



Education & Training @ ReGen

CHCAOD001: Work in an alcohol and other drugs context

April 2016

Education & Training

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Welcome

Welcome to the Alcohol and Other Drug (AOD) Specialisation Units of Competency, delivered by Uniting Care Re Gen (formerly Uniting Care Moreland Hall) Education and Training Service.

This resource has been designed to give you information about the content of **CHCAOD001 Work in an alcohol and other drugs context** and the training and assessment process that you are about to undertake.

If after you have read this document you have any questions please speak to your trainer directly.

Course Information

The training component of this program is delivered over 4 days. However, students will also be required to undertake pre reading and do additional reading and assessment activities outside the contact training hours.

Purpose

The purpose of the training course is to enable participants to develop the theoretical knowledge and practical skills by applying standard processes and procedures for providing comprehensive services to meet the needs of clients with AOD issues.

Delivery Mode and Strategy

Presentation of information within the national competency standards will be undertaken by an appropriately qualified trainer using a range of learning strategies, including:

- Practical demonstration
- Small group work and case studies
- Practical tasks
- Group discussion
- Role play activities
- Audio visual material (i.e. videos and DVDs)

For consolidation, the material in these units of competency should be linked with and complemented by relevant on-the-job practice. Where possible, theoretical concepts and practical application will be illustrated and reinforced by drawing on examples and discussion from the participant's own workplace experience.

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Understanding Units of Competency

The following pages provide details of **CHCAOD001 Work in an alcohol and other drugs context**. Please take your time to read about this unit of competency, as doing so will help you to understand what the training covers and the type of evidence which must be gathered in order for you to demonstrate competency. All units of competency have the same basic layout. Below you will find a brief explanation of some of the headings that you will come across.

Application

Identifies the work context and who the unit applies to.

Elements

Are the activities (skill outcomes) that when combined, make up each unit of competency.

Performance Evidence

Sets out the product and/or process evidence is required, in addition to the student performing the performance criteria and includes frequency, range and volume.

Knowledge Evidence

Specifies what the student must know in order to effectively carry out the performance criteria.

Assessment Conditions

Sets out mandatory conditions for assessment, including equipment and assessor requirements

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UNIT CHCAOD001 Work in an alcohol and other drugs context

Application

This unit describes the skills and knowledge required to establish and work within the current context, philosophy and values of the alcohol and other drugs (AOD) sector.

This unit applies to workers who come into contact with clients affected by alcohol and other drugs.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element
1. Establish the context for AOD work	<p>1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD</p> <p>1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice</p> <p>1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use</p>
2. Apply understanding of context to AOD practice	<p>2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice</p> <p>2.2 Identify and use legal frameworks that impact on AOD work</p> <p>2.3 Identify, review and apply information about evidence based models and frameworks of AOD work</p>

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ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element

3. Integrate the core values and principles of AOD work into practice

3.1 Assess AOD practice values and ensure support and interventions are person-centred

3.2 Apply a harm minimisation approach to maximise support for the AOD client

3.3 Support the client's rights and safety, including access and equity of services

4. Apply understanding of the impact of values in AOD practice

4.1 Reflect on personal values and attitudes regarding AOD use and acknowledge their potential impact when working in AOD contexts

4.2 Apply awareness of organisations' values

4.3 Consider client values in determining interventions and supports

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

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- used critical thinking skills to evaluate information about current values and philosophy of the AOD sector
- worked with at least 2 people who have alcohol and/or drugs issues in ways that are consistent with the current values and philosophy of the AOD sector

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- impact of current and changing social, political, economic and legal contexts of AOD
- historical, current and emerging models of alcohol and drugs practice and their evidence base including:
 - moral model
 - disease model
 - psycho-dynamic model
 - social learning model
 - social-cultural model
 - public health model, including systems approach
 - stages of change model
- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
 - children in the workplace
 - codes of conduct
 - codes of practice
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - informed consent
 - mandatory reporting
 - practice standards
 - privacy, confidentiality and disclosure, including limitations
 - policy frameworks
 - records management
 - rights and responsibilities of workers, employers and clients
 - specific AOD legislation
 - work role boundaries – responsibilities and limitations, and their importance
 - work health and safety
- specific contexts for AOD work and their characteristics, including:
 - centre-based work
 - day program
 - withdrawal services
 - drop-in centres, recreational facilities
 - housing and residential services

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- inpatient
- outreach and home visits, street, parks
- online AOD work, web-based, emails, discussion rooms
- telephone contact
- values and philosophies of the AOD sector, including:
 - harm minimisation
 - recovery
 - person-centred approach
 - empowerment
 - health promotion (as per the Ottawa Charter)
- social constructs of the AOD sector and the impact of own attitudes on working with people affected by AOD
- historic, current and emerging patterns of drug and alcohol use
- services, prevention and intervention strategies available to AOD clients
- risks and mitigation strategies when working with people affected by alcohol and/or other drugs
- drug fundamentals:
 - classes of drugs:
 - primary properties
 - harms
 - types of drugs and how they are administered, including:
 - alcohol
 - cannabis
 - tobacco
 - illicit
 - prescription
 - current and emerging trends in drug types and their use
 - signs and symptoms of use, including:
 - stages and symptoms of withdrawal
 - effects of drug use on health, cognitive, social, emotional development and impact on others
 - patterns and prevalence of drug use, including:
 - experimental
 - recreational/social
 - situational
 - dependence
 - poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions

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by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

Assessment Tasks CHCAOD001

In the first instance ReGen will gather evidence of competency by asking you to complete four assessment tasks.

These tasks have been designed to provide you with the opportunity to demonstrate your competency in relation to CHCAOD001 *Work in an alcohol and other drugs context*, however if the answers you provide are too brief, ambiguous or inaccurate additional information and/or a reassessment will be needed.

The six assessment tasks are detailed on the following pages. The **Assessment Matrix** on pages 18 - 28 identifies the assessment tasks and aligns them to the performance criteria and the required skills and knowledge of the competency unit.

Additional assessment tasks and reassessment tasks will vary as they need to be designed to provide individual students with the opportunity to address the gaps in there evidence portfolio.

Assessment Task 1 – Student Workbook

Participants will have received student notes to assist them in completing this assessment task. Using these resources and your experience from your work/life, you will be asked to respond to a series of questions that cover legislation, different model/strategies of care when working with drug using populations, pharmacotherapy, referral, family first, confidentiality, duty of care, harm reduction, case management, high risk situations, suicide risk assessment and professional reflection and development.

Time will be given to complete the workbook in class but it is expected that students will need to work on this assessment outside of class.

Due Date:

You are required to complete this workbook for course **CHCAOD001** and submit it to your assessor two weeks after the final day of in class study.

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

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Assessment Task 2 – Legal and Statutory quiz

Participants will be provided with student notes and website resources to assist them in completing this assessment task. Using these resources and your experience from your work/life, you will be asked to respond to a series of questions that cover legislation focusing on client care and treatment including working with young children, legislation governing organisational data collection, state and federal alcohol and drugs strategy, workplace health and safety and employee code of conduct.

Time will be given to complete the workbook in class but it is expected that students will need to work on this assessment outside of class.

Due Date:

You are required to complete the legal and statutory quiz for course **CHCAOD001** and submit it to your assessor two weeks after the final day of in class study.

This assessment task relates to performance criteria **1.1, 2.2, 3.3**

Assessment Task 3 – Debate

For the debate assessment task, participants will be divided into small groups of three and will be allocated a topic to present on. Groups will be allocated their position in relation to the topic, either for or against. Participants will be required to draw upon their own work/life experience and any additional research undertaken in order to complete the debate assessment task. The topics selected will assess level of knowledge on the following issues:

- Economic impacts
- Historic approaches and learnings
- Social impacts
- Political influences
- Impact on consumption.

This assessment will be completed in class but students may be expected to research their selected topic outside of class.

Due date:

You are required to complete the debate for course **CHCAOD001** in class.

This assessment task relates to performance criteria **1.1, 1.2, 1.3, 2.1, 2.2, 3.1**

Assessment Task 4 – Reflection on work with 2 clients

Participants will be required to draw upon their own work/life experience in order to complete the reflective journal assessment task. For this task you are required to complete

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the following journal based on your work with two clients. Drawing upon professional and personal experiences, you will be asked to respond to a series of questions that cover your work with clients and their presenting issues, personal and organisational values and interventions used when working with these clients.

Time will be given to complete the workbook in class but it is expected that students will need to work on this assessment outside of class.

Due Date:

You are required to complete this workbook for course **CHCAOD001** and submit it to your assessor two weeks after the final day of in class study.

This assessment task relates to performance criteria **2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3**

Assessment Processes

Assessment Submission

A number of assessments are completed and handed in during class time. In this instance participants will be required to submit assessment tasks to their trainer/assessor. While, other assessment tasks, you will be required to complete in your own time. Participants will need to submit these assessment tasks to Ann Tattersall (atattersall@regen.org.au) by the allocated due date for each assessment.

Each assessment task should be submitted with a signed assessment cover sheet which will be provided with assessment tasks. Participants must comply with the requirements of completing assessments and the submission in order to receive a result on each assessment task. If participants are unable to submit the assessment tasks by the relevant due date they **must** apply for an extension. The Extension Form **must** be submitted on or before the assessment due date.

Applying for an Extension

Extensions are not automatic. Participants seeking an extension of time for submitting an assessment are expected to complete and submit an extension/special consideration form.

Extension/special consideration forms are available online at:
<http://www.regen.org.au/extension-request>

Extensions will usually be granted unless there are extenuating circumstances preventing this from being possible – for instance if there are certain Training Authority requirements that ReGen must fulfil (such as working within a set timeframe)

PLEASE NOTE: If no extension/special consideration form has been received by the due date, and the evidence/homework is integral to the unit, the participant will be assessed as Not Yet Competent.

The participant will be notified by their assessor if extension has been granted.

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Special Consideration

UCReGen offers the opportunity to participants for special consideration of units of competency within the context of extenuating circumstances.

A participant whose work during the time of study or whose performance or assessment has been affected by illness or other serious cause may apply for Extension/Special Consideration form. Written applications must be lodged with UC REGEN Education and training Service immediately following the occurrence or no later than 2 working days after the day of the assessment deadline.

Assessment Feedback

You will be provided with verbal feedback as you progress through the course.

At the end of the course your assessor will look at all the assessment tasks in your evidence portfolio and provide you with written feedback. This feedback will tell you if you have provided sufficient information to demonstrate competency.

If at this stage there is insufficient evidence to warrant a result of competency achieved (CA) you will be given the opportunity to resubmit work or given an additional assessment task.

Resubmitted Work/Additional Assessment Task

If any submitted assessment task is assessed as not meeting the criteria for competency the participant will be:

Provided with feedback from the educator/trainer/assessor

Participants will be provided with an opportunity to provide additional evidence or resubmit work or given an additional assessment task.

The assessor will add this new information to your evidence portfolio before making a final assessment and issuing a Record of Assessment.

If after the resubmission the assessable task(s) does not demonstrate competency, a final result of "Not Yet Competent" will be recorded for that assessment task.

Issuing Statements of Attainment and Qualifications

Upon satisfactory completion of course requirements and assessments, participants will be issued with a Statement of Attainment/Certificates.

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Module and Assessment Matrix CHCAOD001 – Work in an alcohol and other drugs context

Element	Performance Criteria	Assessment Task
1. Establish the context for AOD work	1.1 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of AOD	AT1 Workbook AT2 Legal and Statutory issues AT3 Debate
	1.2 Research and analyse impacts of AOD policy frameworks on AOD work practice	AT1 Workbook AT3 Debate
	1.3 Apply understanding of the historical and social constructs of alcohol and drugs and the changes in alcohol and drug use	AT1 Workbook AT3 Debate
2. Apply understanding	2.1 Apply knowledge of broad and specific AOD contexts to AOD work practice	AT1 Workbook AT3 Debate

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Element	Performance Criteria	Assessment Task
of context to AOD practice		AT4 Workplace demonstration 2 clients
	2.2 Identify and use legal frameworks that impact on AOD work	AT1 Workbook AT2 Legal and Statutory issues AT3 Debate
	2.3 Identify, review and apply information about evidence based models and frameworks of AOD work	AT1 Workbook AT4 Workplace demonstration 2 clients
3. Integrate the core values and principles of AOD work into practice	3.1 Assess AOD practice values and ensure support and interventions are person-centred	AT1 Workbook AT3 Debate AT4 Workplace demonstration 2 clients
	3.2 Apply a harm minimisation approach to maximise	AT1 Workbook

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Element	Performance Criteria	Assessment Task
	support for the AOD client	AT4 Workplace demonstration 2 clients
	3.3 Support the client's rights and safety, including access and equity of services	AT1 Workbook AT2 Legal and Statutory issues AT4 Workplace demonstration 2 clients
4. Apply understanding of the impact of values in AOD practice	4.1 Reflect on personal values and attitudes regarding AOD use and acknowledge their potential impact when working in AOD contexts	AT1 Workbook AT4 Workplace demonstration 2 clients
	4.2 Apply awareness of organisations' values	AT1 Workbook AT4 Workplace demonstration 2 clients
	4.3 Consider client values in determining	AT1 Workbook

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Element	Performance Criteria	Assessment Task
	interventions and supports	AT4 Workplace demonstration 2 clients

Performance Evidence	Assessment Task	AT 1 Workbook	AT2 Legal and Statutory Issues	3 Debate	4 Reflection on work with 2 clients	5	6
Used critical thinking skills to evaluate information about current values and philosophy of the AOD sector	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Worked with at least 2 people who have alcohol and/or drug issues in ways that are consistent with the current values and philosophy of the AOD sector					<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
Impact of current and changing social, political, economic and legal contexts of AOD		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Historical, current and emerging models of alcohol and drugs practice and their evidence base including: <ul style="list-style-type: none"> • Moral model • Disease model • Psycho-dynamic model • Social learning model • Social-cultural model • Public health model, including systems approach • Stages of change model 		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<p>organisations and individual practice:</p> <ul style="list-style-type: none"> • Children in the workplace • Codes of conduct • Codes of practice • Discrimination • Dignity of risk • Duty of care • Human rights • Informed consent • Mandatory reporting • Practice standards • Privacy, confidentiality and disclosure, including limitations • Policy frameworks • Records management • Rights and responsibilities of workers, employers and clients 							

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<ul style="list-style-type: none"> • Specific AOD legislation • Work role boundaries – responsibilities and limitations, and their importance • Work health and safety 							
<p>Specific contexts for AOD work and their characteristics, including:</p> <ul style="list-style-type: none"> • Centre-based work • Day program • Withdrawal services • Drop-in centres, recreational facilities • Housing and residential services • Inpatient • Outreach and home visits, street, parks • Online AOD work, web-based, emails, discussion rooms 		☑			☑		

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<ul style="list-style-type: none"> Telephone contact 							
Values and philosophies of the AOD sector, including: <ul style="list-style-type: none"> Harm minimisation Recovery Person-centred approach Empowerment Health promotion (as per the Ottawa Charter) 		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Social constructs of the AOD sector and the impact of own attitudes on working with people affected by AOD		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Historic, current and emerging patterns of drug and alcohol use		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Services, prevention and intervention strategies available to AOD clients		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Risks and mitigation strategies when		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
working with people affected by alcohol and/or other drugs							
Drug fundamentals: <ul style="list-style-type: none"> • Classes of drugs: • Primary properties • Harms 		<input checked="" type="checkbox"/>					
Types of drugs and how they are administered, including: <ul style="list-style-type: none"> • Alcohol • Cannabis • Tobacco • Illicit • Prescription • Current and emerging trends in drug types and their use 		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Signs and symptoms of use, including: <ul style="list-style-type: none"> • Stages and symptoms of 		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
withdrawal <ul style="list-style-type: none"> • Effects of drug use on health, cognitive, social, emotional development and impact on others 							
Patterns and prevalence of drug use, including: <ul style="list-style-type: none"> • Experimental • Recreational/social • Situational • Dependence 		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs		<input checked="" type="checkbox"/>					

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Assessment Conditions	Met?	
Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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