



**Drug & Alcohol Professional Certification**

**Workplace Assessment**

**DANOS AD1.2012 Raise awareness about substances, their use and effects**

This unit is about raising awareness about substances, 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 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

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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 enable individuals to talk about and identify:
  - 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:
  - 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:
  - a. their feelings about substance use
  - b. their feelings and values about people who use substances
  - c. their 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
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
9. 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 to learn about substances, their use and effects
10. 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
11. you provide learning opportunities:
- a. at the time others need them
  - b. in a manner sensitive to their needs and confidence
12. you make sure that the content of the learning is accurate and based on up-to-date evidence
13. 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
14. you encourage others to contact you and other relevant sources of support when they need to

## **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 national and European legislation which relates to the work being undertaken
3. government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation
4. key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground
5. 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
6. 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
7. 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

8. 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
9. street names for substances, how these change over time and in different locations, the need to check out understanding with users regarding the terminology used
10. the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
11. 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
12. methods of substance use and the different risks associated with the different methods
13. the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state, physical health problems, energy levels at the time of consumption, body weight
14. the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
15. the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
16. prevalence of substance use, age of use and relationship to substance type, relationship between substance use and economic disadvantage and/or emotional deprivation
17. the difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances
18. 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, risks associated with using machinery and equipment, lowering of inhibitions, over-exertion
19. evidence for the inter-connectedness of different substances over time
20. methods of preventing/minimising the effect of substances that individuals use
21. perceptions of non-users of substances on those who use substances
22. the potential effects of substance use on others
23. 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
24. the nature of dependence on substances
25. different services that are available to address substance use: preventive, treatment and support
26. the relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use
27. the role of the agency and its services and how they relate to other agencies and services in the sector
28. how to monitor, analyse and evaluate implications of changes in the agency in which one works
29. your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

30. how to apply the principles of equality, diversity and anti-discriminatory practice to your own work
31. the options you consider in your own work and the reasoning processes to be used
32. 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
33. how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
34. the need to develop your own competence and skills in line with changes in evidence, knowledge and practice
35. the rights of individuals with whom you come into contact