



## National Unit specification

### General information

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

**Unit code:** HF89 46

**Superclass:** PP

**Publication date:** July 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been designed for learners who are interested in the impact on the individual and others of substance use and misuse. This Unit will enable the learner to identify the substances most commonly used, misused and abused, gain an understanding of the legal issues surrounding substances and consider the range of treatment models available.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify the terminology for major groups of substances and their use.
- 2 Explain the effects of substance use on the individual and others.
- 3 Describe the legal issues relating to the use of prescribed and non-prescribed substances.
- 4 Describe treatment models and options.

### Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

### Recommended entry to the Unit

Entry is at the discretion of the centre.

## **National Unit specification: General information (cont)**

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## National Unit specification: Statement of standards

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### Outcome 1

Identify the terminology for major groups of substances and their use.

#### Performance Criteria

- (a) The major groups of substances are identified in terms of current terminology.
- (b) The terms *use, misuse, abuse, dependency, addiction* and *compulsion* are explained in terms of current terminology.
- (c) The physical and psychological effects of substance use are accurately described.

### Outcome 2

Explain the effects of substance use on the individual and others.

#### Performance Criteria

- (a) The term *dual diagnosis* is accurately explained.
- (b) The effects on family and other relationships in coping with substance use is described accurately.
- (c) The effects on wider society of substance use is explained.
- (d) The ways in which substance users are perceived is described in terms of stereotyping, prejudice, attitudes and assumptions.

### Outcome 3

Describe the legal issues relating to the use of prescribed and non-prescribed substances.

#### Performance Criteria

- (a) The current legal categorisation of substances is explained.
- (b) The current substance-related legislation is explained.
- (c) The legal process for substance-related offences is described.

### Outcome 4

Describe treatment models and options.

#### Performance Criteria

- (a) Current treatment models are described.
- (b) Harm reduction and abstinence approaches to treatment are described.
- (c) A tiered support system including residential and day care are explained.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria. Given the nature of this Unit, reinforcing an accepting and non-judgmental value base is of great importance.

#### **Outcome 1 — Performance and written and/or oral evidence**

Evidence for Outcomes 1, 2, 3 and 4 may be holistically assessed with an appropriate case study. Information may be gathered in open-book conditions at appropriate points throughout the Unit. Evidence could be gathered in a learner folio. Learners will investigate major groups of substances, current terminology and the effects of substance use.

Learners are required to:

- ◆ identify the major groups of substances.
- ◆ accurately define the terms use, misuse, abuse, dependency, addiction and compulsion in terms of current terminology.
- ◆ explain the physical and psychological effects of substance use.

#### **Outcome 2 — Performance and written and/or oral evidence**

Evidence for Outcomes 1, 2, 3 and 4 may be holistically assessed. Information may be gathered in open-book conditions at appropriate points throughout the Unit. Evidence could be gathered in a learner folio. Learners will define dual diagnosis, investigate the effects of using substances on relationships and wider society and describe the ways in which substance users are perceived.

Learners are required to:

- ◆ accurately define dual diagnosis.
- ◆ describe the effects on family and other relationships in coping with substance use.
- ◆ explain the effects on wider society of substance use.
- ◆ describe the ways in which substance users are perceived is broad in terms of stereotyping, prejudice, attitudes and assumptions.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

### **Outcome 3 — Performance and written and/or oral evidence**

Evidence for Outcomes 1, 2, 3 and 4 may be holistically assessed. Information may be gathered in open-book conditions at appropriate points throughout the Unit. Evidence could be gathered in a learner folio. Learners will consider relevant law, legal categorisation and legal process for substance-related offences.

Learners are required to:

- ◆ explain current legal categorisation of substances.
- ◆ accurately describe current substance related legislation.
- ◆ accurately describe the legal process for substance related offences.

### **Outcome 4 — Performance and written and/or oral evidence**

Evidence for Outcomes 1, 2, 3 and 4 may be holistically assessed. Information may be gathered in open-book conditions at appropriate points throughout the Unit. Evidence could be gathered in a learner folio. Learners will:

- ◆ comprehensively investigate current treatment models.
- ◆ accurately describe harm reduction and abstinence approaches to treatment.
- ◆ correctly explain a tiered support system including residential and day care.



## National Unit Support Notes

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit has been designed for learners who are interested in substance use and misuse and the impact on the individual and others. The Unit will introduce learners to the major groups of substances and their use, the physical, psychological and social effects on the individual and others, the legal issues surrounding substance use and current treatment models. This is a free-standing introductory Unit which will provide underpinning and basic knowledge of the subject.

It is important to emphasise that completion of this Unit does not in any way permit those who have achieved it to refer to themselves as Addiction Workers although it can contribute to Continuing Professional Development.

Given the nature of this Unit, reinforcing an accepting and non-judgmental value base is of great importance and should be stressed to learners.

#### Outcome 1

##### Major groups of substances

Major groups of substances include Depressants, Stimulants, Anti-depressants and Hallucinogens. Other groups in common use can also be included. Examples might include:

**Depressants:** alcohol, solvents, methadone, diazepam, heroin, Barbiturates, major benzodiazepines.

**Stimulants:** amphetamines, cocaine, tobacco, caffeine, anabolic steroids, MDMA.

**Hallucinogens:** LSD, Cannabis, magic mushrooms, ketamine, PCP, DMT.

**Anti-Depressants:** Amitriptyline, Prozac, Imipramine, Seroxat, MAOIs.

Learners should be aware of the similarities and differences between the use of the terms substance use, substance misuse and substance abuse, dependency, addiction and compulsion.

*Substance use* refers to when a person takes a substance in the right amount for the right reason such as prescribed diamorphine for pain relief or 2–3 Units of alcohol two to three times a week for social occasions.

## National Unit Support Notes (cont)

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

*Substance misuse* is used when a substance is taken for a reason other than which it was originally intended, eg psychoactive effect of depressants to escape a difficult situation or Ketamine at a party as opposed to being to alleviate depression or for anaesthesia.

*Substance abuse* involves taking an excessive amount of a substance even if it is causing difficulties within their life eg taking time off work with a hangover or ending a relationship when a partner highlights their concern regarding a substance.

*Dependence* in this context relates to a conscious or unconscious reliance on a substance but can also refer to a behavior.

*Addiction* is a physical or psychological requirement by the body to take a substance. An example of this would be the dangers of suddenly stopping taking excessive amounts of alcohol once the body has become used to it.

*A compulsion* is an irresistible urge to act in a certain way so is most often used in reference to behaviours.

Physical effects can include headache, dry mouth, depressed nervous system, flushing, dilated pupils, poor muscle coordination, insomnia, increased heart rate.

Psychological effects can include elevated mood, irritability, temporary paranoia, increased alertness, altered perceptions, anxiety, panic, feelings of dissociation, mental confusion.

### Outcome 2

#### The effects of substance use on the individual and others

Dual diagnosis is a term used when an individual has either more than one addiction eg alcohol and painkillers or an addiction with a diagnosis of mental illness. This has particular significance in relation to admission policies for support services. Some addiction services will not support clients with diagnosis of a mental illness and some mental health services will not support patients with an addiction.

- ◆ The wider effects of substance use on relationships can include emotional responses such as worry, anger, frustration and fear, financial support, health concerns and isolation. Learners should be encouraged to consider the impact that substance use on both personal and professional relationships.

This discussion should be expanded to include the effects on wider society such as unemployment, pressure on health care services, impact on crime and political attitudes and assumptions. It is important that learners take a holistic view and do not focus purely on a negative stereotyping. The perception of substance use, misuse and abuse should be considered in broad terms.

Awareness of representation within the media is relevant including use of judgmental terminology. A comparison between the poverty and stereotyping used in 'Trainspotting' as opposed to the acceptability or interest of social and recreational use by celebrities.

## National Unit Support Notes (cont)

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

### Outcome 3

#### The legal issues relating to the use of prescribed and non-prescribed substances

Learners should be aware of the legal categorisation (a, b and c) of substances and the consequences of arrest and legal penalties for criminal behaviours. The website 'Talk to Frank' provides suitable examples:

**Class A drugs include:** heroin (diamorphine), cocaine (including crack), methadone, ecstasy (MDMA), LSD, and magic mushrooms. Maximum penalties are 7 years + fine for possession or life + fine for supplying.

**Class B include:** amphetamines, barbiturates, codeine, cannabis, cathinones (including mephedrone) and synthetic cannabinoids. Maximum penalties are 5 years + fine for possession or 14 years + fine for supplying.

**Class C include:** benzodiazepines (tranquilisers), GHB/GBL, ketamine, anabolic steroids and benzylpiperazines (BZP). Maximum penalties are 2 years + fine for possession or 14 years + fine for supplying.

Within this, an awareness of current substance-related legislation is necessary. Examples might include

- ◆ The Medicines Act (1968)
- ◆ Drugs Act (2005)
- ◆ The Misuse of Drugs (Scotland) Act (2005)
- ◆ The Licensing (Scotland) Act (1976)
- ◆ The Protection of Children (Tobacco) Act (1986)
- ◆ Misuse of Drugs Regulation (2001)

### Outcome 4

#### Treatment models and options

Available treatment models vary between geographical areas, health authorities and settings (eg third sector, statutory, private) and can be dependent upon funding, research-based efficacy and political support. Models include, but are not restricted to Minnesota Model (12 step programme), Cycle of Change, Modality Assessment, Egan's 3 Stage Approach, Cognitive Behavioural Therapy.

The aim of the individual seeking treatment or support may fall within either harm reduction or abstinence approaches. Harm reduction is aimed at health or safer management of substance use. The can range from needle exchanges to social drinking. The abstinence approach is based on the individual's intention to refrain from use of any problematic substance.



## National Unit Support Notes (cont)

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

The paper *Models of Care: Consultation Document*, Department of Health (2002) established a tiered system of treatment modalities to classify treatment services.

**Tier 1:** Non-specific (general) Service: General Practitioners (General Medical Services) Probation Housing.

**Tier 2:** Open Access Service: Advice and Information, Drop-in Service, Harm Reduction Services.

**Tier 3:** Community Services: Community Drug Teams, Drug Dependency Units, Day Treatment.

**Tier 4a:** Specialist Services (Residential) Service: Inpatient, Residential Rehabilitation.

**Tier 4b:** Highly Specialist (non-Substance Misuse) Service: Liver Units, Forensic Services.

The following definitions are adapted from *Models of Care: Consultation Document*, Department of Health (2002).

### Guidance on approaches to delivery of this Unit

Delivery of this Unit could incorporate a variety of teaching and learning methods to encourage a learner-centred, participative and practical approach, including:

- ◆ Teacher/lecturer presentations
- ◆ DVD presentations
- ◆ Large and small group work and discussions
- ◆ Handouts
- ◆ Books and articles
- ◆ Visiting speakers
- ◆ Individual and group research
- ◆ Internet searches
- ◆ Reflection

### Websites

<http://www.talktofrank.com/faq/what-drug-classification-system>

<http://www.drugwise.org.uk/>

References provided are correct at the time of publication. Centres should ensure that learners are directed to up to date and current websites and reference materials.

## National Unit Support Notes (cont)

**Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

#### Outcomes 1, 2, 3 and 4

Evidence can be generated using one single holistic assessment or a range of different types of instruments of assessment. Learners should present their evidence in an appropriate format. The following are suggestions only. There may be other methods that would be more suitable to learners.

This will be in the form of a case study. The case study will require learners to gather information from a variety of sources which could include:

- ◆ Visiting speakers
- ◆ Internet research
- ◆ Library

It may be beneficial for learners to work in groups and share information although the final investigation must be the learner's own work. Initial discussions can be carried out in groups and whole class expositions.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components for this Unit, however there may be opportunities to develop components of the Core Skills of *Communication* at SCQF level 5, *Information and Communication Technology (ICT)* at SCQF level 5 and *Problem Solving* at SCQF level 5.

## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:** Substance Use and Misuse: an Introduction (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed for those who are interested in substance use and misuse and the impact on the individual and others. This Unit will enable you to identify the substances most commonly used, misused and abused, gain an understanding of the legal issues surrounding substances and introduce you to the range of treatment models available.

This is a free-standing introductory Unit which will provide underpinning and basic knowledge of the subject.

It is important to emphasise that completion of this Unit does not in any way permit those who have achieved it to refer to themselves as Addiction Workers although it can contribute to the Continuing Professional Development (CPD) of care professionals in other fields of work.

### **Outcomes**

On successful completion of the Unit you will be able to:

- 1 Identify the terminology for major groups of substances and their use.
- 2 Explain the effects of substance use on the individual and others.
- 3 Describe the legal issues relating to the use of prescribed and non-prescribed substances.
- 4 Describe treatment models and options.