



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

**Workplace Assessment**

**DANOS AI3.2012 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances**

This unit is about providing therapeutic support to groups of individuals who misuse substances by planning, preparing and implementing relevant therapeutic group activities using recognised theoretical models. It is intended for those who provide therapeutic support to individuals as part of group activities. Group activities may be substance use specific, such as relapse prevention techniques, or may be general, such as anger management or social skills training. There should be evidence of establishing and managing the therapeutic process with particular regard to the complexities that emerge when dealing with substance related issues in a group setting.

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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 establish the purposes and goals of the therapeutic group activity
2. you involve individuals in the planning process at a level appropriate to their abilities and circumstances
3. you check individuals' understanding of options and activities that may be used
4. you examine your own attitude towards substances, monitoring the impact that may have on the group
5. you are aware of own limitations, knowledge base and skill level
6. you conduct planning using a consistent theoretical base informed by recognised theoretical models
7. you anticipate any potential constraints or opportunities in the group and incorporate these into the planning
8. you prepare materials that are relevant and appropriate to the individuals in the group
9. you establish criteria for evaluating the effectiveness of activities
10. you arrange the environment in a way that encourages the full participation of all the individuals in the group
11. you discuss expectations and agree objectives with group members

12. you explain the nature of therapeutic group work, including benefits, possible constraints and boundaries
13. you establish a group contract that defines confidentiality, is realistic and agreed by all group members
14. you demonstrate positive regard, empathy and a non-judgmental attitude to all individuals in the group and encourage a shared responsibility in this
15. you use a consistent theoretical base informed by recognised theoretical models
16. you give individuals sufficient information and guidance, at an appropriate level and pace to maximise their involvement
17. you provide a suitable variety of therapeutic group activities to maximise involvement
18. you give and facilitate constructive feedback in a manner, level and pace that enhances individuals' learning and development in the group
19. you manage disruption in a way that is constructive, inclusive and in keeping with agreed boundaries
20. you monitor your thoughts, feelings and emotional reactions to the group and individuals in the group so that you can correctly attribute them
21. you monitor and review the group processes and activities to ensure they remain of value to all individuals in the group
22. you ensure records of activities, agreements, contracts are accurate, legible, complete, up to date and secure
23. you comply with all relevant legislation, agency codes of practice, guidelines, professional and ethical requirements
24. you encourage and support individuals to give feedback on the therapeutic group activity
25. you review the outcomes of the group activities
26. you modify your plan where feedback indicates that the planned activity is inappropriate
27. you review the effectiveness of learning and development methods and identify alternative approaches where necessary
28. you use feedback to identify when the process is drawing to its conclusion

### **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 individual's rights and how these should inform and influence the formation of a relationship between you and the individual
4. organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
5. professional codes of practice
6. agency codes of practice
7. definitions and boundaries of confidentiality
8. the principles of active listening
9. the cycle of change model
10. all models explaining substance misuse
11. the principles of motivation
12. a range of recognised theoretical models
13. awareness of cross cultural approaches
14. why it is important to encourage individuals to express their perspectives, values and feelings
15. appropriate use of counselling supervision
16. the essentials of group dynamics
17. how to put participants at ease
18. the principles of good feedback in groups
19. the availability of substance misuse services in the local area
20. the characteristics of substance misuse services in the local area
21. knowledge of research, how and where to access it

22. how to analyse research
23. the range of different substances and their implications for the provision of services
24. national substance misuse policies and priorities
25. the range of substance misuse services offered by your organisation or other organisations
26. the specific needs of individuals who are substance users, and how to meet these needs
27. the range of behaviours that can be expected from substance users, and how to deal with these
28. the risks substance misuse may pose to individuals and how to minimise these risks
29. the risks substance misuse may pose to others, how to assess and minimise these risks
30. the substance misuse jargon/ terminology, commonly used
31. the essentials of dual diagnosis
32. the continuum of substance use from recreational to problematic
33. the continuum of approaches to working with substance misuse from abstinence to harm reduction
34. the rights of individuals with whom you come into contact.