

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

Elements of competence

- HSC365.1 Identify individuals' knowledge and values about substances, their use and effects
- HSC365.2 Increase individuals' knowledge and understanding of substances, their use and effects

About this Unit

For this Unit you need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances eg because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

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.

Substances: sedatives (eg alcohol and heroin); stimulants (eg, amphetamines, cocaine, crack, ecstasy); hallucinogenics (eg LSD, magic mushrooms, solvents); prescription and 'over the counter' drugs.

Methods: smoking; eating or drinking; snorting or inhaling; injecting.

Effects of substances on their lives: relationships with their families and friends; physical health and well-being; emotional and psychological health and well-being; sexual health and well-being; education and development; housing and accommodation; disposable income; offending behaviour.

Reasons: enjoyment; experimentation and curiosity; defence mechanisms; environmental influences and pressures; rebellion; marketing and availability; comparative costs; dependency.

Services: drug and alcohol services; healthcare services; social care services; counselling and advice services; preventive services (eg education, customs and excise); criminal justice services.

Evidence Requirements for the Unit

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

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> Simulation is NOT permitted for any part of this unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> Direct Observation: 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. For example your assessor may observe you giving an input to a group on substance use and its effects, or you may be working with another professional who could comment on your work in practice. Reflective Account/professional discussion: These will be a description of your practice in particular situations based on working practices. You could prepare a case study from your own work practice in which you explain the work you are doing including the planning, implementation and evaluation of your intervention. It is likely that this would also provide evidence for the mandatory units in the award particularly where you have demonstrated knowledge of legislation, policy and procedures relevant to the task.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures 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. Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. Witness testimony: 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 an individual. Products: These can be learning materials, plans or diary evidence of day to day practice. 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.
GENERAL GUIDANCE
<ul style="list-style-type: none"> 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. 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. 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. All evidence must relate to your own work practice.

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.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 The rights of individuals with whom you come into contact.	
Legislation and organisational policy and procedures	
2 Legal and organisational requirements and policies requirements relevant to the functions being carried out.	
3 The UK legislation which relates to the work being undertaken (eg Misuse of Drugs Act, Medicines Act, Child Protection Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act).	
4 Government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation.	
5 Key organisations that are designed to deliver the government’s strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Co-ordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales).	
6 The differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups.	
7 The agency’s policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.	
Theory and practice	
8 Physical, social, psychological and emotional development of individuals and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings.	
9 The different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics (including prescription and over-the-counter drugs).	
10 Street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used.	
11 The dangers of substance use: quantity, frequency, purity of the substances, polydrug use.	

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
12 Issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell.	
13 Methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death).	
14 The inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight.	
15 The reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances.	
16 The effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances.	
17 Prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation.	
18 The difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances.	
19 The relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs).	
20 Evidence for the inter-connection of different substances over time.	
21 Methods of preventing/minimising the effect of substances that individuals use.	
22 Perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping).	
23 The potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work).	
24 The difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use.	
25 The nature of dependence (psychological and physical) on substances.	
26 Different services that are available to address substance use: preventive, treatment and support.	
27 The relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use.	

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
28 Working to improve agency practice.	
29 The role of the agency and its services and how they relate to other agencies and services in the sector (eg when working in schools, substance use awareness raising must comply with any school policies covering substance use education).	
30 How to monitor, analyse and evaluate implications of changes in the agency in which one works.	
Working to improve individual practice	
31 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	
32 How to apply the principles of equality, diversity and anti-discriminatory practice to your own work.	
33 The options you consider in your own work and the reasoning processes to be used.	
34 How to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience.	
35 How to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge.	
36 The need to develop your own competence and skills in line with changes in evidence, knowledge and practice.	

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

HSC365.1 Identify individuals' knowledge and understanding of substances, their use and effects

Performance criteria		DO	RA	EW	Q	P	WT
1	You enable individuals to talk about and identify: <ul style="list-style-type: none"> (a) what they know and understand about substances (b) the methods by which people take substances (c) the effects of different substances on people's lives (d) the reasons for people taking substances (e) who takes different types of substances (f) whether there is a difference between the use of different substances and why this is the case (g) the different classifications of drugs under the legislative framework (h) attitudes to substance use and misuse 						
2	You ask individuals appropriate and searching questions about: <ul style="list-style-type: none"> (a) the substances they have not mentioned (b) their reasons for believing some substances are preferable to others (c) what they mean when they use street terms for different substances, paraphernalia and modes of use (d) the source of their information and the accuracy of their sources 						
3	You enable individuals to explore: <ul style="list-style-type: none"> (a) their feelings about substance use (b) their feelings and values about people who use substances (c) the feelings about why people use different substances 						
4	You reflect individuals' views about substance use back to them to confirm that they have been understood and interpreted correctly.						
5	You challenge individuals who discriminate against substance users.						
6	You explore with individuals the strong feelings they have in relation to particular issues and the reasons for these feelings.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

HSC365.1 Identify individuals' knowledge and understanding of substances, their use and effects

Performance criteria		DO	RA	EW	Q	P	WT
		7	You acknowledge the experience and feelings of individuals who have suffered from others' use of substances.				
8	You interact with individuals throughout the process in a manner that: (a) is appropriate to the individuals' background, culture, circumstances and needs (b) encourages an open exchange of views (c) minimises any constraints to communication (d) is free from discrimination and oppression (e) is non-judgemental (f) enables individuals to make their own contribution						

HSC365.2 Increase individuals' knowledge and values about substances, their use and effects

Performance criteria		DO	RA	EW	Q	P	WT
		1	You identify: (a) the gaps in individuals' knowledge and understanding about substances, their use and effects (b) the values and beliefs of individuals that need to be challenged in their own interests and those of others (c) the learning styles that are most likely to help different individuals learn about substances and their use (d) the approaches that would enable different individuals learn about substances, their use and effects				

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

DK4Y 04 (HSC365/GE3) Raise awareness about substances, their use and effects

HSC365.2 Increase individuals' knowledge and values about substances, their use and effects

Performance criteria		DO	RA	EW	Q	P	WT
2	You enable individuals to learn about: (a) the different types of substances, their street names and how these change over time and in different places (b) the methods of using substances (c) the reasons people use substances (d) the effects that substances have on peoples' lives (e) the risks associated with multiple substance use (f) the range of services to address needs and issues related to substance use						
3	You provide learning opportunities: (a) at the time others need them (b) in a manner sensitive to their needs and confidence.						
4	You make sure that the content of the learning is accurate and based on up-to-date evidence.						
5	You remain open to the range of issues that individuals may wish to explore in relation to substance use and do not turn away from such issues.						
6	You encourage others to contact you and other relevant sources of support when they need to.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
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: