



Alcohol Concern

the national agency on alcohol misuse

Workplace assessment

Applicants for the Introductory Certificate for Drug & Alcohol Counsellors need to provide a workplace assessment - completed by their line manager / supervisor - for each of the four 'core units' from the DANOS national occupational standards, plus unit A11 - 'Counsel individuals about their substance use using recognised theoretical models' and AC2 - 'Make use of supervision'.

The workplace assessor does NOT need to provide a portfolio of evidence in support of their assessment. However, they must be familiar with the applicant's work and be in a position to make an objective judgement about their competence in relation to the unit/s concerned. They should 'sign off' the applicant's competence only where they have clear evidence that they have demonstrated the appropriate knowledge or skills in real life settings. Their assessment should be based on one or more of the following: observation of the applicant's practice, supervision of the applicant, evidence provided by appropriate third parties (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. Also, 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.

While the workplace assessor does not need to provide a portfolio of evidence in support of their assessment, they do need to outline the type of evidence on which their judgement is based (ie how they have assessed the applicant's competence) - as per the following example:

My assessment of the applicant's competence in this unit is based on the following:

I have conducted regular one to one and group supervision with the applicant over the last twelve months (1 hour one to one per fortnight, and weekly group supervision), and run the daily debriefs for staff, which the applicant attends.

I have also directly observed her practice in the workplace, and spoken to her colleagues and clients, as well as her previous line manager, specifically focusing on the issues covered in this unit.

The assessor must also initial **each** numbered item from each of the DANOS units concerned, confirming that they are satisfied that the applicant has demonstrated the competence to which it refers.

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 DANOS units listed in the pages that follow.

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

I have placed my initials against each numbered item in each of the five units, to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

Name (supervisor / line manager):

Organisation:

Address:

Telephone:

E-mail:

Signed:

Date:

AA6 Promote choice, well-being and the protection of all individuals

For this unit you are expected to protect individuals whilst respecting their diversity, difference, preferences and choice.

Develop supportive relationships that promote choice and independence

To perform to the standard you must ensure that:

1. you develop and maintain relationships that promote the views, preferences and independence of individuals and key people
2. you support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities
3. you work with individuals to identify the care and support:
 - they can and wish to undertake themselves
 - that can be provided through the individual's support networks
 - that needs to be provided by yourself and others within and outside your organisation
4. you provide active support to meet the holistic needs and preferences of individuals
5. you carry out the activities for which you are responsible in ways that:
 - promote individuals' rights and preferences
 - complement and support the activities of individuals, key people and others within and outside your organisation
6. you support the rights of individuals and key people to access information and resources to meet their needs and preferences
7. you work to resolve conflicts, seeking additional support and advice in areas that are outside your competence to deal with
8. you support and respond appropriately to individuals and key people making comments and complaints about their care

Respect the diversity and difference of individuals and key people

To perform to the standard you must ensure that:

1. you respect the dignity and privacy of individuals and key people
2. you treat and value each person as an individual and ensure that the support you give takes account of the their needs and preferences
3. you work with individuals and key people in ways that provide support that is consistent with individuals' beliefs, culture, values and preferences
4. you provide active support to enable individuals to participate in activities and maintain their independence
5. you support others with whom you work, to work in ways that:
 - recognise and respect individuals' beliefs and preferences
 - take account of individuals' preferences in everything they do
 - acknowledge and respect diversity and difference
6. you reflect on, and challenge:
 - your own assumptions, behaviour and ways of working
 - the assumptions of others, their behaviour and ways of working
 - procedures, practices and information that are discriminatory
7. you seek advice when you are having difficulty promoting equality and diversity

Contribute to the protection of all individuals

To perform to the standard you must ensure that:

1. you use all available information to identify the risks of actual and likely danger, harm and abuse for individuals, key people and others with whom you work
2. you ensure that:
 - your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people
 - you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone
 - you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately
3. you recognise signs and symptoms of danger, harm and abuse and use your organisation's systems and procedures to report these
4. you develop relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
5. you respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court
6. you support individuals and key people to understand your responsibilities to:
 - pass on information about actual and likely danger, harm and abuse
 - protect them and others from danger, harm and abuse
7. you use supervision and support to enable you to cope with your thoughts and feelings about any suspected and/or disclosed danger, harm and abuse
8. you complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse:
 - within confidentiality agreements
 - according to legal and organisational requirements
 - that avoid statements that could adversely affect the use of evidence in future investigations and court

Knowledge and Understanding

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

Values

1. legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information
2. how to provide active support and place the preferences and best interest of individuals at the centre of everything you do
3. dilemmas between:
 - individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
 - individuals' views, preferences & expectations and how these can and are being met
 - your own values and those of the individuals and key people
 - your own professional values and those of others within and outside your organisations
4. how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' needs, wishes and preferences to be met
5. methods that are effective:
 - in promoting equality and diversity
 - when dealing with and challenging discrimination

Legislation and organisational policy and procedures

1. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
2. current local, national and European legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information
 - health and safety
 - risk assessment and management
 - dealing with comments and complaints
 - health and safety
 - the protection of yourself, individuals, key people and others from danger, harm and abuse working with others to provide integrated services
3. practice and service standards relevant to your work setting and relating to valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
4. how to access records and information on the needs, views and preferences of individuals and key people
5. the purpose of, and arrangements for your supervision and appraisal

Theory and practice

1. how and where to access information and support that can inform your practice relating to valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse
2. theories relevant to the individuals with whom you work, about:
 - human growth and development
 - identity and self-esteem
 - loss and change
 - power and how it can be used and abused
3. the effects of stress and distress
4. role of relationships and support networks in promoting the well-being of individuals
5. factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
6. methods of supporting individuals to:
 - express their needs and preferences
 - understand and take responsibility for promoting their own health and care
 - identify how their care needs should be met
 - assess and manage risks to their health and well-being
7. factors that may lead to danger, harm and abuse
8. how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
9. signs and symptoms of danger, harm and abuse
10. correct actions to take when you suspect danger, harm and abuse or where it has been disclosed
11. the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
12. methods that are effective in forming, maintaining and ending relationships with individuals and key people
13. different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection

AC1 Reflect on and develop your practice

For this unit you need to reflect on, evaluate and take action to enhance your own knowledge and practice.

Reflect on your own practice

To perform to the standard you must ensure that:

1. you analyse and reflect on what is required for competent, effective and safe practice, and provide active support for individuals and key people
2. you continually monitor, evaluate and reflect on:
 - your knowledge and skills
 - your attitudes and behaviour
 - any experiences and personal beliefs that might affect your work
 - how well you practice and what could be improved
 - the processes and outcomes from your work
3. you seek constructive feedback to enable you to develop your practice, from:
 - individuals
 - key people
 - others with whom you work or have contact within your work
 - your supervisors
4. you identify any actions you need to take to develop and enhance your practice

Take action to enhance your practice

To perform to the standard you must ensure that:

1. you identify the supervision and support systems available to you within and outside your organisation
2. you seek and use appropriate supervision and support to reflect on and identify ways to enhance your practice
3. you prioritise aspects of your practice that need to be enhanced
4. you take action, with supervision and support, to access development opportunities that will enhance your knowledge and practice
5. you review:
 - how well the development opportunities meet your practice needs
 - in what ways your practice has been improved by the development opportunities
6. you use supervision and support to continually assess the implications from any development opportunity on your continuing personal and professional development needs
7. you keep up-to-date records of your personal and professional development, within confidentiality agreements and according to legal and organisational requirements

Knowledge and Understanding

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

Values

1. legal and organisational requirements on equality, diversity, discrimination and rights when working with individuals and others to improve your knowledge and practice
2. dilemmas and conflicts that you may face in your practice

Legislation and organisational policy and procedures

1. codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others about personal and professional development
2. current local, UK and European legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
3. the purpose of, and arrangements for, your supervision and appraisal

Theory and practice

1. how and where to access information and support on knowledge and best practice relevant to your area of work, the individuals and key people with whom you work and the skills and knowledge you need to practice effectively
2. principles underpinning personal and professional development and reflective practice
3. how to work in partnership with individuals, key people and others to enable you to develop and enhance your knowledge and practice
4. development opportunities that can enhance your practice
5. lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions
6. approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

AC2 Make use of supervision

This unit is about your making use of a supervisor and supervisory sessions to enable you to develop your professional competence and work with individuals reliably, consistently, effectively, ethically and safely. Your supervisor may be internal or external to your agency, and may be an experienced practitioner working in a similar position to yourself. Many agencies use peer supervision or group supervision to good effect.

Seek appropriate supervision

To perform to the standard you must ensure that:

1. you identify the nature of the supervision you require
2. you assess the available supervision in relation to your identified needs
3. you select a qualified supervisor to best meet your needs
4. you identify the role and value of supervision as a key component in professional practice
5. you seek the frequency of supervision necessary for safe effective practice

Make a supervision contract

To perform to the standard you must ensure that:

1. you clarify the context, accountability and arrangements for supervision, and explore the implications of these with your supervisor
2. you clarify and agree with your supervisor roles, joint responsibilities, obligations and commitments
3. you identify and agree with your supervisor the aims and objectives of the supervision process
4. you agree ways of working with your supervisor
5. you agree arrangements for monitoring and reviewing the supervision
6. you negotiate a supervisory contract with your supervisor which meets the identified purposes of the supervision

Bring work to supervision

To perform to the standard you must ensure that:

1. you negotiate the content and agenda for each supervisory session with your supervisor
2. you manage, organise and present your material clearly and openly to your supervisor
3. you recognise appropriate cases and aspects of your work which require attention in supervision
4. you bring mistakes and difficult moments in therapeutic practice to supervision
5. you manage and use the anxieties around supervision to engage in non-defensive reflection, during and following, supervision
6. you develop the ability to question and challenge your supervisor and use this as a tool for your own development
7. you use supervision for both practical management of individuals and your on-going education
8. you use your reflections on the supervisory relationship in supervision and to inform aspects of your work with individuals

Review supervision

To perform to the standard you must ensure that:

1. you review the process, outcomes and continuing effectiveness of supervision against the aims and objectives
2. you consider any possible changes to the current supervision
3. you agree with your supervisor the timing and process of changing or ending the supervisory relationship
4. you identify unresolved issues, future supervision requirements and ways of achieving these

Knowledge and Understanding

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

Legislation, policy and good practice

1. your organisation's policy on confidentiality
2. your professional competence and its limitations

Reflective practice

1. different approaches to supervision and how to evaluate their relevance to your work
2. ways of addressing any conflict between the needs of your organisation and your personal needs
3. ways of organising and presenting work for supervision
4. how to prioritise and make best use of time in supervision
5. professional requirements and procedures for supervision
6. how to create an agenda for supervision
7. how to choose an appropriate method of case work presentation
8. ways of reviewing supervision
9. your responses to difficulties in case work and bringing these to supervision
10. your own feelings towards supervision and your supervisor
11. potential blocks to you making the best use of supervision
12. your personal needs and where these should be addressed
13. your feelings about being held accountable
14. your feelings about change and endings and the significance of change or ending this relationship
15. your previous experience of endings
16. your personal needs and where these should be addressed
17. different working practices in supervision

Working relationships

1. your relationship with your supervisor
2. the potential for the supervisory relationship

BD4 Promote, monitor and maintain health, safety and security in the working environment

For this unit you are required to keep yourself, individuals and others for whom you are responsible, safe and secure within your working environment and minimise risks arising from emergencies.

Monitor and maintain the safety and security of the working environment

To perform to the standard you must ensure that:

1. you follow organisational safety and security procedures
2. you check people's right to enter, be in and around the premises and the environment in which you are working
3. you take appropriate actions to deal with people who do not have a right to enter, be in and around the premises and the environment in which you are working
4. before starting and during work activities, you identify and minimise health, safety and security risks, seeking additional support where necessary
5. you monitor work areas and working practices to ensure that they:
 - are safe and free from hazards
 - conform to legal and organisational requirements for health and safety
6. you take account of individuals' needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, key people and others when carrying out your work activities
7. you take appropriate action, following legal and organisational requirements, to:
 - ensure that equipment and materials are used and stored correctly and safely
 - deal with the spillage of hazardous and non hazardous materials
 - dispose of waste immediately and safely
8. you follow, and support others to understand and follow correct safety procedures
9. you report health and safety issues to the appropriate people and complete health, safety and security records, within confidentiality agreements and according to legal and organisational requirements

Promote health and safety in the working environment

To perform to the standard you must ensure that:

1. you identify and work with others to identify, minimise and manage potential risks and hazards in the working environment and when undertaking work activities
2. you operate within the limits of your own role and responsibilities, in relation to health and safety
3. you use, and support others to use:
 - safe procedures and techniques for moving and handling
 - approved methods and procedures when carrying out potentially hazardous work activities
 - appropriate risk assessments
4. you identify and report, and encourage and support others to identify and report, any issues in the working environment that may put yourself and others at risk
5. you act as a role model in promoting health, safety and security
6. you take appropriate action where there is the likelihood of an accident or injury
7. you ensure that the appropriate people know where you are at all times
8. you support others to complete health and safety records correctly

Minimise risks arising from emergencies

To perform to the standard you must ensure that:

1. you take appropriate and immediate action to deal with health and environmental emergencies and incidents, and other incidents that require first aid, summoning assistance immediately when this is necessary
2. you identify and make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
3. you provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
4. you make the area around the person with the emergency as private and safe as possible
5. you follow, and help others to follow, the correct safety procedures in incidents and emergencies
6. you offer appropriate support to others involved in the incident and emergency
7. you record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements

Knowledge and Understanding

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

Values

1. legal and organisational requirements on equality, diversity, discrimination and rights when working with individuals, key people and others when monitoring and promoting health and safety
2. how to provide active support and promote individuals' rights, choices and well-being whilst promoting healthy and safe working practices and minimising risks from incidents and emergencies

Legislation and organisational policy and procedures

1. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to health, safety and dealing with incidents and emergencies
2. current local, national and European legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information
 - risk assessment and management
 - the protection of yourself, individuals, key people and others from danger, harm and abuse
 - monitoring and maintaining health, safety and security in the working environment
 - dealing with incidents and emergencies
3. the purpose of, and arrangements for supervision when involved in incidents and emergencies

Theory and practice

1. how and where to access information and support that can inform your practice on health, safety and dealing with incidents and emergencies
2. the effects of stress and distress on yourself, individuals, key people and others

3. conditions and issues you are likely to face in your work with individuals and key people
4. methods of supporting individuals to:
 - express their needs and preferences
 - understand and take responsibility for promoting their own health and care
 - assess and manage risks to their health and well-being
5. how to work with, and resolve conflicts that you are likely to meet
6. methods of:
 - monitoring activities and the environment to minimise risk and keep the environment free from hazards
 - storing different equipment and materials safely and securely
 - minimising the risk of contamination and infection
7. how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger to yourself, individuals, key people and others with whom you work and for whom you are responsible
8. procedures, techniques and the differing types of equipment to enable you to lift, move and handle people, materials and items safely
9. how to assess risks to yourself, individuals, key people and others
10. the type of security and health incidents and emergencies that might happen in your area of work and working environment
11. the appropriate action to take for different security and health incidents and emergencies
12. what to do in emergencies requiring first aid
13. your own capabilities to deal with an accident and emergency, and when and how to summon additional help
14. how to promote health and safety to others, including the modelling of good practice

BI5 Promote effective communication for & about individuals

For this unit you need to identify ways of communicating on difficult, complex and sensitive issues; support others to communicate and update and maintain records and reports.

Identify ways to communicate effectively

To perform to the standard you must ensure that:

1. you obtain, record and pass on information about the individual's communication and language needs and preferences
2. you work with individuals to understand their preferred methods of communication and language and ensure that any specific aids they require are available
3. you identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
4. you seek information and advice from key people where:
 - you have difficulty communicating with individuals using their preferred communication methods and language
 - the issues to be communicated are outside your expertise
5. you seek information on:
 - the issues to be communicated with the individuals and key people
 - how to deal with any potential reactions to the communication
6. you change your approach and seek additional help:
 - to meet the individual's changing needs
 - where the communication methods and inappropriate or ineffective

Communicate effectively on difficult, complex and sensitive issues

To perform to the standard you must ensure that:

1. you select, use and arrange the environment to facilitate effective communication and aid understanding
2. you check that individuals have the appropriate support to communicate their views, wishes and preferences
3. you use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
4. you communicate in ways which:
 - are sensitive to the individual's needs, concerns and reactions
 - are appropriate to the content and purpose of the communication
5. you give individuals sufficient time to understand the content of the communication
6. you observe and respond appropriately to the individual's reactions during communications
7. you work with individuals to help clarify any misunderstandings
8. you support individuals to deal with the content and their reactions to the communication
9. you take appropriate action when individuals' reactions to the information may result in risk or harm to the individual, others and yourself
10. you record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements

Support individuals to communicate

To perform to the standard you must ensure that:

1. you support individuals to:
 - express how they want to communicate with others
 - communicate using their preferred methods of communication and language
2. you ensure that any specific aids are set up to enable individuals to communicate
3. you support others who are communicating with individuals to:
 - understand them
 - communicate using, or through others that are able to use, the individuals' preferred methods of communication and language
4. you encourage individuals to:
 - engage with others and to respond appropriately
 - express their feelings and emotions in acceptable ways
 - overcome barriers to communication
 - find alternative methods of communication

Update and maintain records and reports

To perform to the standard you must ensure that:

1. you identify legal and organisational requirements and procedures for recording and reporting on individuals
2. you identify, record and pass on information about the individual's communication and language needs
3. you seek permission from the appropriate people to access records
4. you access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements
5. you record and report:
 - any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
 - any decisions you have made and actions you have taken about the individual's support needs and condition
 - any conflicts that have arisen and actions taken to resolve these
6. you record & report any difficulties you have in accessing & updating records and reports
7. you involve and support individuals to contribute and understand records and reports concerning them
8. you ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures

Knowledge and Understanding

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

Values

1. legal and organisational requirements on equality, diversity, discrimination and rights:
 - relating to individuals' and key people's language and communication preferences
 - on equal treatment for language and communication
 - when completing records and reports
2. how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language

3. methods and ways of communicating that:
 - support equality and diversity
 - are effective when dealing with, and challenging discrimination when communicating with, individuals and key people

Legislation and organisational policy and procedures

1. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting
2. current local, national and European legislation and organisational requirements, procedures and practices for:
 - accessing records and information about an individual's communication and language needs and preferences
 - recording, reporting, confidentiality and sharing information, including data protection
 - communicating with individuals

Theories and practice

1. where to go and the best ways to find out about and get advice about individuals' communication and language needs, wishes and preferences
2. how and where to access information and support that can inform your knowledge and practice about communication and language skills
3. theories relevant to the individuals with whom you work, about:
 - human growth and development and its affect on communication and language skills and abilities
 - in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people
 - how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
 - power and how it can be used and abused when communicating on difficult, sensitive and complex issues
4. factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
5. methods to support individuals to communicate
6. specific aids to communication that may be used in your area of work
7. how to arrange the environment and position yourself to maximise communication and interaction
8. conflicts and dilemmas created by difficulties in communication and language in your area of work
9. how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people
10. the skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes
11. the environments that are most appropriate for communicating difficult, complex and sensitive messages
12. where, why and how to access permissions to access records and reports
13. the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals
14. how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports

AI1 Counsel individuals about their substance use using recognised theoretical models

This unit is about counselling individuals with drug or alcohol problems. It is intended for those who provide counselling to individuals within an agreed framework, rather than offering advice and guidance on an ad hoc basis. The counsellor should pay particular regard to developing the counselling relationship in the earlier stages of counselling as the drug/alcohol user may have experienced a lack of positive regard, lack of empathy and a judgemental attitude from professionals in the past. Attention should also be given in this unit to activities that are not face to face work, but support the counselling process such as liaison, research and attending supervision.

Establish and manage the counselling relationship

To perform to the standard you must ensure that:

1. you create a counselling setting in which individuals feel comfortable enough to express their requirements
2. you explore individuals' expectations in order to agree methods of working
3. you explain the nature of the counselling service, including boundaries, constraints and what can be expected of the service
4. you encourage individuals to identify their requirements and work with any tension between their hopes, expectations and what the service can offer
5. you assess the appropriateness of starting the current counselling
6. you ensure that the counselling contract is realistic
7. you examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the counselling process
8. you monitor your thoughts, feelings, and emotional reactions to clients so that you can correctly attribute them
9. you monitor and review the counselling process to ensure it remains of value
10. you use a consistent theoretical base informed by recognised theoretical models, adapting these where necessary
11. you confirm with the individual when the process is drawing to its conclusion
12. you explore with the individual the implications of other forms of treatment continuing beyond counselling
13. you comply with all relevant legislation, agency codes of practice, guidelines and ethical requirements

Enable individuals to identify and explore concerns

To perform to the standard you must ensure that:

1. you enable individuals to express their concerns freely through positive regard, active listening and a non-judgemental attitude
2. you encourage individuals to identify and explore their needs
3. you reflect back, clarify and review with individuals your perception of their feelings
4. you assist the individual to prioritise their needs
5. you identify and agree needs that cannot be met and facilitate access to additional or alternative sources of support
6. you work with individuals on any tension between their hopes and expectations and the reality of resource limitations

Review options and decide on a course of action

To perform to the standard you must ensure that:

1. you identify with the individual a suitable range of options to meet their needs
2. you ensure individuals understand the information provided
3. you outline the potential consequences, advantages and disadvantages of the options according to the individual's circumstances
4. you check individual's understanding of options and methods that may be used
5. you identify any potential problems with the chosen course of action
6. you confirm the course of action that is being taken and check for understanding and agreement with the individual
7. you record the course of action according to agency requirements
8. you explore and select methods with the individual that are most likely to be effective
9. you agree with individuals the methods to be adopted
10. you identify any requirements that cannot be met and establish alternative actions for dealing with them
11. you comply with all relevant legislation, codes of practice, guidelines and ethical requirements

Knowledge and Understanding

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

Counselling

1. the principles of active listening
2. the cycle of change model
3. all models explaining substance misuse
4. the principles of motivation and dependence
5. the underlying issues that may lead to substance misuse
6. a range of recognised theoretical models
7. possible support mechanisms for individual

Legislation, policy and good practice

1. the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
2. the principles around supervision and appraisal
3. the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
4. the importance of encouraging individuals to express their perspectives, values and feelings
5. organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
6. professional codes of practice

Local Knowledge

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

Organisational context

1. agency codes of practice

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 around mental health, dual diagnosis and relevant services
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
12. cultural and religious issues that may impact when working with substance misuse