

DANOS AI3 Counsel groups of individuals about their substance use using recognised theoretical models

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

Name of applicant:

I confirm that I am the line manager / supervisor for the above named.

I have assessed the applicant's competence in relation to each of the numbered items listed overleaf and have placed my initials against each numbered item to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

My assessment of the applicant's competence in this unit is based on the following (see notes below):

Name:

Signed:

Date:

Notes

You should 'sign off' the applicant's competence in relation to each of the items listed below only where you have *clear evidence* that they have demonstrated the appropriate knowledge or skills in *real life* settings. Your assessment should be based on one or more of the following: observation of the applicant's practice, your supervision of the applicant, evidence provided by an appropriate third party (such as clients / colleagues / previous supervisor/line manager). Note - completion of a training course does NOT itself provide evidence of competence in a particular area.

In some cases the applicant will not have the opportunity within their existing position to demonstrate all of the required competences. Where this is the case arrangements will need to be made for their competence to be assessed in an alternative setting (such as on placement), or, where applicable, for it to be confirmed by a supervisor / line manager from a previous post.

Plan and prepare therapeutic group activities

To perform to the standard you must ensure that:

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

Prepare and support individuals through therapeutic group activities

To perform to the standard you must ensure that:

1. you arrange the environment in a way that encourages the full participation of all the individuals in the group
2. you discuss expectations and agree objectives with group members
3. you explain the nature of therapeutic group work, including benefits, possible constraints and boundaries
4. you establish a group contract that defines confidentiality, is realistic and agreed by all group members
5. you demonstrate positive regard, empathy and a non-judgmental attitude to all individuals in the group and encourage a shared responsibility in this
6. you use a consistent theoretical base informed by recognised theoretical models
7. you give individuals sufficient information and guidance, at an appropriate level and pace to maximise their involvement
8. you provide a suitable variety of therapeutic group activities to maximise involvement
9. you give and facilitate constructive feedback in a manner, level and pace that enhances individuals' learning and development in the group
10. you manage disruption in a way that is constructive, inclusive and in keeping with agreed boundaries
11. you monitor your thoughts, feelings and emotional reactions to the group and individuals in the group so that you can correctly attribute them
12. you monitor and review the group processes and activities to ensure they remain of value to all individuals in the group
13. records of activities, agreements, contracts are accurate, legible, complete, up to date and secure
14. you comply with all relevant legislation, agency codes of practice, guidelines, professional and ethical requirements

Evaluate agreed therapeutic group activities

To perform to the standard you must ensure that:

1. you encourage and support individuals to give feedback on the therapeutic group activity
2. you review the outcomes of the group activities
3. you modify your plan where feedback indicates that the planned activity is inappropriate
4. you review the effectiveness of learning and development methods and identify alternative approaches where necessary
5. you use feedback to identify when the process is drawing to its conclusion

Knowledge and Understanding

To perform competently in this unit, you need to know and understand:

Legislation and organisational policies and procedures

1. legal and organisational requirements and policies requirements relevant to the functions being carried out
2. the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
3. the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
4. organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
5. professional codes of practice
6. agency codes of practice
7. definitions and boundaries of confidentiality

Counselling

1. the principles of active listening
2. the cycle of change model
3. all models explaining substance misuse
4. the principles of motivation
5. a range of recognised theoretical models
6. awareness of cross cultural approaches
7. why it is important to encourage individuals to express their perspectives, values and feelings
8. appropriate use of counselling supervision

Group skills

1. the essentials of group dynamics
2. how to put participants at ease
3. the principles of good feedback in groups

Local Knowledge

1. the availability of substance misuse services in the local area

FDAP Drug & Alcohol Professional Certification
Workplace Assessment

2. the characteristics of substance misuse services in the local area

Research

1. knowledge of research, how and where to access it
2. how to analyse research

Substance Misuse

1. the range of different substances and their implications for the provision of services
2. national substance misuse policies and priorities
3. the range of substance misuse services offered by your organisation or other organisations
4. the specific needs of individuals who are substance users, and how to meet these needs
5. the range of behaviours that can be expected from substance users, and how to deal with these
6. the risks substance misuse may pose to individuals and how to minimise these risks
7. the risks substance misuse may pose to others, how to assess and minimise these risks
8. the substance misuse jargon and commonly used terminology
9. the essentials of dual diagnosis
10. the continuum of substance use from recreational to problematic
11. the continuum of approaches to working with substance misuse from abstinence to harm reduction
cultural and religious issues that may impact when working with substance misuse

Values

1. the rights of individuals with whom you come into contact.