



Higher National Unit specification: general info

Unit title: Brief Interventions for Substance Misuse

Unit code: FY9M 34

Superclass: PP

Publication date: January 2013

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

On Completion of this Unit the learner should be able to demonstrate effective support and communication skills in relation to complex and sensitive issues while working with individuals to raise awareness about substances and their effects. The learner should be able to provide current information based on the individuals needs and develop their practice through self reflection to improve service delivery.

- 1 Demonstrate effective support and communication skills in relation to complex and sensitive issues.
- 2 Work with Individuals to raise awareness about substances and their effects.
- 3 Provide appropriate information based on individuals needs using brief interventions.
- 4 Develop practice through self reflection to improve service provision.

Recommended prior knowledge and skills

Learners should have experience in a health or social care setting. Learners should have good communication skills and approval from managers that learners are able to undertake this Unit.

As a course pre-requisite learners should have completed learning on the following subjects: Alcohol Awareness, Drug Awareness and Alcohol Brief Intervention. Infection control (patient contact) Hepatitis C and Blood Borne Viruses, Equality and Diversity; Management of Aggression, Clinical Supervision and IT Security.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Core Skills

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

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

Context for delivery

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.

This Unit forms part of the Professional Development Award titled Brief Interventions for Substance Misuse at SCQF level 7 as a mandatory Unit. It could also be undertaken stand-alone as continuous professional development for practitioners wishing to update or develop their skills.

Higher National Unit specification: statement of standards

Unit title: Brief Interventions for Substance Misuse

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate effective support and communication skills in relation to complex and sensitive issues.

Knowledge and/or Skills

- ◆ Care Principles and Values of Practice
- ◆ Communication methods
- ◆ Valid consent to treatment
- ◆ Confidentiality and recording information

Evidence Requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ discuss and compare how the individual's personal beliefs and values can impact on the individual's self respect and dignity.
- ◆ identify and discuss the significance for practice relating to social and cultural differences of people who require the services.
- ◆ discuss and demonstrate an in depth knowledge of verbal and non verbal communication methods, and how you would incorporate these methods within practice.
- ◆ explain the policies in your workplace for confidentiality, reporting and recording information.
- ◆ define active consent (written and verbal) and support this by discussing how this is used in practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Brief Interventions for Substance Misuse

Outcome 2

Work with Individuals to raise awareness about substances and their effects.

Knowledge and/or Skills

- ◆ International, European, UK and Local legislations
- ◆ Addiction to any substance
- ◆ Types, signs and symptoms of stress
- ◆ Psychosocial Model
- ◆ Human Development

Evidence Requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ identify and apply three examples of legal requirements which relates to the work being undertaken.
- ◆ describe substances that can result in addiction and explain their effects.
- ◆ recognise and discuss the signs of psychological and physical stress and their affects.
- ◆ describe and explain the social and cultural influences that leads to addiction.
- ◆ identify and discuss the significance of human development in relation to substance misuse.

Higher National Unit specification: statement of standards (cont)

Unit title: Brief Interventions for Substance Misuse

Outcome 3

Provide appropriate information based on individuals needs using brief interventions.

Knowledge and/or Skills

- ◆ Learned behaviour/Social models
- ◆ Motivational Enhancement
- ◆ Models of change
- ◆ Referral process
- ◆ The physical and mental health co–morbidity within substance misuse
- ◆ Harm reduction and Risk Management

Evidence Requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ describe and explain the brief intervention process including motivational enhancement.
- ◆ discuss and compare how social and learned behaviour models can impact on an individual's motivation and healthcare needs.
- ◆ describe and explain a model of change used within their practice.
- ◆ describe and explain the process for referral in practice highlighting partnership agencies.
- ◆ identify and describe the relationship between mental health and addiction.
- ◆ identify high risk behaviours and describe three examples of harm reduction.

Outcome 4

Develop practice through self reflection to improve service provision.

Knowledge and/or Skills

- ◆ Self awareness and personal growth
- ◆ Reflection on own beliefs, values and attitudes
- ◆ Clinical supervision

Evidence Requirements

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ identify knowledge and skills gained through self awareness and personal growth.
- ◆ examine and analyse behaviours, attitudes and their own values in relation to substance misuse.

- ◆ evaluate practice through self reflection and clinical supervision for future developments.

Higher National Unit specification: support notes

Unit title: Brief Intervention for Substance Misuse

This part of the Unit specification is offered as guidance. The support notes 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 is intended for those who practice in addictions, mental health or other partnership agencies.

The learner will be expected to do home study and complete online learning supported by assessors. This will include lectures, discussions, reading relevant materials and books as recommended.

The Unit focuses on brief interventions in all aspects of addiction.

Outcome 1 highlights the importance of communication, knowledge and skills for a positive therapeutic relationship and focus on the key skills to deliver person centred care.

Learners should focus on the key legislation, policies and procedures which informs them of the standards of practice relating to values, attitudes and beliefs systems. This also highlights the potential significance for practice of social and cultural differences including the protected characteristics of equality and diversity.

Learners should explore the following documents for self directed learning:

Adult Support and Protection (Scotland) Act 2007, Adults with Incapacity (Scotland) Act 2000, Equality Act 2010, Alcohol Scotland Act 2010, Realising Recovery (NHS Education Scotland 2007); Rights, Relationships and Recovery Refreshed (2010–2011); Response to Better Health, Better Care (Jan 2009); The Road to Recovery.

Learners should be knowledgeable with regards to communication skills and Human Communication Models. This includes Human Growth Development and implications for communication and language skills in adult life. This should also inform their practice with regards sensitive issues, effective listening, problem solving and responding to times of conflict and dilemmas in their practice.

Learners should adhere to local policy and procedures when consent is required for treatment options and the delivery of information to third parties. An example of a resource for this information can be obtained in the *Nursing and Midwifery Council Guidelines*. Allied Health Professionals and other professionals will have their own Guidelines with regards to consent.

Learners should understand and be knowledgeable of the Data Protection Act (1998); Caldicott Principles (1997) and confidentiality for recording and reporting information.

Outcome 2 identifies substances addictions and behaviours.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Through self directed learning and work related courses learners can obtain information about different types of psychoactive substances and more traditional drugs of abuse including prescription drugs and their effects. A good example of a model to use would be the DASH model categorising different drugs and effects. The Drug Wheel created by Mark Adley is also a good tool to use for categorisation and effects of different substances. Learners should also be able to obtain information about the dangers of substance use and the reasons why individuals use substances from online sources and in-service courses.

Learners can obtain information on the legal aspects of drug use by finding out information in the Misuse of Drugs Act (1971), local drug and alcohol policies and Crime and Disorder Act (1998). This can also relate to Drug Treatment and Testing Orders impacting on their practice.

Further information on Criminal Justice legislation can be found in:

Social Work (Scotland) Act 1968; Criminal Procedure (Scotland) Act 1995; Children and Young People (Scotland) Act 2014; Crime and Disorder Act (1998); Criminal Justice (Scotland) Act 2003; Management of Offenders etc. (Scotland) Act 2005 and the Criminal Justice & Licensing (Scotland) Act 2010.

Learners should demonstrate their awareness and understanding through discussion, reflective accounts and assignments describing real work situations and relating these to legislation. This should highlight the relationship between crime, antisocial behaviour and substance misuse.

Learners are recommended to read about the theories of addiction from the recommended reading list after the assessment guidelines. Learners should have a greater understanding of the moral theory, disease theory, behavioural theories, psycho-social model and socio-cultural theories and relate this to addiction behaviours in their assignments and reflective accounts. This should highlight the relationship between mental health and addiction.

Learners can find out more about Human development by reading Jean Piaget, Lev Vygotsky and Alfred Bandura. Learners can also find out information about foetal alcohol spectrum disorder and alcohol in pregnancy from British Medical association Board of Science.

Learners can find out about legislation related to other aspects of their practice through online resources, mandatory training from their work place and websites.

Other legislation and policies to consider could be Children and Young People (Scotland) Act 2014; Mental Health (Care and Treatment) (Scotland) Act (2003); Health and Safety at Work Act (1974); Human Rights Act (1998) and Advocate General Guidance.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Outcome 3 identifies motivational model and interviewing.

Learners should have a sound knowledge of change behaviour models including Prochaska and DiClemente (1983). Learners should include other behaviour change models that they can relate to from practice into their assignment and reflective accounts.

A good knowledge of brief interventions can be obtained through online resources, employer provided training and the recommended reading list after the assessment guidelines for each Outcome.

Learners should demonstrate knowledge and understanding of referral processes in their working practice and have an excellent knowledge of where to refer on to, including partnership agencies.

Harm reduction might be a more achievable goal for many people rather than abstinence. There is a good chapter in Rassool (2009) (see recommended reading list), which discusses harm reduction strategies. Learners should be able to demonstrate that this is important for the individual's physical health needs in particular blood borne viruses and sexual transmitted diseases.

Outcome 4 establishes the requirement for the learner to demonstrate self- awareness in practice and the skills to reflect on their beliefs, values and attitudes in relation to substance misuse

Learners should demonstrate through their reflection and discussions with others that they recognise the importance of regular clinical and personal supervision. Clinical supervision provides the opportunity to discuss difficult and complex cases with others and identify different approaches to problem situations. This allows the worker to explain any difficulties they may be experiencing with certain situations and provides opportunity for the supervisor to recognise good practice and give positive feedback. This ensures that the worker's practice is person centred and values based. Learners should understand that they require to self develop and develop others in order to provide best practice for the individuals.

Peer supervision can also be a good support to the worker in addition to formal supervision. Learners can obtain information on values based practice and recovery approaches via the Scottish Government Website.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Recommended reading

- Banks, S (2006). *Ethics and Values in Social Work (British Association of Social Workers (BASW))*. Hampshire: Palgrave Macmillan.
- Gossop, M. (2007). The control of drugs. In: Gossop, M. *Living with Drugs*. 6th ed. London: Ashgate Publishing Ltd. p159.
- Miller, W.R & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change*. 2nd ed. New York: The Guilford Press.
- Prochaska, J.O., and Diclemente, C.C. (1983) Stages and processes of self- change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*. 51 (3), p390-395.
- Rassool, H.G. (2009) Theories of Addiction. In: Rassool, *Alcohol and Drug Misuse: A Handbook for students and health professionals*. Oxon: Routledge.p34-46.
- Rassool, H.G. (2009). Prevention and health education approaches to substance misuse. In: Rassool, *Alcohol and Drug Misuse: A Handbook for students and health professionals*. Oxon: Routledge.p281-298.
- Health and Social Care Integration (2015)
- National Drug Strategy for Scotland (2008)
- Scotland's National Alcohol Framework (2009)
- 2020 Vision for Health and Social Care (2011)

Recommended websites

www.mentalhealth.org.uk

www.scotland.gov.uk

www.scottishrecovery.net

www.seemescotland.org

www.talktofrank.com

www.sdf.org.uk

www.knowthescore.org.uk

www.crew2000.org.uk

www.doyouknowwhatsinit.org.uk

www.rethink.org

Guidance on the delivery of this Unit

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome. Details of these requirements are given for each Outcome.

An understanding of both theory and its relation to practice are required for all Outcomes. Hence assessment must include both the requirement to discuss various issues and the opportunity to relate these to practice. Where learners are already working, it is asked that they write about real work situations. Only in exceptional circumstances should a centre devised hypothetical assessment be used.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Guidance on the assessment of this Unit

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the knowledge and Skills requirements for each Outcome.

Learners will be expected to write accounts about real work situations and reflect on their practice.

An understanding of both theory and its relation to practice are required for all Outcomes. Hence assessment must include both the requirement to discuss various issues and the opportunity to relate these to practice. Where learners are already working, it is asked that they write about real work situations. Only in exceptional circumstances should a centre devised hypothetical assessment be used.

Learners undertaking the full Group Award will also complete three SVQ units from a list of the nine possible options below:

H5V3 04 (SFH AF1) — 9 SCQF Credits at SCQF level 7
Carry out screening and referral assessment

H5V7 04 (SFH AI2) — 10 SCQF Credits at SCQF level 7
Help individuals address their substance use through an action plan

H5V8 04 (SFH AB5) — 9 SCQF Credits at SCQF level 7
Assess and act upon immediate risk of danger to substance users

FP8N 04 (SFH CHS19) — 8 SCQF Credits at SCQF level 6
Undertake routine clinical measurements

H5VF 04 (SFH AA1) — 9 SCQF Credits at SCQF level 7
Recognise indications of substance misuse and refer individuals to specialists

H5VG 04 (SFH AE1) — 8 SCQF Credits at SCQF level 7
Test for substance use

H5VJ 04 (SFH AD1) — 10 SCQF Credits at SCQF level 7
Raise awareness about substances, their use and effects

H5VL 04 (SFH AB2) — 10 SCQF Credits at SCQF level 7
Support individuals who are substance users

H5VM 04 (SFH AH3) — 8 SCQF Credits at SCQF level 7
Supply and exchange injecting equipment for individual

The assessments for each of the Outcomes in this Unit will enable valid evidence from practice to be generated. This evidence will contribute to the assessment of the SVQ Units.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Assessment Guidelines

Outcome 1

If this Unit is being assessed holistically with the three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve Evidence Requirements 1, 2, 3, 4, and 5 to demonstrate knowledge within real working practice. The nine options are:

SFH AF1, SFH AI2, SFH AB5, SFH CHS19, SFH AA1, SFH AE1, SFH AD1, SFH AB2, SFH AH3

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

Outcome 2

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve Evidence Requirements 1, 2, 3, 4, and 5 to demonstrate knowledge within real working practice. The nine options are:

SFH AF1, SFH AI2, SFH AB5, SFH CHS19, SFH AA1, SFH AE1, SFH AD1, SFH AB2, SFH AH3

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

Outcome 3

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the assessment is an essay of 3500 words for evidence requirements 1,2,3,4,5 and 6. The nine options are:

SFH AF1, SFH AI2, SFH AB5, SFH CHS19, SFH AA1, SFH AE1, SFH AD1, SFH AB2, SFH AH3

An example of an essay could be a question which would lead the learner to discuss and explore a situation where the learner could use a brief intervention. This could be a harm reduction or substance misuse situation.

For learners undertaking this Unit on a standalone basis it is recommended that all of the evidence requirements for evidence three should be met using an essay of 3500 words on a brief intervention. This could be harm reduction or substance misuse.

If the Outcomes required from the essay have not been achieved learners will have one opportunity to submit in a timescale that is deemed to be appropriate and reasonable. If the

resubmission still does not meet the requirements the learners will be issued with a further assignment. If the learner fails the further assignment then s/he will be required to repeat the HN unit in full.

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Outcome 4

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve evidence requirements 1, 2, and 3 to demonstrate knowledge within real working practice. The nine options are:

SFH AF1, SFH AI2, SFH AB5, SFH CHS19, SFH AA1, SFH AE1, SFH AD1,
SFH AB2, SFH AH3

This assessment should consist of reflection on an issue from a working situation where the learner has to be more aware of their practice or other's practice and consider different approaches in order to make a clinical or departmental difference.

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

If this Unit is being assessed holistically with three SVQ Units selected from the options provided learners may cross-reference from previous reflective accounts they have produced for Outcomes 1,2 and 4. The nine options are:

SFH AF1, SFH AI2, SFH AB5, SFH CHS19, SFH AA1, SFH AE1, SFH AD1,
SFH AB2, SFH AH3

Higher National Unit specification: support notes (cont)

Unit title: Brief Intervention for Substance Misuse

Online and Distance Learning

This Unit is suitable for open learning, provided there is authentication of the learner's evidence.

Opportunities for developing Core Skills

Assessment of this Unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example assessments are likely to include the use of appropriate information technology and the demonstration of skills required to produce work which will include the use of complex information.

Learners will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through learners producing written work in a variety of formats; verbal communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

Working with Others: Will be developed as learners will be required to work collaboratively with colleagues from their own and other services in the preparation and research for their assignments.

Information and Communication Technology (ICT): Learners will develop their *ICT* skills through research and the presentation of written assignments.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Minor amendments to Outcomes 2 and 3 to enhance flexibility of delivery.	31/01/13
03	Amends made to enhance clarity of terminology and the change in the use of illegal drugs	31/05/17

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General information for learners

Unit title: Brief Interventions for Substance Misuse

The assessments for each of the Outcomes in this Unit will enable valid evidence from practice to be generated alongside responses to specific Unit knowledge and contribute to the assessment of the three SVQ units from the options provided and the full professional development award of Brief Interventions for Substance Misuse.

Outcome 1

In Outcome 1 you will focus on the key legislation and practice drivers for the provision of values based practice and recovery. You will look in depth into the social and cultural needs of individuals considering equality and diversity relating this to real work activity through reflective accounts.

You will be knowledgeable regarding communication skills and models. This will include self directed learning into human communication models and human development. You will explain through reflection and discussion how human development impacts on language and communication skills in adult life and relate this to your practice with regards sensitive and complex issues, problem solving and conflicts.

You should consider and understand the correct local policy procedures when considering verbal and written consent to treatment for individuals and also relate this to guidelines specific to your area of practice.

You will also be encouraged to be able to research, explain and adhere to the legislation and policies with regards data protection and confidentiality. And relate this to real work activities through discussion and reflection.

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve Evidence Requirements 1, 2, 3, 4, and 5 to demonstrate knowledge within real working practice.

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

Outcome 2

In Outcome 2 you will be able to categorise and explain the different substances involved in addictive behaviours and their affects. You will be expected to know about the reasons for addictive behaviours and the legalities of the system in which you practice. You will be encouraged to research criminal justice and relate this to crime, anti-social behaviours and substance misuse. Evidence for this Outcome will be expected in the form of reflection, discussion and assignment work.

You are recommended to research about the theories of addiction from the recommended reading lists and then relate your knowledge to real work situations. For example: moral theory, disease theory, behavioural theory, psycho-social model and socio-cultural theories. You will be expected to choose from these theories and demonstrate the relationship between mental health and addiction behaviours. You will also be expected to research foetal alcohol syndrome and how this may impact on child development.

General information for learners (cont)

You will be expected to be knowledgeable in other legal aspects of your work and relate to these in your reflective accounts and discussions.

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve evidence Requirements 1,2, 3, 4 and 5.to demonstrate knowledge within real working practice.

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

Outcome 3

In this Outcome you will be expected to have a sound knowledge of the brief intervention process, motivational enhancement and behaviour change models. This will include Prochaska and DiClemente (1983) behaviour change model. You are expected to read about other behaviour change models and relate this to your practice through reflective accounts and in your essay assessment.

You will be expected to have a good working knowledge of referral processes and the local partnership agencies.

You should understand harm reduction strategies and abstinence and understand the importance for physical health requirements. This will include sexual health and blood borne viruses.

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the assessment is an essay of 3500 words for evidence requirements 1, 2, 3, 4, 5 and 6.

For learners undertaking this unit on a standalone basis it is recommended that the assessment is an essay of 3500 words for evidence requirements 1, 2, 3, 4, 5 and 6.

An example of an essay could be a question which would lead the learner to discuss and explore a situation where a learner could use a brief intervention. This could be a harm reduction or substance misuse situation.

General information for learners (cont)

Outcome 4

Outcome 4 is all about your working practice, your own development and your development of others. You will be expected to participate and know about the processes available to you to enable your own reflection and development including peer support and clinical supervision.

You will be expected throughout your work to express your self awareness for the positive benefits of the individual and the service you practice in.

If this Unit is being assessed holistically with three SVQ Units selected from the options provided it is recommended that the learner completes no more than three reflective accounts to achieve evidence requirements 1, 2 and 3. This will consist of reflection on an issue from a working situation where you have had to be more aware of your practice or other's practice and consider different approaches in order to make a clinical or departmental difference.

For learners undertaking this Unit on a stand-alone basis it is recommended that the learner completes no more than three reflective accounts.

Recommended reading

- Banks, S (2006). *Ethics and Values in Social Work (British Association of Social Workers (BASW))*. Hampshire: Palgrave Macmillan.
- Gossop, M. (2007). The control of drugs. In: Gossop, M. *Living with Drugs*. 6th ed. London: Ashgate Publishing Ltd. p159.
- Miller, W.R & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change*. 2nd ed. New York: The Guilford Press.
- Prochaska, J.O., and Diclemente, C.C. (1983) Stages and processes of self- change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*. 51 (3), p390-395.
- Rassool, H.G. (2009) Theories of Addiction. In: Rassool, *Alcohol and Drug Misuse: A Handbook for students and health professionals*. Oxon: Routledge. p34-46.
- Rassool, H.G. (2009). Prevention and health education approaches to substance misuse. In: Rassool, *Alcohol and Drug Misuse: A Handbook for students and health professionals*. Oxon: Routledge. p281-298.
- Health and Social Care Integration (2015)
- National Drug Strategy for Scotland (2008)
- Scotland's National Alcohol Framework (2009)
- 2020 Vision for Health and Social Care (2011)

Recommended websites

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- www.scotland.gov.uk
- www.scottishrecovery.net
- www.seemescotland.org
- www.talktofrank.com
- www.sdf.org.uk

www.knowthescore.org.uk
www.crew2000.org.uk
www.doyouknowwhatsinit.org.uk
www.rethink.org