



**NCAC National Occupational Standards<sub>(NOS)</sub> Units**  
**Workplace Assessment**

**DANOS AI1.2012 Use recognised theoretical models to provide therapeutic support to individuals who misuse substances**

This unit is about providing therapeutic support to individuals who misuse substances. It is intended for those who provide support to individuals within an agreed framework, rather than offering advice and guidance on an ad hoc basis. You should pay particular regard to developing the therapeutic relationship in the earlier stages of working together as the substance user may have experienced a lack of positive regard, lack of empathy and a judgemental attitude from professionals in the past. Attention should also be given in this unit to activities that are not face to face work, but support the therapeutic process such as liaison, research and attending supervision.

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Name of applicant:

I confirm that I am the line manager / supervisor for the above named.

I have assessed the applicant's competence in relation to each of the numbered items listed overleaf and have placed my initials against each numbered item to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

My assessment of the applicant's competence in this unit is based on the following (see notes below):

Name:

Signed:

Date:

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## **Notes**

You should 'sign off' the applicant's competence in relation to each of the items listed below only where you have clear evidence that they have demonstrated the appropriate knowledge or skills in real life settings. Your assessment should be based on one or more of the following: observation of the applicant's practice, your supervision of the applicant, evidence provided by an appropriate third party (such as clients / colleagues / previous supervisor/line manager). Note - completion of a training course does NOT itself provide evidence of competence in a particular area.

In some cases the applicant will not have the opportunity within their existing position to demonstrate all of the required competences. Where this is the case, arrangements will need to be made for their competence to be assessed in an alternative setting (such as on placement), or, where applicable, for it to be confirmed by a supervisor / line manager from a previous post.

## **Performance criteria**

To perform to the standard you must ensure that:

1. you create a therapeutic setting in which individuals feel comfortable enough to express their requirements
2. you explore individuals' expectations in order to agree methods of working
3. you explain the nature of the service, including boundaries, constraints and what can be expected of the service
4. you encourage individuals to identify their requirements and work with any tension between their hopes, expectations and what the service can offer
5. you assess the appropriateness of starting the current therapeutic intervention
6. you ensure that the therapeutic contract is realistic
7. you examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the therapeutic process
8. you monitor your thoughts, feelings, and emotional reactions to clients so that you can correctly attribute them
9. you monitor and review the therapeutic process to ensure it remains of value
10. you use a consistent theoretical base informed by recognised theoretical models, adapting these where necessary
11. you confirm with the individual when the process is drawing to its conclusion
12. you explore with the individual the implications of other forms of treatment continuing beyond the therapeutic intervention

13. you comply with all relevant legislation, agency codes of practice, guidelines and ethical requirements

14. you enable individuals to express their concerns freely through positive regard, active listening and a non-judgemental attitude

15. you encourage individuals to identify and explore their needs

16. you reflect back, clarify and review with individuals your perception of their feelings

17. you assist the individual to prioritise their needs

18. you identify and agree needs that cannot be met and facilitate access to additional or alternative sources of support

19. you work with individuals on any tension between their hopes and expectations and the reality of resource limitations

20. you identify with the individual a suitable range of options to meet their needs

21. you ensure individuals understand the information provided

22. you outline the potential consequences, advantages and disadvantages of the options according to the individual's circumstances

23. you check individual's understanding of options and methods that may be used

24. you identify any potential problems with the chosen course of action

25. you confirm the course of action that is being taken and check for understanding and agreement with the individual

26. you record the course of action according to agency requirements

27. you explore and select methods with the individual that are most likely to be effective

28. you agree with individuals the methods to be adopted

29. you identify any requirements that cannot be met and establish alternative actions for dealing with them

### **Knowledge and Understanding**

To perform competently in this unit, you need to know and understand:

1. legal and organisational requirements and policies requirements relevant to the functions being carried out
2. the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
3. the principles around supervision and appraisal
4. the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
5. the importance of encouraging individuals to express their perspectives, values and feelings
6. organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
7. professional codes of practice
8. the principles of active listening
9. the cycle of change model
10. all models explaining substance misuse
11. the principles of motivation and dependence
12. the underlying issues that may lead to substance misuse
13. a range of recognised theoretical models
14. possible support mechanisms for individual
15. the availability of substance misuse services in the local area
16. the characteristics of substance misuse services in the local area
17. agency codes of practice
18. knowledge of research, how and where to access it
19. how to analyse research
20. the range of different substances and their implications for the provision of services
21. national substance misuse policies and priorities

22. the range of substance misuse services offered by your organisation or other organisations
23. the specific needs of individuals who are substance users, and how to meet these needs
24. the range of behaviours that can be expected from substance users, and how to deal with these
25. the risks substance misuse may pose to individuals and how to minimise these risks
26. the risks substance misuse may pose to others, how to assess and minimise these risks
27. the substance misuse jargon/ terminology commonly used
28. the essentials around mental health, dual diagnosis and relevant services
29. the continuum of substance use from recreational to problematic
30. the continuum of approaches to working with substance misuse from abstinence to harm reduction
31. cultural and religious issues that may impact when working with substance misuse
32. the rights of individuals with whom you come into contact.