



Education & Training @ ReGen

CHCAOD005: Provide alcohol and other drugs withdrawal services

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 **CHCAOD005 Provide alcohol and other drugs withdrawal services** 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 3 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 **CHCAOD005 Provide alcohol and other drugs withdrawal services**. 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 CHCAOD005 Provide alcohol and other drugs withdrawal services

Application

This unit describes the skills and knowledge required to provide support and assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these.

This unit applies to those working with clients going through alcohol and other drugs (AOD) withdrawal in residential or non-residential settings following established withdrawal guidelines.

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

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

1. Check client needs

- 1.1 Review client information and conduct initial withdrawal assessment with the client using an appropriate withdrawal tool according to organisation protocols
- 1.2 Collaborate with other services as indicated by client needs
- 1.3 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance
- 1.4 Identify and respond to the need for medical or emergency assistance as appropriate within scope of own role
- 1.5 Evaluate client against organisation mission criteria and determine if they have been referred appropriately
- 1.6 Where referral is not appropriate, support client to access other available services

2. Support management of withdrawal

- 2.1 Determine most appropriate withdrawal modality based on client needs
- 2.2 Provide an appropriate environment within which

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ELEMENT

Elements define the essential outcomes

PERFORMANCE CRITERIA

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

- alcohol and/or drug/s withdrawal is to take place
- 2.3 Monitor client's physical and psychological state regularly to ensure health and safety according to organisation guidelines
- 2.4 Provide client with support services within scope of own role
- 2.5 Identify signs of any concurrent illness and refer appropriately
- 2.6 Document services provided to client and consult with appropriate persons

- 3. Evaluate client withdrawal
 - 3.1 Evaluate and discuss outcomes with client and appropriate persons in the organisation
 - 3.2 Discuss relapse and preventative planning measures with client
 - 3.3 Assist client to link with relevant post withdrawal services
 - 3.4 Document outcome of client drug withdrawal

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 demonstrated evidence that the candidate has:

- provided withdrawal services according to organisation protocols to 2 clients presenting with different needs

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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:

- legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
 - children in the workplace
 - codes of conduct
 - codes of practice
 - discrimination/eligibility
 - 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
 - work health and safety
- organisation protocols for the assessment, monitoring and evaluation of:
 - home-based withdrawal
 - residential withdrawal and any restrictions on clients
 - outpatient withdrawal
- stages of AOD withdrawal and specific signs and symptoms
- responses to the stages of withdrawal
- concurrent medical illnesses which may mimic/mask withdrawal
- support agencies in the AOD sector and the services they provide, including post withdrawal services
- current information on alcohol and other drugs issues relevant to withdrawal, including relapse prevention and planning

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

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- use of suitable facilities, equipment and resources, including:
 - client information
 - withdrawal assessment tools
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - involvement of people with whom the candidate can interact
 - scenarios that cater to a range of settings, including crisis situations

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 CHCAOD005

In the first instance ReGen will gather evidence of competency by asking you to complete four (4) assessment tasks.

These tasks have been designed to provide you with the opportunity to demonstrate your competency in relation to CHCAOD005 *Provide alcohol and other drugs withdrawal services*, however if the answers you provide are too brief, ambiguous or inaccurate additional information and/or a reassessment will be needed. **The assessment tasks include reports on work you have actually undertaken with two clients in a withdrawal setting.**

The four assessment tasks are detailed on the following pages. The **Assessment Matrix** on pages 13-21 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 their evidence portfolio.

Assessment Task 1 – Legal and Statutory Questionnaire

Participants will have received Student Notes to assist them in completing this assessment task. Using this resource and your experience from work /life you will be asked to respond to a series of questions that cover legislation, referral, child protection, confidentiality, duty of care, codes of practice and ethical standards.

Due Date:

You are required to complete this workbook and submit it to your assessor on Day 3 of the course **CHCAOD005**

This assessment task relates to performance criteria **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1., 3.2, 3.3, 3.4**

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Assessment Task 2 – Principles of Supportive Care

This assessment task is a short question and answer task with a range of questions associated with withdrawal. Students will have been provided with class notes as well as in class discussions and presentations

Due Date:

This assessment task is due by the third day of training

This assessment task relates to performance criteria **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4**

Assessment Task 3 – Withdrawal Case Scenarios

This assessment task provides a range of hypothetical withdrawal scenarios. Students are required to apply their learning from class discussion, lectures and study notes to address a range of questions.

Prior to the assessment participants will have been provided with notes, given a brief lecture engaged in discussion on related topics and participated in a learning activity.

Due Date:

This assessment task is due at XXX

This assessment task relates to performance criteria **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4**

Assessment Task 4a & 4 b Reflective Journal/Case Study – providing withdrawal support

In this assessment participants will be expected to provide a reflective journal/case study report on **two** clients that they have supported through the complete withdrawal process. These reports will need to be signed off by the Workplace Supervisor. This unit of competence requires the student to work in a withdrawal environment. It is expected that the student will have participated in classroom based learning, workplace learning and readings to assist in this assessment task.

This assessment task relates to all elements and performance criteria.

Due Date:

This assessment task is due at 9am on Monday **XXX**

This assessment task relates to performance criteria **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4**

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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.

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.

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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 CHCAOD005 – Provide alcohol and other drugs withdrawal services

Element	Performance Criteria	Assessment Task
1. Check client needs	1.1 Review client information and conduct initial withdrawal assessment with the client using an appropriate withdrawal tool according to organisation protocols	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	1.2 Collaborate with other services as indicated by client needs	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	1.3 Report behaviour or physical status inconsistent with alcohol and/or drug use to the appropriate person and/or seek assistance	AT 2 Principles of supportive Care AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	1.4 Identify and respond to the need for medical or emergency assistance as appropriate within scope	AT 2 Principles of supportive Care AT4a Reflective Journal – providing withdrawal support

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Element	Performance Criteria	Assessment Task
	of own role	AT4b Reflective Journal – providing withdrawal support
	1.5 Evaluate client against organisation mission criteria and determine if they have been referred appropriately	AT 2 Principles of supportive Care AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	1.6 Where referral is not appropriate, support client to access other available services	AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
2. Support management of withdrawal	2.1 Determine most appropriate withdrawal modality based on client needs	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	2.2 Provide an appropriate environment within which alcohol and/or drug/s withdrawal is to take place	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support

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Element	Performance Criteria	Assessment Task
	2.3 Monitor client's physical and psychological state regularly to ensure health and safety according to organisation guidelines	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	2.4 Provide client with support services within scope of own role	AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	2.5 Identify signs of any concurrent illness and refer appropriately	AT 2 Principles of supportive Care AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	2.6 Document services provided to client and consult with appropriate persons	AT 2 Principles of supportive Care AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
3. Evaluate client withdrawal	3.1 Evaluate and discuss outcomes with client and	AT3 Withdrawal case scenarios

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Element	Performance Criteria	Assessment Task
	appropriate persons in the organisation with client	AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	3.2 Discuss relapse and preventative planning measures	AT3 Withdrawal case scenarios AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	3.3 Assist client to link with relevant post withdrawal services	AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support
	3.4 Document outcome of client drug withdrawal	AT4a Reflective Journal – providing withdrawal support AT4b Reflective Journal – providing withdrawal support

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Performance Evidence	Assessment Task	1 AT1 Legal and Statutory	2 AT 2 Principles of supportive Care	3 AT3 Withdrawal case scenarios	AT4a Reflective Journal – providing withdrawal support	AT4b Reflective Journal – providing withdrawal support	6
Provided withdrawal services according to organisation protocols to 2 clients presenting with different needs	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Knowledge Evidence	Assessment Task	1 AT1 Legal and Statutory	2 AT 2 Principles of supportive Care	3 AT3 Withdrawal case scenarios	AT4a Reflective Journal – providing withdrawal support	AT4b Reflective Journal – providing withdrawal support	6
Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in		<input checked="" type="checkbox"/>					

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Knowledge Evidence	Assessment Task	1 AT1 Legal and Statutory	2 AT 2 Principles of supportive Care	3 AT3 Withdrawal case scenarios	AT4a Reflective Journal – providing withdrawal support	AT4b Reflective Journal – providing withdrawal support	6
<p>organisations and individual practice:</p> <ul style="list-style-type: none"> • Children in the workplace • Codes of conduct • Codes of practice • Discrimination/eligibility • 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 							

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Knowledge Evidence	Assessment Task	1 AT1 Legal and Statutory	2 AT 2 Principles of supportive Care	3 AT3 Withdrawal case scenarios	AT4a Reflective Journal – providing withdrawal support	AT4b Reflective Journal – providing withdrawal support	6
<ul style="list-style-type: none"> Work role boundaries – responsibilities and limitations Work health and safety 							
Organisation protocols for the assessment, monitoring and evaluation of: <ul style="list-style-type: none"> Home-based withdrawal Residential withdrawal and any restrictions on clients Outpatient withdrawal 				☑			
Stages of AOD withdrawal and specific signs and symptoms			☑				
Responses to the stages of withdrawal				☑	☑	☑	

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Knowledge Evidence	Assessment Task	1 AT1 Legal and Statutory	2 AT 2 Principles of supportive Care	3 AT3 Withdrawal case scenarios	AT4a Reflective Journal – providing withdrawal support	AT4b Reflective Journal – providing withdrawal support	6
Concurrent medical illnesses which may mimic/mask withdrawal			<input checked="" type="checkbox"/>				
Support agencies in the AOD sector and the services they provide, including post withdrawal services			<input checked="" type="checkbox"/>				
Current information on alcohol and other drugs issues relevant to withdrawal, including relapse prevention and planning				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Assessment Conditions	Met?	
Skills must have been demonstrated in the workplace or in a simulated environment that		

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reflects workplace conditions. The following conditions must be met for this unit:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> • Client information • Withdrawal assessment tools • Organisation policies and procedures 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Modelling of industry operating conditions, including: <ul style="list-style-type: none"> • Involvement of people with whom the candidate can interact • Scenarios that cater to a range of settings, including crisis situations 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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