Unit Outline Manual

Education & Training @ ReGen

CHCAOD007: Develop strategies for alcohol and other drugs relapse prevention and management

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 ***CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management*** 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.

Understanding Units of Competency

The following pages provide details of ***CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management.*** 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

UNIT CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management

Application

This unit describes the skills and knowledge required to work collaboratively with clients to develop strategies for preventing and managing relapse, should it occur, as well as ways to deal effectively with potentially harmful behaviour.

This unit applies to workers who develop strategies with, and for, clients with alcohol and other drugs (AOD) issues within established organisation 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.

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Explore relapse prevention	1.1 Review client information to inform relapse prevention work 1.2 Prepare client for the possibility of relapse as a common experience 1.3 Determine any previous relapse prevention strategies used by the client 1.4 Determine stakeholders to be included in the relapse prevention process, in consultation with the client
2. Identify potential risks	2.1 Identify and discuss potential relapse triggers with the client 2.2 Determine environmental factors that could contribute to client responses 2.3 Identify circumstances that could cause potentially harmful behaviour to client and others

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
	2.4 Complete a risk assessment process in conjunction with client according to organisation protocols
3. Develop relapse prevention and management strategies	3.1 Research and evaluate a range of support strategies and identify the most suitable to meet client's needs
	3.2 Work with client in a manner that promotes client participation and respects client's insights and experiences
	3.3 Work collaboratively with client to select most appropriate relapse prevention strategies
	3.4 Work with client to identify relapse management strategies and contingency plans if difficulties are encountered, including harm minimisation
4. Report and document information	4.1 Accurately record strategies in individual treatment plan according to organisation protocols
	4.2 Follow privacy and confidentiality requirements when reporting feedback

KNOWLEDGE EVIDENCE

This describes the essential skills and knowledge and their level required for this unit.

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 relapse prevention and management work, and how these 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
  - Work health and safety
- Roles and responsibilities of different people in the relapse prevention process, including scope of own role
- Principles of:
  - Effective communication, including motivational interviewing, active listening and questioning
  - Crisis management
  - Harm minimisation
- Effects of AOD and the behavioural responses associated with AOD issues
- Models of relapse prevention
- Factors that typically trigger relapse
- Factors that influence substance use, including environmental, cultural, economic and individual that are risk factors for relapse
- Risk assessment and management considerations including ways of minimising risk:
  - Environmental
  - Physical
  - Physiological
- Relapse/lapse management strategies for:
  - Managing cravings and urges
  - Identifying and challenging thoughts
  - Problem solving
  - Goal setting
  - Building positive relationships
- Pharmacotherapies and other therapies to assist in relapse prevention
- Strategies to assist with harm minimisation to client and others

KNOWLEDGE EVIDENCE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills In addition, this competency should be assessed in the context of the particular workplace client group This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions Some theoretical knowledge may be assessed by formal testing e.g. suicide risk assessment Assessment must include the normal range of workplace situations
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through

KNOWLEDGE EVIDENCE

	realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
Related units:	Depending on jurisdiction and job role, assessment of this unit of competency ***may be*** required in conjunction with: HLTFA311A Apply first aid or HLTFA411A Apply advanced first aid

ASSESSMENT TASKS CHCAOD007

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

These tasks have been designed to provide you with the opportunity to demonstrate your competency in relation to *CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management*, 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 19 - 27 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.

Candidates will be assessed at Diploma level.

Assessment Task 1– 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 2 – Student Workbook

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 pharmacology, legislation, referral, Family First, confidentiality, duty of care, harm reduction, case management, high risk situations, suicide risk assessment and professional and reflection and development.

You are required to complete this workbook and submit it to your assessor on Day x of the course XXX

This assessment task relates to performance criteria: 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.23.3, 3.4, 4.1, 4.2

Assessment Task 3 – Simulation – Provide Interventions (Motivational Interviewing)

This assessment task has two (4) parts. All parts must be completed.

Part 1 of this assessment requires you to undertake a simulated Motivational Interviewing intervention with a client who is contemplating changing AOD use.

The simulation will occur during class time with one of ReGen's assessors being your client.

Part 2 of this assessment requires you to respond to a series of questions regarding the client.

During this simulation assessment task, you will be expected to demonstrate the following:

- Counselling microskills
- Attending skills (body language appropriate to the setting)
- Reflections (feeling and content)

- Paraphrasing
- Reframing
- Open questions used with limited use of closed questions
- Summarising
- Explored options (sought the clients thoughts, avoided offering solutions)
- Motivational Interviewing Component
- Used evocative questions/reflections to directly raise change talk
- Asking for elaboration
    - Exploration of values and goals and relationship to current behaviour
- Importance and confidence rulers
- Decisional balance
    - (The skills demonstrated will depend on the scenario, a reasonable selection will be expected)
    - Responded to change talk (DARN-CAT) when it was said by the client using counselling techniques - OARS
- Approach to the intervention supported underpinning Spirit of MI
- Partnership - collaborative
- Acceptance – eg empathy and honouring autonomy
    - Compassion – deliberate commitment to pursue the welfare of the client

Evocation – strengths approach that client already has skills and knowledge that can be built on (therefore offering solutions early without checking would mean that the spirit of MI is not present)

This assessment task relates to performance criteria 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.5

Assessment Task 4 – Case Presentation & Written Case Study

There are two (2) parts to this assessment.

Part 1: Case Presentation:

Participants are required to develop a case study of a client that you have worked with. Participants will present the case study in class on ?????????????? for 'review' with your peer supervision team (the rest of the class).

The aim of the presentation is to provide the peer group with information about the clients presenting circumstances, goals, treatment plan and interventions used to achieve the goals.

In your presentation, you are also asked to reflect on any issues that have arisen in your work with the client in relation to the treatment plan and interventions as well as any specific feedback or issues you would like the wisdom of the group to comment on.

Part 2: Written Case Study
Participants are also required to submit to the assessor at the time of the presentation a written version of the presentation and issues raised

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3. 4, 4.1, 4.4, 4. 5

Assessment Task 5 – Simulation – Provide Relapse Prevention Strategies

This assessment task has two (2) parts. All parts must be completed.

Part 1 of this assessment requires you to undertake a simulated Relapse Prevention Intervention with a client who may has/or potentially Relapses.

The simulation will occur during class time with one of ReGen's assessors being your client.

Part 2 of this assessment requires you to submit the relapse prevention plan developed with the client.

During this simulation assessment task, you will be expected to demonstrate the following:

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.5

Assessment Task 6 – Client reflection and record – Relapse Prevention

This assessment task has three (3) parts. All parts must be completed.

Part 1 of this assessment requires you to undertake a relapse prevention planning session with a client you are currently working with, it is recommended you use the Relapse Prevention Planning Document in this session. *It is recommended that you would undertake this work at an appropriate time in your course, after you have completed training on this subject with a client who is ready to develop a relapse prevention plan.*

Part 2 of this assessment requires you to submit the Relapse Prevention Plan you developed with your client, an example is attached (Attachment 1), however you may use a format you prefer. You will also need to ask your supervisor to complete the declaration of authenticity attached.

Part 3 of this assessment requires you to respond to some questions reflecting on your approach to supporting a client to develop their relapse prevention plan.

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 3.3, 3.4, 4.1

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.

Assessment Feedback

You will be provided with verbal feedback as you progress though 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.

Module and Assessment Matrix CHCAOD006 – Provide interventions for people with alcohol and other drugs issues

Element	Performance Criteria	Assessment Task
1. Prepare for intervention	1.1 Interpret intervention requirements from the individual treatment plans	AT2 Workbook AT4 Case Presentation/case study
	1.2 Identify and organise support resources required for the intervention	AT2 Workbook AT4 Case Presentation/case study
	1.3 Plan the intervention, in line with client needs and treatment plan	AT2 Workbook AT4 Case Presentation/case study
2. Confirm intervention requirements with client	2.1 Describe features of the intervention and how it can be used effectively	AT2 Workbook AT4 Case Presentation/case study
	2.2 Confirm client understanding of the intervention	AT2 Workbook AT4 Case Presentation/case study
	2.3 Report any misunderstanding or confusion experienced by the client to a supervisor	AT2 Workbook AT4 Case Presentation/case study

Element	Performance Criteria	Assessment Task
	2.4 Obtain consent before commencing the intervention	AT1 Legal & Statutory AT2 Workbook AT4 Case Presentation/case study
3. Conduct intervention	3.1 Guide and support the client to participate in the intervention as defined in the treatment plan	AT2 Workbook AT4 Case Presentation/case study
	3.2 Provide feedback to the client to reinforce their understanding of intervention and progress	AT2 Workbook AT4 Case Presentation/case study AT3 simulation – MI & Counselling
	3.3 Identify and manage any issues the client is having with the intervention	AT2 Workbook AT4 Case Presentation/case study AT3 simulation – MI & Counselling
	3.4 Work collaboratively with others and seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge	AT2 Workbook AT4 Case Presentation/case study

Element	Performance Criteria	Assessment Task
4. Monitor and record activities	4.1 Provide progress feedback to supervisor identifying successes, difficulties and concerns the client is experiencing with the intervention	AT2 Workbook AT4 Case Presentation/case study
	4.2 Implement variations to the intervention under guidance from supervisor	AT2 Workbook AT4 Case Presentation/case study
	4.3 Clearly document information about the intervention and its progress	AT2 Workbook AT4 Case Presentation/case study
	4.4 Provide progress feedback to client	AT2 Workbook AT4 Case Presentation/case study AT3 simulation – MI & Counselling
	4.5 Identify the need for referral to other services and take action in consultation with supervisor	AT2 Workbook AT4 Case Presentation/case study

Module and Assessment Matrix CHCAOD007 – Develop strategies for alcohol and other drugs relapse prevention and management

Element	Performance Criteria	Assessment Task
1. Explore relapse prevention	1.1 Review client information to inform relapse prevention work	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	1.2 Prepare client for the possibility of relapse as a common experience	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	1.3 Determine any previous relapse prevention strategies used by the client	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	1.4 Determine stakeholders to be included in the relapse prevention process, in consultation with the client	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	2.1 Identify and discuss potential relapse triggers with the client	AT5 simulation Relapse Prevention

Element	Performance Criteria	Assessment Task
2. Identify potential risks		AT 6 Client Reflection & Record – relapse Prevention
	2.2 Determine environmental factors that could contribute to client responses	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	2.3 Identify circumstances that could cause potentially harmful behaviour to client and others	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	2.4 Complete a risk assessment process in conjunction with client according to organisation protocols	AT1 Legal and Statutory AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
3. Develop relapse prevention and management strategies	3.1 Research and evaluate a range of support strategies and identify the most suitable to meet client's needs	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	3.2 Work with client in a manner that promotes client participation and respects client's insights and	AT5 simulation Relapse Prevention

Element	Performance Criteria	Assessment Task
	experiences	AT 6 Client Reflection & Record – relapse Prevention
	3.3 Work collaboratively with client to select most appropriate relapse prevention strategies	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	3.4 Work with client to identify relapse management strategies and contingency plans if difficulties are encountered, including harm minimisation	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
4. Report and document information	4.1 Accurately record strategies in individual treatment plan according to organisation protocols	AT5 simulation Relapse Prevention AT 6 Client Reflection & Record – relapse Prevention
	4.2 Follow privacy and confidentiality requirements when reporting feedback	AT1 Legal and Statutory AT 6 Client Reflection & Record – relapse Prevention

Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Planned, conducted and monitored interventions for at least 2 people with AOD issues as detailed in their treatment plan, using evidence based interventions, at least 1 of which, must be motivational interviewing	☑			☑	☑	☑	☑

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Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Conducted a relapse planning session with at least 2 clients with alcohol and/or drug issues that incorporate supporting clients with: • Problem solving • Goal setting • Coping • Self monitoring and management • Recognising and managing cravings • Cognitive restructuring • Harm minimisation	☑			☑		☑	☑
Used effective communication skills, including: • Empathy • Open questioning • Reflective listening			☑	☑		☑	

Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
• Summarising							

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
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 • Dignity of risk • Duty of care • Human rights • Informed consent • Mandatory reporting • Practice standards • Privacy, confidentiality and disclosure, including limitations		☑					

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
• 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							
Roles and responsibilities of people involved in the intervention: • Worker – scope of role and boundaries • Client • Family and broader support network • Self-help groups • Other services/agencies			☑	☑	☑		

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Types of information and terminology found in client treatment plan and how to interpret these			☑				
Factors that may influence a client's ability to participate in an intervention			☑	☑	☑	☑	
Theoretical frameworks about motivation to change alcohol and/or other drug use			☑	☑			
Treatment interventions, and their use, appropriate to AOD and scope of role, including: • Motivational interviewing/counselling • Cognitive behavioural therapy			☑	☑	☑	☑	☑

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
• Detoxification • Relapse prevention • Crisis intervention • Brief intervention • Protective intervention							
Techniques for motivational interviewing/counselling, including: • Attending skills, use of body language • Paraphrasing • Reflecting feelings • Open and closed questioning or probing • Summarising • Reframing • Exploring options • Normalising statements			☑	☑		☑	
Strategies to support clients during interventions					☑	☑	

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Strategies for managing difficult situations: • Conflict management and resolution • Mediation and negotiation			☑			☑	
Types and availability of service to which client may be referred			☑		☑		☑

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Legal and ethical considerations (international, national, state/territory, local) in relapse prevention and management work, and how these 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		☑					

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
• 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							
Roles and responsibilities of different people in the relapse prevention process, including scope of own role							
Principles of: • Effective communication, including motivational interviewing, active listening and questioning • Crisis management • Harm minimisation			☑	☑		☑	

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Effects of AOD and the behavioural responses associated with AOD issues				☑	☑	☑	☑
Models of relapse prevention						☑	☑
Factors that typically trigger relapse						☑	☑
Factors that influence substance use, including environmental, cultural, economic and individual that are risk factors for relapse				☑	☑	☑	☑

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
Risk assessment and management considerations including ways of minimising risk: • Environmental • Physical • Physiological						☑	☑
Relapse/lapse management strategies for: • Managing cravings and urges • Identifying and challenging thoughts • Problem solving • Goal setting • Building positive relationships						☑	☑
Pharmacotherapies and other therapies to assist in relapse prevention			☑	☑			

Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Simulation _ Motivational Interviewing and counselling	4 Case Presentation and Case Study – Active client	5 Simulation - Relapse Prevention	6 Client Reflection and Record
						☑	
Strategies to assist with harm minimisation to client and others			☑				

CHCAOD006

Assessment Conditions	Met?	
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:	Yes ☒	No ☐
Use of suitable facilities, equipment and resources, including: • Client treatment plans • Organisation policies and procedures	Yes ☒	No ☐
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	Yes ☒	No ☐
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.	Yes ☒	No ☐

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Assessment Conditions	Met?	
Skills must have been demonstrated in the workplace or in a simulated environment that	Yes ☒	No ☐

reflects workplace conditions. The following conditions must be met for this unit:		
Use of suitable facilities, equipment and resources, including: • Client information • Withdrawal assessment tools • Organisation policies and procedures	Yes ☒	No ☐
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	Yes ☒	No ☐
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.	Yes ☐	No ☐

Contact Details

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