum of discomfort and only where it is necessary for their safety.						
7	You request further support and assistance needed to help the individual without delay.						
8	You make the environment as safe as possible and remove all dangerous substances and materials.						
9	You support and enable individuals to meet their needs and requirements after the effects of the substance have worn off.						
10	You clearly and accurately report information about episodes of substance use to an appropriate person and record it in the required format.						

**HSC379.3 Support individuals in reducing substance use**

Performance criteria		DO	RA	EW	Q	P	WT
		1	You encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so.				
2	You identify and explore the effects of the individual's choice on their daily life and any difficulties which they might have in a supportive manner.						
3	You identify accurately and discuss in detail strategies and methods for alleviating difficulties encountered by the individual.						
4	You communicate with individuals in a manner, and at a level and pace, appropriate to them.						
5	You offer support to individuals in a manner which respects their individual rights and choice, and is appropriate to their needs and is realistic within the limits of the resources available.						

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**DK8M 04 (HSC379/GE11) Support individuals who are substance users**

**HSC379.3 Support individuals in reducing substance use (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
		6	You give appropriate support and assistance to contact people who can help individuals who ask for advice and support which is beyond your role.				
7	You assist individuals to review their progress in reducing substance use, realistically assess their achievements and identify opportunities for improvement.						
8	You accurately and fully record the results of discussions on progress and any proposals for changes and pass these promptly to an appropriate person.						
9	You acknowledge and manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided.						

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*P = Product (Work)*

*Q = Questions*  
*WT = Witness Testimony*



*To be completed by the Candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the Assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal Verifier Feedback**

*To be completed by the Internal Verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the Internal Verifier***

Internal Verifier's name: .....

Internal Verifier's signature: .....

Date: .....