



Education & Training @ ReGen

**CHCAOD009: Develop and review individual alcohol  
and other drugs treatment plans**

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 **CHCAOD009 Develop and review individual alcohol and other drugs treatment plans** 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 **CHCAOD009 Develop and review individual alcohol and other drugs treatment plans**. 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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## CHCAOD009 Develop and review individual alcohol and other drugs treatment plans

### Application

This unit describes the skills and knowledge required to work collaboratively with clients to establish treatment goals, and to develop and evaluate individual treatment plans to meet those goals.

This unit applies to workers who develop treatment plans with, and for, clients with alcohol and other drugs (AOD) issues on the basis of an existing assessment and within established organisation guidelines. Depending on the context, development of the plan may be autonomous or collaborative. Workers may or may not be the person conducting the assessment.

*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

Elements define the essential outcomes of a unit of competency.

1. Consider the type of treatment and services to be provided

#### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

1.1 Interpret presenting issues and requirements from client assessment

1.2 Work with client to identify interaction and relationship between different presenting issues in the context of their health and demographic profile

1.3 Identify the need for potential referral, and collaboration with other services

1.4 Identify and respond to the need to consult with other professionals or specialists as required

1.5 Explain the purpose of the planning process and

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ELEMENT

Elements define the essential outcomes of a unit of competency.

2. Determine treatment goals and strategies

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

developing the treatment plan, and the roles of different people

1.6 Discuss with client their readiness for development of a treatment plan

2.1 Discuss desired outcomes, priorities and long term goals with the client

2.2 Identify any barriers and/or cultural factors that may impact on reaching goals

2.3 Provide information about different service and support options suited to the client's needs

2.4 Assist client to evaluate and select strategies to achieve their goals

2.5 Determine preferred actions and prioritise

2.6 Confirm client capacity to meet the logistical demands of selected strategies

2.7 Establish timelines for identified goals with consideration of overlaps between different services and support

2.8 Agree on type and frequency of interactions

2.9 Work with the client to identify others in the client and family support network to be involved in the treatment plan, and their roles

2.10 Record goals and selected strategies in the individual treatment plan according to organisation protocols

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**ELEMENT**

Elements define the essential outcomes of a unit of competency.

3. Review client progress

**PERFORMANCE CRITERIA**

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

3.1 Regularly review client's progress against negotiated goals and action plans

3.2 Monitor, record and report client progress in accordance with organisation guidelines

3.3 Negotiate revised action plans and timelines and record in the treatment plan as needed

3.4 Accurately record revisions in the individual treatment plan according to organisation protocols

3.5 Negotiate exit from the program with the client and provide support in accordance with organisation policies and available resources

3.6 Review outcomes of interventions with supervisor and/or colleagues

**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:

- developed a treatment plan based on existing assessments and within organisation guidelines for 2 people requiring different types of interventions and service supports

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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
  - 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
- different approaches and models of service planning and case management
- principles of:
  - person centred approach
  - effective communication and negotiation techniques
- organisation policies, procedures and guidelines for individual treatment plans
- types of issues beyond the scope of AOD services where referral or inter-agency collaboration may be required
- role of family members and others in the client support network in relation to successful treatment planning, implementation and review
- types of information and terminology found in client assessments and how to interpret these
- what constitutes effective treatment goals for AOD issues
- AOD service delivery models including:

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- inpatient
- outpatient
- residential
- home based
- outreach
- technology delivered
- brief and longer term treatments and interventions available, when and how they are used
- processes for the matching of treatment goals to different interventions and strategies aimed at abstinence and controlled AOD use
- ways of using stages of change to identify appropriate treatment goals, strategies and referral options
- barriers and cultural factors that may impact on a person with AOD issues achieving treatment goals and ways to address this
- how and where to access specialist AOD information
- factors affecting support work with people from specific groups:
  - men
  - women
  - young people
  - elders
  - Aboriginal and/or Torres Strait Islander
  - culturally and linguistically diverse (CALD)

**Assessment Conditions**

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

- use of suitable facilities, equipment and resources, including:
  - client assessments
  - organisation policies and procedures
- modelling of industry operating conditions, including involvement of people with whom the candidate can interact

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>

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## Assessment Tasks CHCAOD009

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 *CHCAOD009 Develop and review individual alcohol and other drugs treatment plans*, 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 16 - 26 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.

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, confidentiality, duty of care, harm reduction, case management, high risk situations, suicide risk assessment and professional and reflection and development.

Due Date:

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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 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, **4.1, 4.2, 4.4, 4.5, 4.6, 4.7**

### **Assessment Task 3 – Assessment and Individual treatment planning Simulation**

**This assessment task has five (5) parts. All parts must be completed.**

Part 1 of this assessment requires you to undertake a comprehensive assessment with one client in your work place and submit all relevant documentation.

Part 2 of this assessment requires you to provide written responses to the questions about your work with this client.

Part 3 of this assessment requires you to work with the client to develop an ITP and then review this at a relevant interval. You will need to submit the ITP and review documentation as part of this assessment task,

Part 4 of this assessment requires you to provide written responses to questions about your processes for developing the ITP with this client.

Part 5 of this assessment requires you to ask your supervisor to complete attachment 1 – a verification of authenticity.

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,

### **Assessment Task 4 – Assessment and ITP Client Reflection**

**This assessment task has five (5) parts. All parts must be completed.**

Part 1 of this assessment requires you to undertake a comprehensive assessment with one client in your work place and submit all relevant documentation.

Part 2 of this assessment requires you to provide written responses to the questions about your work with this client.

Part 3 of this assessment requires you to work with the client to develop an ITP and then review this at a relevant interval. You will need to submit the ITP and review documentation as part of this assessment task,

Part 4 of this assessment requires you to provide written responses to questions about your processes for developing the ITP with this client.

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Part 5 of this assessment requires you to ask your supervisor to complete attachment 1 – a verification of authenticity.

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, 2.7, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

## Assessment Task 5 – Drug & Alcohol Quiz

For this assessment participants are required to complete the drug and alcohol quiz and Match each of these topics against each drug: Central Nervous System Classification, Methods of use, Signs and symptoms of intoxication, Long term health effects, Signs and symptoms of overdose, Poly drug use that will increase the risk of overdose, Signs and symptoms of withdrawal.

This assessment task relates to element 2

## 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.

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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 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 for co delivery and co assessment CHCAOD004 & CHCAOD009

Units CHCAOD004 and CHCAOD009 are co assessed. The Assessment Matrix for both units is provided below.

### Module and Assessment Matrix CHCAOD004 – Assess needs of clients with alcohol and other drug issues

Element	Performance Criteria	Assessment Task
1. Prepare for assessment	1.1 Review existing information about the client and consult with relevant health or community services professionals based on client needs	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	1.2 Discuss with the client reasons for seeking help and other information that may assist in establishing a basis for further work	AT2 Workbook AT4 Simulation Assessment and ITP
	1.3 Explain organisation parameters of confidentiality and policy/procedures to client	AT2 Workbook AT3 Assessment & ITP from client

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Element	Performance Criteria	Assessment Task
		AT4 Simulation Assessment and ITP
	1.4 Inform the client of the assessment purpose and process	AT2 Workbook AT4 Simulation Assessment and ITP
	1.5 Confirm client's understanding of the purpose and process of assessment	AT2 Workbook AT4 Simulation Assessment and ITP
2. Conduct assessment	2.1 Identify history and pattern of client's drug use through client discussion and questioning	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.2 Identify and clarify co-existing issues in consultation with the client	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.3 Identify the clients key familial and social relationships and how they are impacted by their AOD	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Element	Performance Criteria	Assessment Task
	use	
	2.4 Assess current status, patterns of use and levels of dependence using standardised or approved AOD screening and assessment tools	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.5 Collaborate with other health professionals as indicated by assessment	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.6 Identify indicators of other issues that may affect work with the client through observation and questioning	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
3. Record assessment and provide feedback	3.1 Accurately record assessment results according to defined guidelines	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.2 Apply organisation criteria to determine entry	AT2 Workbook

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Element	Performance Criteria	Assessment Task
	to, or exclusion from, services	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.3 Prepare clear and comprehensive client assessment report	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.4 Provide feedback to the client based on assessment report	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
4. Identify and respond to need for referral	4.1 Identify client issues that are outside the scope of the service and/or the scope of the worker	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	4.2 Identify appropriate service and other support options for the client and their family members	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	4.3 Inform the client of possible options and reasons for seeking other service and support options	AT2 Workbook AT3 Assessment & ITP from client

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Element	Performance Criteria	Assessment Task
		AT4 Simulation Assessment and ITP
	4.4 Confirm the client's understanding of options	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	4.5 Work with the client to determine referral options and responsibilities	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	4.6 Make referral with client consent	AT2 Workbook AT3 Assessment & ITP from client
	4.7 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD001 not done	6
<p>Assessed at least 2 clients in different settings, presenting with alcohol and/or other drug issues</p> <ul style="list-style-type: none"> <li>• Determining current status of the client in relation to:               <ul style="list-style-type: none"> <li>○ Readiness for change</li> <li>○ Levels of risk of:                   <ul style="list-style-type: none"> <li>○ Deliberate self-harm and/or harm to others</li> <li>○ Behaviours which expose clients to blood borne disease</li> <li>○ Other drug use in family</li> </ul> </li> <li>○ Physical, emotional, financial, legal and psychological state and</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
immediate needs in these areas							
Used communication skills, including: <ul style="list-style-type: none"> <li>• Interpreting verbal and non-verbal communication</li> <li>• Establishing rapport with client</li> <li>• Managing conflict</li> <li>• Active listening</li> <li>• Negotiating</li> </ul>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD001 not done	6
<p>Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:</p> <ul style="list-style-type: none"> <li>• Children in the workplace</li> <li>• Codes of conduct</li> <li>• Codes of practice</li> <li>• Discrimination</li> <li>• Dignity of risk</li> <li>• Duty of care</li> <li>• Human rights</li> <li>• Informed consent</li> <li>• Mandatory reporting</li> <li>• Practice standards</li> <li>• Privacy, confidentiality and disclosure, including limitations</li> </ul>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
<ul style="list-style-type: none"> <li>• Policy frameworks</li> <li>• Records management</li> <li>• Rights and responsibilities of workers, employers and clients</li> <li>• Specific AOD legislation</li> <li>• Work role boundaries – responsibilities and limitations</li> <li>• Work health and safety</li> </ul>							
Requirements related to client registration, allocation and referral			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Context for the provision of services - agency role, agency target group and the impacts on the local community			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Risk assessment processes in			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
relation to interventions for people with drug and/or alcohol and co-existing issues							
AOD assessment tools, including: <ul style="list-style-type: none"> <li>• Types of tools</li> <li>• Purpose of tools</li> <li>• Components of different types of tools, and the information they include</li> <li>• Availability of standardised tools</li> <li>• Benefits of standardised tools</li> <li>• How to select tools for different situations and client presentations</li> </ul>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Client information required for assessment and the scope and depth of information needed				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
around: <ul style="list-style-type: none"> <li>Client objectives and expectations</li> <li>Client history and pattern of drug use</li> <li>Client current state of health</li> <li>Co-existing issues</li> </ul>							
Established processes and protocols for determining: <ul style="list-style-type: none"> <li>Level of dependence</li> <li>Length of dependence</li> <li>Health status</li> </ul>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Common co-existing conditions and associated issues relating to assessment of people with drug and/or alcohol issues, including: <ul style="list-style-type: none"> <li>Physical</li> <li>Sensory</li> </ul>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
<ul style="list-style-type: none"> <li>Intellectual</li> <li>Psychiatric</li> </ul>							
<p>Factors for consideration when working with different types of clients:</p> <p>Youths:</p> <ul style="list-style-type: none"> <li>Stage of development</li> <li>Parental involvement</li> </ul> <p>Older people:</p> <ul style="list-style-type: none"> <li>Use of different assessment tools – what they are and how they are used</li> <li>Consideration of existing comorbidities</li> <li>Interactions with other medications</li> <li>Working collaboratively with aged care service providers and those providing home-</li> </ul>			☑	☑	☑		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
based supports to older people <ul style="list-style-type: none"> <li>Awareness of issues related to the use of addictive prescription medications</li> </ul> Different gender communication styles Mandated and voluntary clients: <ul style="list-style-type: none"> <li>Willingness to participate</li> <li>Readiness for, and commitment to change</li> </ul> Aboriginal and/or Torres Strait Islander people, including impacts of trauma Culturally and linguistically diverse people Issues related to voluntary versus forced migration							
Considerations when working with clients at risk of self-harm, suicide or			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD001 not done	6
with mental health issues, including: <ul style="list-style-type: none"> <li>• Suicidal or self-harming behaviour, ideation or intention</li> <li>• Risk assessment procedures</li> <li>• Safety planning and other management strategies</li> <li>• Links between predisposing factors for suicide, self-harm and other mental health issues</li> <li>• Legal and ethical obligations</li> <li>• When and how to negotiate a no suicide contract with client</li> </ul>							
Professional responsibilities when presenting cases fall outside of practitioner's current scope: <ul style="list-style-type: none"> <li>• When referral is appropriate</li> </ul>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD001 not done	6
<ul style="list-style-type: none"> <li>or required</li> <li>Information and advice sources</li> </ul>							
<p>How to apply pharmacological factors to the assessment process:</p> <p>Types of drugs and how they are administered:</p> <ul style="list-style-type: none"> <li>Alcohol</li> <li>Cannabis</li> <li>Tobacco</li> <li>Illicit</li> <li>Prescription</li> <li>Other prevalent drugs</li> </ul> <p>Current and emerging trends in drug types and their use</p> <p>Classes of drugs:</p> <ul style="list-style-type: none"> <li>Patterns and prevalence</li> <li>Primary properties</li> <li>Harms</li> </ul>				☑	☑	☑	

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
<p>Preventative/intervention strategies</p> <p>Effects of drug use, including:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms of use</li> <li>• Tolerance and dose levels</li> <li>• Stages and symptoms of withdrawal</li> </ul> <p>Health issues relating to use:</p> <ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Blood borne diseases</li> <li>• Skin infestations</li> </ul> <p>Effects of drug use on health, cognitive, social, emotional development and impact on others</p> <p>Patterns of drug use, including:</p> <ul style="list-style-type: none"> <li>• Experimental</li> <li>• Recreational/social</li> <li>• Situational</li> <li>• Dependence</li> </ul>							

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
<p>Consequences and effects of drug substitution/replacement</p> <p>Poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs</p>							

Assessment Conditions	Met?	
<p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.</p> <p>The following conditions must be met for this unit:</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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

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**Module and Assessment Matrix CHCAOD009 – Develop and review individual alcohol and other drugs treatment plans**

Element	Performance Criteria	Assessment Task
1. Consider the type of treatment and services to be provided	1.1 Interpret presenting issues and requirements from client assessment	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	1.2 Work with client to identify interaction and relationship between different presenting issues in the context of their health and demographic profile	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	1.3 Identify the need for potential referral, and collaboration with other services	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	1.4 Identify and respond to the need to consult with other	AT2 Workbook AT3 Assessment & ITP from client

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Element	Performance Criteria	Assessment Task
	professionals or specialists as required	AT4 Simulation Assessment and ITP
	1.5 Explain the purpose of the planning process and developing the treatment plan, and the roles of different people	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	1.6 Discuss with client their readiness for development of a treatment plan	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
2. Determine treatment goals and strategies	2.1 Discuss desired outcomes, priorities and long term goals with the client	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.2 Identify any barriers and/or cultural factors that may impact on reaching goals	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Element	Performance Criteria	Assessment Task
	2.3 Provide information about different service and support options suited to the client's needs	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.4 Assist client to evaluate and select strategies to achieve their goals	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.5 Determine preferred actions and prioritise	AT2 Workbook AT3 Asses AT4 Simulation Assessment and ITP sment & ITP from client
	2.6 Confirm client capacity to meet the logistical demands of selected strategies	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.7 Establish timelines for identified goals with consideration of overlaps between different services and support	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Element	Performance Criteria	Assessment Task
	2.8 Agree on type and frequency of interactions	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.9 Work with the client to identify others in the client and family support network to be involved in the treatment plan, and their roles	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	2.10 Record goals and selected strategies in the individual treatment plan according to organisation protocols	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
3. Review client progress	3.1 Regularly review client's progress against negotiated goals and action plans	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.2 Monitor, record and report client progress in accordance with organisation guidelines	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Element	Performance Criteria	Assessment Task
	3.3 Negotiate revised action plans and timelines and record in the treatment plan as needed	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.4 Accurately record revisions in the individual treatment plan according to organisation protocols	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.5 Negotiate exit from the program with the client and provide support in accordance with organisation policies and available resources	AT2 Workbook AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP
	3.6 Review outcomes of interventions with supervisor and/or colleagues	AT3 Assessment & ITP from client AT4 Simulation Assessment and ITP

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Performance Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5 Drug quiz to be completed if CHCAOD00 1 not done	6
Developed a treatment plan based on existing assessments and within organisation guidelines for 2 people requiring different types of interventions and service supports	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5	6
<p>Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:</p> <ul style="list-style-type: none"> <li>• Children in the workplace</li> <li>• Codes of conduct</li> <li>• Codes of practice</li> <li>• Discrimination</li> <li>• Dignity of risk</li> <li>• Duty of care</li> <li>• Human rights</li> <li>• Informed consent</li> <li>• Mandatory reporting</li> <li>• Practice standards</li> <li>• Privacy, confidentiality and disclosure, including</li> </ul>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5	6
limitations <ul style="list-style-type: none"> <li>• Policy frameworks</li> <li>• Records management</li> <li>• Rights and responsibilities of workers, employers and clients</li> <li>• Specific AOD legislation</li> <li>• Work role boundaries – responsibilities and limitations</li> <li>• Work health and safety</li> </ul>							
Different approaches and models of service planning and case management			<input checked="" type="checkbox"/>				
Principles of: <ul style="list-style-type: none"> <li>• Person centred approach</li> <li>• Effective communication and negotiation techniques</li> </ul>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Organisation policies, procedures and guidelines for individual			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5	6
treatment plans							
Types of issues beyond the scope of AOD services where referral or inter-agency collaboration may be required			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Role of family members and others in the client support network in relation to successful treatment planning, implementation and review			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Types of information and terminology found in client assessments and how to interpret these			<input checked="" type="checkbox"/>				
What constitutes effective treatment goals for AOD issues			<input checked="" type="checkbox"/>				
AOD service delivery models			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5	6
including: <ul style="list-style-type: none"> <li>• Inpatient</li> <li>• Outpatient</li> <li>• Residential</li> <li>• Home based</li> <li>• Outreach</li> <li>• Technology delivered</li> </ul>							
Brief and longer term treatments and interventions available, when and how they are used			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Processes for the matching of treatment goals to different interventions and strategies aimed at abstinence and controlled AOD use			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Ways of using stages of change to identify appropriate treatment goals, strategies and referral options			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

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Knowledge Evidence	Assessment Task	1 Legal & Statutory	2 Workbook	3 Assessment and ITP - Reflection	4 Simulation Assessment and ITP	5	6
Barriers and cultural factors that may impact on a person with AOD issues achieving treatment goals and ways to address this			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
How and where to access specialist AOD information <input type="checkbox"/>			<input checked="" type="checkbox"/>				
Factors affecting support work with people from specific groups: <ul style="list-style-type: none"> <li>• Men</li> <li>• Women</li> <li>• Young people</li> <li>• Elders</li> <li>• Aboriginal and/or Torres Strait Islander</li> <li>• Culturally and linguistically diverse (CALD)</li> </ul>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Assessment Conditions	Met?	
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Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The following conditions must be met for this unit:		
Use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>• Client assessments</li> <li>• Organisation policies and procedures</li> </ul>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Modelling of industry operating conditions, including involvement of people with whom the candidate can interact	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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