



Australian Government

Department of Education, Employment and Workplace Relations

CHCAOD201D Prepare for alcohol and other drugs work

Release: 1

CHCAOD201D Prepare for alcohol and other drugs work

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the introductory knowledge and skills required to prepare a worker for working with clients

Application of the Unit

Application

This unit applies to those working with clients with alcohol and other drugs (AOD) issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Develop knowledge of the alcohol and other drugs work | 1.1 Demonstrate and apply knowledge of the current issues which impact on the work area/organisation and different <i>models of work</i> |
| | 1.2 In collecting information about the work role and the organisation's role, seek the views of key <i>stakeholders and representatives</i> from relevant target groups and use these views in accordance with organisation policies and procedures |
| 2. Demonstrate commitment to the central philosophies of the alcohol and other drugs work | 2.1 Demonstrate consideration and understanding of the <i>essential values and philosophies of the sector</i> in all work undertaken |
| | 2.2 Demonstrate a <i>commitment to access and equity</i> principles in work undertaken |
| | 2.3 Identify personal values and attitudes regarding alcohol and other drugs use and take these values and attitudes into account when implementing work activities |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

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 identified work role

These include knowledge of:

- Harm minimisation approach to work and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of access and equity
- Current issues facing clients
- Awareness of own biases and beliefs
- Limitations of work role and responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a non-judgemental approach to alcohol and other drug use
- Work within the defined work role and responsibilities

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed with all other specialisation units chosen as part of a package at a particular AQF level
- This unit may be assessed on the job or through simulation
- Assessment will primarily be by observation and questioning and evidence sought from the workplace environment
- Evidence may be gathered over one assessment period with a single target group

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to appropriate workplace where assessment can take place

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

- Stakeholders and representatives may include:*
- Clients
 - Friends, peers and target group
 - Families and care givers
 - Local community
 - Community organisations
 - Government representatives and service providers
 - Specialists/experts
 - Peak bodies and networks
 - Services
 - Management, colleagues, supervisor, team members
- Different models of work may include:*
- Community development and education
 - Case management
 - Working with families
- The essential values and philosophies of the sector may include:*
- A holistic and client-centred approach - i.e. promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client
 - A focus on harm minimisation including harm prevention; harm reduction; and harm management
- A commitment to access and equity must be demonstrated by:*
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Unit Sector(s)

Not Applicable