

## **H5VL 04 (SFH AB2) — Support Individuals Who are Substance Users**

### **Overview**

For this standard 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.

Users of this standard will need to ensure that practice reflects up to date information and policies.

## **Additional Information**

### **External Links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to address health and wellbeing needs

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 26 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Ensure 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	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	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	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	Support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use.	
6	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	Give support and assistance to contact people who can help where individuals ask for further information and advice which is beyond your role.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Ensure your actions to support individuals who have used substances are consistent with your agreed role and agency policies and procedures.	
9	Make individuals aware that you are available and willing to help.	
10	Ensure your interaction with individuals is in a manner which recognises each individual's needs and rights.	
11	Ensure your actions to support individuals are appropriate to the substance used, the effect which the substance has had and the condition of the individual.	
12	Encourage individuals to describe any pain or discomfort which they are experiencing.	
13	Move and handle individuals with the minimum of discomfort and only where it is necessary for their safety.	
14	Request further support and assistance needed to help the individual without delay.	
15	Make the environment as safe as possible and remove all dangerous substances and materials.	
16	Support and enable individuals to meet their needs and requirements after the effects of the substance have worn off.	
17	Clearly and accurately report information about episodes of substance use to an appropriate person and record it in the required format.	
18	Encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so.	

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	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.	
20	Identify accurately and discuss in detail strategies and methods for alleviating difficulties encountered by the individual.	
21	Communicate with individuals in a manner, and at a level and pace, appropriate to them.	
22	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.	
23	Give appropriate support and assistance to contact people who can help individuals who ask for advice and support which is beyond your role.	
24	Assist individuals to review their progress in reducing substance use, realistically assess their achievements and identify opportunities for improvement.	
25	Accurately and fully record the results of discussions on progress and any proposals for changes and pass these promptly to an appropriate person.	
26	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.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 43 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
1	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).	
2	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.	
3	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.	
4	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).	
5	The different specialist advice/therapy agencies and national/local support networks involved in supporting substance users.	
6	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.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	Your role and responsibilities in relation to the individual and how these should affect any relationship between you and the individual.	
8	The different forms of substance which individuals might use, how they are used (eg drinking, injecting, sniffing, smoking) and their likely effects.	
9	The ways in which individuals may combine substances and the different effects which might arise from this.	
10	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).	
11	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).	
12	The range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these.	
13	Harm reduction strategies, how and why these may differ from individual to individual.	
14	The range of safer sex practices and how individuals can be encouraged to use these.	
15	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).	
16	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).	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
17	The risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks).	
18	The indicators of pain, discomfort and that the effects of the substance are posing a significant threat to an individual's wellbeing (such as alcohol poisoning, overdose) and the action that should be taken in relation to each.	
19	The range of after-effects of substance use and what the needs of the individual may be following substance use.	
20	How views of substance use may differ.	
21	Your role in the environment and the boundaries and limits of that role.	
22	The impact which your feelings may have on the support which can be effectively offered to the individual.	
23	Factors that influence individuals to use substances and how these may be inter-related or combine.	
24	Reasons why individuals decide to reduce or cease substance use.	
25	The range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health.	
26	The type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number  where this knowledge  point has been met</b>
27	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.	
28	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.	
29	Emergency aid for situations where the substance causes a health emergency.	
30	Methods of supporting individuals at times when they have used substances.	
31	How to assist individuals to make realistic assessments of their progress and how you can offer views in a supportive manner.	
32	Ways of supporting individuals who are seeking to reduce or cease substance use.	
33	The importance of acknowledging and dealing with your own feelings in relation to the substance use concerned.	
34	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.	
35	Why the individual should be supported to talk through their circumstances and history of substance use.	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
36	Why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take.	
37	Methods of making one's presence and availability obvious to the individual without attracting aggressiveness, etc.	
38	Why the individual should be supported to describe any pain or discomfort which they are experiencing.	
39	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.	
40	Why information should be reported and recorded.	
41	Why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this.	
42	The importance of acknowledging individual's rights in making decisions regarding their use of substances.	
43	Individuals' rights in making decisions regarding their health, including their right to ignore advice.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	