



# **Community Services Training Package (CHC99)**

## **Alcohol and Other Drugs Work National Competency Standards**



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## Preface

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This document contains specific national competency standards and qualifications relating to Alcohol and Other Drugs Work. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non clinical)
- Youth Work

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# Introduction

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## Background

The need to meet the vocational education and training needs of employees in the alcohol and other drugs sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

## National competency standards

- skills, knowledge and attributes applied to complete a job role are called *competencies*
- the level at which the competency is performed is called the *standard*
- together these make up *competency standards*
- competency standards are relevant to actual workplaces around Australia; and
- are understandable and useable by the range of intended audiences

## National competency standards are not

- *curriculum documents*  
Competency Standards define the outcomes that may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided publicly or privately.
- *assessment strategies*  
The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
- *lists of tasks*  
Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/ work environment.
- *a definition of the “ideal” worker*  
Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
- *expression of competencies held by some workers or particular workplaces*  
National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
- *service or program/organisation standards*  
Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.

## Applications of competency standards

Competency standards may be used for a full range of people management functions including:

- assessing staff and undertaking planning to meet training needs
- gaining formal recognition for workplace learning and training
- identification of attributes, skills and knowledge used by workers in the workplace
- enhancing training
- recruitment and selection of staff
- succession planning

## **Workers covered by these National Competency Standards?**

The scope of these standards is designed to target:

*...the group of workers whose primary role is to reduce the harm associated with the use of alcohol and other drugs by the provision of clinical and support services, community development, health promotion and prevention services and information and education aimed at supporting individuals and communities.*

Many workers in the vocational sector are engaged in Alcohol and Other Drugs work. The vocational sector includes those workers who may obtain qualifications such as certificates 1 to 4, diplomas and advanced diplomas. Training may be obtained in the workplace, at TAFE colleges or from private training providers.

The competency standards are packaged in a range of ways to meet the varying needs of alcohol and other drugs workers. Broadly they will cover workers from:

- withdrawal services
- needle exchange units
- community counselling services
- residential/rehabilitation services
- methadone services
- half-way houses
- self-help groups
- information and education providers
- prevention services

## **How were these Competency Standards developed?**

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These standards have been developed through extensive industry consultation. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package

### **Who managed the development of the standards?**

The project to develop the standards was initially managed by a committee comprising representatives from the alcohol and other drugs sector. The standards are now managed by the Board of Community Services and Health Training Australia Ltd.



## How are National Competency Standards structured?

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To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:

1. *The unit of competency or skill*
2. *The elements or tasks that make up the competency*
3. *The performance criteria or outcome of what a worker actually does*
4. *The range of variables to help better understand the competency*
5. *The evidence guide to assess the competency or skill*

### UNIT TITLE

A key work outcome or *competency* is called a **Unit**.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

### UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

### ELEMENTS

**Elements** are lists of contributory *outcomes* that make up the unit. All the elements together fully describe the unit.

### PERFORMANCE CRITERIA

**Performance Criteria** specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail *how we can see the job is being performed correctly* and what the worker will *actually do* to achieve the outcome that the elements describe.

### RANGE OF VARIABLES

**Range Of Variables** specifies *a range of situations* in which work may be performed.

### EVIDENCE GUIDE

**Evidence Guide** is a guide for assessors and developers of training. It provides additional information, such as *underpinning knowledge and skills* that a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.

## Packaging to a Qualification

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### Packaging units of competency to a qualification

Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the Alcohol and other drugs sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency

### Alcohol and other drugs specialisation units of competency

These incorporate those skills that are special, different or specific to working with alcohol and other drugs issues.

### Community services common units of competency

The common competencies are those units of competency that may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package that is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency, the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

Advocacy	AD
Administration	ADMIN
Assessor and workplace training	BSZ
Community development	CD
Case management	CM
Casework intervention	CWI
Communication	COM
Client service	CS
Information management	INF
Networking	NET
Organisational management	ORG
Policy and research	P&R
Working with groups	GROUP

The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

**Optional units of competency**

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following however specific requirements are indicated in each qualification:

- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be:

- specialisation or common and
- compulsory or elective

## Customisation and Flexibility

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The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:

- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:

- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

### Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (eg. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

### Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages

- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

### **Customisation of units**

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

### **Customisation and flexibility for enterprises**

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) **but** to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

## **New National Competency Standards and Qualifications**

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Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

## Assessment against the Standards

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Assessment is a process which shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page ([www.home.aone.net.au/cshta](http://www.home.aone.net.au/cshta)).

### **Relationship between assessment and a national qualification**

Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

### **Issuing qualifications under the Community Services Training Package**

Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.

Registered training organisations must:

- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

### **Assessment in the Community Services Industry**

Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

### **Principles for assessment in Community Services**

Assessment under Community Services Training Package should be:

- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

### **Assessor qualifications**

Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

**Choosing an appropriate training program for assessors in community services.**

The assessment guidelines give some information to consider when selecting assessor training programs.

**Conducting assessments**

An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines.

**The qualities to look for in a registered training organisation**

The assessment guidelines give some points to consider when selecting a registered training organisation.



## Australian Qualifications Framework (AQF) descriptors

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To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables that impact on AQF alignment:

- the *package* of units is aligned (not individual units ). This enables flexibility in packaging and customising
- packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors)
- differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors
- there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

### *AQF Certificate II*

- competency involves application of knowledge and skills to a range of tasks and roles
- defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- responsibility for some roles may be involved if working in a team

### *AQF Certificate III*

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- responsibility for the work of others and/or team coordination may be involved

### *AQF Certificate IV*

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
- competencies are likely to be applied with only general guidance on progress and outcomes sought

- the work of others may be supervised, or teams guided or facilitated
- responsibility for and limited organisation of the work of others may be involved

#### *AQF Diploma*

- competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
- competencies are normally used independently and both routinely and non-routinely
- judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
- competencies are likely to be applied under broad guidance
- the work of others may be supervised or teams guided
- responsibility for the planning and management of the work of others may be involved

#### *AQF Advanced Diploma (and above)*

- competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
- application is to major functions in either varied or highly specific contexts
- competencies are normally used independently and are substantially non-routine
- significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
- competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
- responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

### **Australian National Training Authority Qualification Codes**

All national qualifications have been assigned a code for inclusion on ANTA's National Training Information Service. The following codes apply to qualifications for the Alcohol and Other Drugs Work:

CHC20299	Certificate II in Community Services (Alcohol and Other Drugs Work)
CHC30299	Certificate III in Community Services (Alcohol and Other Drugs Work)
CHC40299	Certificate IV in Community Services (Alcohol and Other Drugs Work)
CHC50299	Diploma of Community Services (Alcohol and Other Drugs Work)
CHC60299	Advanced Diploma of Community Services (Alcohol and Other Drugs Work)

## CHC20299 Certificate II in Community Services (Alcohol and Other Drugs Work)

### *Packaging to gain a national qualification*

Compulsory	7
Elective	1
<b>Total number of units of competency</b>	<b>8</b>

### *Alcohol and Other Drugs Specialisations*

<b>Compulsory</b>		<b>Elective</b>	
CHCAOD1A	Introduction to the alcohol and other drugs sector	CHCAOD3A	Provide first point of contact for potential clients
CHCAOD4A	Support people with alcohol and/or other drugs issues		

### *Common competencies*

<b>Compulsory</b>		<b>Elective</b>	
CHCADMIN1A	Undertake basic administrative duties	CHCGROUP1A	Support the activities of existing groups
CHCCOM1A	Communicate with people accessing the services of the organisation		
CHCORG1A	Follow the organisation's policies procedures and programs		
CHCORG2A	Work with others		
CHCORG4A	Follow the organisation's occupational health and safety policies		

## CHC30299 Certificate III in Community Services (Alcohol and Other Drugs Work)

### *Packaging to gain a national qualification*

Compulsory	9
Elective	2 (one of these may be from Certificate II)
Options	2
<b>Total number of units of competency</b>	<b>13</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

### *Alcohol and Other Drugs Specialisations*

Compulsory		Elective	
CHCAOD2 A	Orientation to the alcohol and other drugs sector	CHCAOD5A	Provide services to clients with alcohol and/or other drugs issues
		CHCAOD6A	Work with clients who are intoxicated
		CHCAOD7A	Provide needle exchange services

### *Common competencies*

Compulsory		Elective	
CHCADMIN2A	Provide administrative support	CHCGROUP2A	Support group activities
CHCCOM2A	Communicate appropriately with clients and colleagues		
CHCCS1A	Deliver and monitor service to clients		
CHCINF1A	Process and provide information		
CHCNET1A	Participate in networks		
CHCORG3A	Participate in the work environment		
CHCORG4A	Follow the organisation's occupational health and safety policies		
CHCP&R1A	Participate in policy development		

## CHC40299 Certificate IV in Community Services (Alcohol and Other Drugs Work)

### *Packaging to gain a national qualification*

Compulsory	8
Elective	2 (one of these may be from Certificate III)
Options	2
<b>Total number of units of competency</b>	<b>12</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

### *Alcohol and Other Drugs Specialisations*

Compulsory		Elective	
CHCAOD2A	Orientation to the alcohol and other drugs sector	CHCAOD8A	Work with clients who have alcohol and/or other drugs issues
		CHCAOD9A	Provide alcohol and/or other drug withdrawal services

### *Common competencies*

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise specialist communication skills	CHCCD1A	Support community participation
CHCCS2A	Deliver and develop client service	CHCCD2A	Provide community education programs
CHCINF2A	Maintain organisation's information systems	CHCCD5A	Develop community resources
CHCNET2A	Maintain effective networks	CHCGROUP3A	Plan and conduct group activities
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCP&R2A	Contribute to policy development
		CHCP&R3A	Undertake research activities
CHCORG5A	Maintain an effective work environment	BSZ404A	Train small groups

# CHC50299 Diploma of Community Services (Alcohol and Other Drugs Work)

## Packaging to gain a national qualification

Compulsory	7
Elective	4 (one of these may be from Certificate IV)
Options	2
<b>Total number of units of competency</b>	<b>13</b>

## Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

## Alcohol and Other Drugs Specialisations

Compulsory		Elective	
CHCAOD2A	Orientation to the alcohol and other drugs sector	CHCAOD8	Work with clients who have alcohol and/or other drugs issues

## Common Areas

Compulsory		Elective	
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCAD1A	Advocate for clients
CHCCS3A	Coordinate the provision of client services	CHCCD2A	Provide community education programs
CHCINF5A	Meet statutory and organisational information requirements	CHCCD5A	Develop community resources
CHCNET3A	Develop new networks	CHCCM3A	Develop, facilitate and monitor all aspects of case management
CHCORG6A	Coordinate the work environment	CHCGROUP3A	Plan and conduct group activities
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCINF3A	Coordinate information systems
<b>** These 3 competencies are co-requisite and count for one elective/option</b>		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
<b>* These 4 competencies are co-requisite and count for one elective/option</b>		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

## CHC60299 Advanced Diploma of Community Services (Alcohol and Other Drugs)

### *Packaging to gain a national qualification*

Compulsory	12
Elective	3
Options	1
<b>Total number of units of competency</b>	<b>16</b>

### *Optional competencies*

- elective units at this level
- compulsory units at the Diploma level
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

### *Alcohol and Other Drugs Specialisations*

Compulsory	Elective
CHCAOD2A Orientation to the alcohol and other drugs sector	None

### *Common competencies*

Compulsory	Elective
CHCADMIN4A Manage the organisation's finances, accounts and resources	CHCCD6A Establish and develop community organisations
CHCCOM4A Develop, implement and promote effective communication techniques	CHCCM4A Promote high quality case management
CHCCS4A Manage the delivery of quality client service	CHCCM5A Develop practice standards
CHCINF4A Manage the organisation's information systems	CHCINF6A Manage information strategically
CHCORG7A Manage workplace issues	CHCORG10A Manage organisational change
CHCORG8A Establish and manage new programs or services	CHCORG12A Review organisational effectiveness
CHCORG9A Manage projects and strategies	CHCORG13A Manage organisational strategic and business planning
CHCORG11A Lead and develop others	CHCORG15A Promote the organisation
CHCORG14A Manage a service organisation	CHCORG16A Manage training
CHCORG17A Implement and monitor occupational health and safety policies, procedures and programs	CHCP&R7A Manage policy development
CHCP&R6A Coordinate policy development	

## Units of Competency

### Alcohol and Other Drugs Units and Elements

Unit title	Elements
CHCAOD1A Introduction to the alcohol and other drugs sector	<ol style="list-style-type: none"> <li>1. Develop knowledge of the alcohol and other drugs sector</li> <li>2. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector</li> </ol>
CHCAOD2A Orientation to the alcohol and other drugs sector	<ol style="list-style-type: none"> <li>1. Work within the context of the alcohol and other drugs sector</li> <li>2. Develop knowledge of the alcohol and other drugs sector</li> <li>3. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector</li> </ol>
CHCAOD3A Provide first point of contact for potential clients	<ol style="list-style-type: none"> <li>1. Greet and observe client</li> <li>2. Collect routine information from the client</li> <li>3. Judge priority of need for service</li> <li>4. Provide a service</li> </ol>
CHCAOD4A Support people with alcohol and/or other drugs issues	<ol style="list-style-type: none"> <li>1. Respond to cues</li> <li>2. Assist in responding to people's needs</li> <li>3. Use self-protection strategies</li> </ol>
CHCAOD5A Provide services to clients with alcohol and/or other drugs issues	<ol style="list-style-type: none"> <li>1. Assist clients to identify their needs</li> <li>2. Support clients to meet their needs</li> <li>3. Review work with clients</li> </ol>
CHCAOD6A Work with clients who are intoxicated	<ol style="list-style-type: none"> <li>1. Provide a service to intoxicated clients</li> <li>2. Assist client with longer term needs</li> <li>3. Apply strategies to reduce harm or injury</li> </ol>
CHCAOD7A Provide needle exchange services	<ol style="list-style-type: none"> <li>1. Provide needle exchange</li> <li>2. Provide education on safer drug use</li> </ol>
CHCAOD8A Work with clients who have alcohol and/or other drugs issues	<ol style="list-style-type: none"> <li>1. Assess the needs and status of client/s</li> <li>2. Provide services to meet client needs</li> <li>3. Review progress with the client</li> <li>4. Refer clients</li> <li>5. Evaluate work undertaken with clients</li> </ol>
CHCAOD9A Provide alcohol and/or other drug withdrawal services	<ol style="list-style-type: none"> <li>1. Assess needs of clients</li> <li>2. Manage withdrawal</li> <li>3. Evaluate client withdrawal</li> <li>4. Assist clients with ongoing harm minimisation</li> </ol>



## Additional Information for Assessors

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In order to achieve competency in the alcohol and other drugs specialisation units, the following underpinning knowledge must be assessed for each unit:

- all listed general underpinning knowledge as listed in the unit evidence guide;
- all listed underpinning knowledge required to work with clients with mental health issues as listed below

In addition to the compulsory requirements listed above, assessors may wish to access further information relating to the particular workplace target group or groups. This additional information is listed below and relates to the following target groups or issues:

- mental health
- gender
- young people
- families
- aged people
- corrective services clients
- Aboriginal and Torres Strait Islander clients
- cultural diversity

*Underpinning knowledge required to work with clients with mental health issues:*

- the difference between major mental illnesses and a range of emotional issues including distress and anxiety
- how people suffer mental illnesses as a result of particular drugs
- de-institutionalisation and social issues eg. clients with mental illnesses using drugs within the broader community
- the relationship between alcohol and other drugs use and mental health
- mental health agencies
- agency policies and procedures for working with clients with both alcohol and other drugs and mental health issues (ie. dual-affected clients)
- agency policies and procedures for working with other related agencies
- eating disorders
- self harm and suicide risk awareness and assessment

*Knowledge about gender issues:*

- gender stereotypes
- separate services for men and women
- help seeking behaviours eg. depression, aggression, violence, self harm, eating disorders
- violence including: sexual, domestic and other forms of abuse
- sexuality - issues concerning choice and identity as well as issues such as homophobia which may impact on alcohol and other drugs use
- choice, patterns of use and using behaviour (including sub groups)
- gender based metabolic differences
- parental issues: grief issues such as loss of children at birth; through miscarriage; through fostering, adoption and custody; treatment/drug withdrawal options with children
- sex work and issues for men and women working in this industry
- women's health issues

*Knowledge about working with young men and women:*

- sub groups, choice, patterns of use and using behaviour
- peer group pressure and alcohol and other drugs use
- help-seeking behaviours - gender specific behaviour, depression, violence, aggression and self-harming behaviours
- developmental issues eg. risk taking as part of growing up
- strategies for reducing risk taking relevant to the young person
- risk assessment for suicide

*Knowledge about working with families:*

- effects of AOD issues on family wellbeing and cohesion
- strategies to support families who are dealing with AOD issues
- a family-centred approach

*Knowledge about working with aged clients:*

- choice, patterns of use and using behaviour
- effects of alcohol and/or other drugs use on lifestyle and age-related health problems
- alcohol related health problems
- help-seeking behaviours - depression, violence, aggression and self-harming behaviours

*Knowledge about working with corrective services clients (eg. in prison, on parole, in home detention, on community service orders, on remand):*

- legal and ethical requirements of the organisation in working with the particular client or clients
- self-protection strategies ie. ensuring physical safety
- issues relating to working with prisoners who may be violent, sex offenders, etc
- gender, cultural and age-specific responses to imprisonment/detention

*Knowledge about working with Aboriginal and Torres Strait Islander clients:*

- differences between mainstream and Aboriginal and Torres Strait Islander use of alcohol and/or other drugs
- historical perspective of alcohol and other drugs use and Aboriginal and Torres Strait Islander people
- cultural diffusion
- grief and loss
- separation
- suicide issues
- local context of alcohol and other drug use

*Knowledge about working with people from culturally diverse backgrounds:*

- particular cultural issues and history specific to client group
- cultural and language barriers to health
- how clients may be distressed by a culturally inappropriate environment
- location and protocols for accessing accredited interpreters
- a range of community multicultural organisations
- different social/cultural acceptance and conventions

## ALCOHOL AND OTHER DRUGS WORK NATIONAL COMPETENCY STANDARDS

### Alignment with Mayer Key Competencies

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgements of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages processes</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and processes</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCAOD1A	Introduction to the alcohol and other drugs sector	1	1	1	1	-	1	-
CHCAOD2A	Orientation to the alcohol and other drugs sector	1	1	1	1	-	1	-
CHCAOD3A	Provide first point of contact for potential clients	1	1	1	1	-	1	1
CHCAOD4A	Support people with alcohol and/or other drugs issues	1	2	1	1	-	1	-
CHCAOD5A	Provide services to clients with alcohol and/or other drugs issues	2	3	2	2	-	2	-
CHCAOD6A	Work with clients who are intoxicated	3	3	2	2	-	2	1
CHCAOD7A	Provide needle exchange services	2	2	2	2	1	1	1
CHCAOD8A	Work with clients who have alcohol and/or other drugs issues	3	3	3	3	2	3	2
CHCAOD9A	Provide alcohol and/or other drug withdrawal services	3	3	2	3	2	2	2

## CHCAOD1A Introduction to the alcohol and other drugs sector

Elements	Performance criteria
1. Develop knowledge of the alcohol and other drugs sector	<ul style="list-style-type: none"><li>work reflects knowledge of the current issues which impact on the work area/organisation and different models of work</li><li>in collecting information about the work role and the organisation's role, the views of key stakeholders and representatives from relevant target groups are sought and used in accordance with organisational policies and procedures</li></ul>
2. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector	<ul style="list-style-type: none"><li>work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector</li><li>work in the sector demonstrates a commitment to access and equity principles</li><li>personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when implementing work activities</li></ul>

### Range of variables

*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 in the sector
- services
- management, colleagues, supervisor, team members

*Different models of work in the sector may include:*

- community development and education
- case management
- working with families

*The underpinning values and philosophies of the sector may include:*

- a holistic and client-centred approach ie. promotion of health and wellbeing; 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

### Evidence Guide

*Critical aspects of assessment:*

- applying a non-judgemental approach to alcohol and other drug use

- working within the defined work role and responsibilities

*Interdependent assessment of units:*

- this unit must be assessed with all other specialisation units when chosen as part of a qualification

*Underpinning knowledge:*

- interrelationship of the clients needs
- harm minimisation approach to work in the sector and a range of activities which support this
- individual client needs and rights, and workers' duty of care to clients
- locally available assistance
- awareness of own biases and beliefs
- limitations of work role and responsibilities

*Underpinning skills:*

- interpersonal communication with the specific client group
- working as part of a team or as a sole worker

*Resource implications:*

- access to appropriate workplace where assessment can take place

*Consistency in performance:*

- assessment will primarily be by observation and questioning and evidence sought from the workplace environment and may be gathered over one assessment period with a single target group

*Context of assessment:*

- this unit must be assessed in a realistic workplace environment

## CHCAOD2A Orientation to the alcohol and other drugs sector

Elements	Performance criteria
1. Work within the context of the alcohol and other drugs sector	<ul style="list-style-type: none"> <li>all work in the sector reflects consideration of the historical context of the sector</li> <li>all work reflects consideration of the changing social, political and economic context</li> <li>all work reflects consideration of the interrelationship of issues affecting clients in the alcohol and other drugs sector</li> </ul>
2. Develop knowledge of the alcohol and other drugs sector	<ul style="list-style-type: none"> <li>all work reflects thorough knowledge of the current issues which impact on the sector and different models of work</li> <li>in collecting information about the alcohol and other drugs sector, the views of key stakeholders and representatives from relevant target groups are collected and used</li> </ul>
3. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector	<ul style="list-style-type: none"> <li>all work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector</li> <li>all work in the sector demonstrates a commitment to access and equity principles</li> <li>personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when planning and implementing all work activities</li> </ul>

### Range of variables

*Historical, social, political and economic context includes:*

- statutory framework within which work takes place in the sector
- historical context of work eg. changing attitudes to alcohol and other drugs use; changing approaches to working with clients
- changing social context of work eg. changing government and societal views of alcohol and other drugs use and approaches to working with clients
- political context eg. government policies and initiatives affecting alcohol and other drugs work
- economic context eg. the current economic situation as it relates to and affects alcohol and other drugs use and the subsequent impact on client needs

*Consideration of interrelating issues affecting clients may include:*

- community development approach
- empowerment of the community

*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 in the sector
- services
- management, colleagues, supervisor, team members

*Different modes of work in the sector may include:*

- community development and education
- case management
- working with families

*The underpinning values and philosophies of the sector may include:*

- a holistic and client-centred approach ie. promotion of health and wellbeing; 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; health promotion 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
- ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social etc

## **Evidence Guide**

*Critical aspects of assessment:*

- application of an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community

*Interdependent assessment of units:*

- this unit must be assessed with all other specialisation units when chosen as part of a qualification

*Underpinning knowledge:*

- interrelationship of the clients needs
- harm minimisation approach to work in the sector and a range of activities which support this
- individual client needs and rights, duty of care and ethical practices
- principles of client and community empowerment / disempowerment within the specific area of work
- statutory framework within which work takes place
- current issues facing clients and existing services to address their needs and rights
- community support structures available to clients
- principles of health promotion (as per Ottawa Charter)
- basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly

*Underpinning skills:*

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

*Resource implications:*

- access to appropriate workplace where assessment can take place

*Consistency in performance:*

- assessment must be over a range of situations with more than one target group. It will entail observations and other workplace assessment tools

*Context of assessment:*

- this unit may be assessed on the job or through simulation

## CHCAOD3A Provide first point of contact for potential clients

This unit is about provision of services where the worker may be the first point of contact for the client or may take a client support role. The unit involves identifying and responding to the immediate needs of potential clients including provision of services such as needle exchange, referral and information.

Elements	Performance Criteria
1. Greet and observe client	<ul style="list-style-type: none"><li>client is acknowledged in a pleasant and accepting way</li><li>observations about client behaviour and physical symptoms is evaluated against established criteria, recorded and reported to appropriate persons within the organisation</li></ul>
2. Collect routine information from the client	<ul style="list-style-type: none"><li>identifying information is collected and documented in accordance with organisational procedures</li><li>reasons for contact with the service are established with client in accordance with organisational procedures</li><li>client information is recorded and stored according to organisational policy and procedure</li></ul>
3. Judge priority of need for service	<ul style="list-style-type: none"><li>assistance is sought from appropriate persons according to urgency and nature of need</li><li>personal safety of self, client and others is assessed in accordance with organisational procedures and policies</li></ul>
4. Provide a service	<ul style="list-style-type: none"><li>clients are provided with information about and supported to participate in existing organisational activities</li><li>client rights and responsibilities are explained and observed in accordance with organisational policy</li><li>client appointments with an agency worker are organised upon request of the client or at suggestion of the worker in accordance with organisational policies and procedures</li><li>client is informed of any costs which the service may incur and waiting times where these apply</li><li>client service details are recorded and stored according to organisational policy and procedure</li><li>client is provided with current, relevant and culturally appropriate information on other relevant services</li><li>other services are recommended where client needs are not able to be met by the service</li></ul>

### Range of variables

*Appropriate persons may include:*

- immediate supervisor or other workers
- health professional
- alcohol and other drugs assessment/screening workers in correctional centres
- police
- emergency support
- ambulance
- hospital
- health centre
- other support services



*Behaviour and physical signs and symptoms observed may include:*

- orientation to person, place, time
- level of coherence
- difficulty in breathing
- signs of physical injury/distress
- levels of personal distress

*Identifying information may include:*

- contact details required by the organisation

*Assistance may be sought from:*

- other appropriate staff
- specialists
- other agencies eg. accommodation
- hospitals
- ambulance
- police

*Information may be gathered:*

- by speaking to others
- from written sources
- by observation
- from inside the organisation
- from external sources
- from clients

*Information on the service and other relevant services may be delivered in the form of:*

- informal discussion
- leaflets/brochures
- correspondence/written reports
- audio-visual
- newsletters/circulars
- published material
- posters/graphic representation
- personal presentation

*Information may be given about the following types of services:*

- government and non-government services - health, accommodation, education/training, employment, social/recreation, counselling, financial, self-help, advocacy, transport
- people with relevant special qualities, knowledge and/or expertise
- government allowances, pensions and benefits
- program activities/timetables

*Response to requests for information will take into consideration the inquirer's:*

- language and style
- literacy level
- cultural factors
- previous contact
- disabilities

*Organisational activities may include:*

- provision of needle exchange
- provision of consumables to control infection
- making an appointment for the client to see someone in the agency/organisation
- providing information on existing services
- simple referral eg. doctor, financial counsellor, women's refuge, youth services



## Evidence Guide

### *Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- application of a non-judgemental approach to clients regardless of alcohol and other drugs use
- ability to deal calmly and safely with a small range of challenging client situations such as dealing with intoxicated or aggressive clients

### *Underpinning knowledge:*

- basic drug names, types and basic knowledge of effects of drugs and/or alcohol
- indicators of abnormal behaviour for clients
- basic knowledge of patterns of drug use in the local community
- agency role, agency target group in the community
- other relevant agencies/services and services they provide
- legal requirements for client contact
- legal requirements for supply of aids to control infection
- organisational policies and procedures for confidentiality
- role and responsibilities of self and other staff in the organisation

### *Underpinning skills:*

- reporting skills
- observation skills
- cultural sensitivity

### *Resource implication:*

- access to appropriate workplace where assessment can take place
- resource availability for a first aid certificate or equivalent skills

### *Consistency in performance:*

- assessment may include observations, questioning and evidence received from a workplace environment. Workplace evidence can be testimonials from colleagues or completed workplace client information records
- assessment and evidence may be gathered on one or more occasions but must include at least two different client situations

### *Context of assessment:*

- this unit is to be assessed in a workplace environment, or realistically simulated situation

## CHCAOD4A Support people with alcohol and/or other drugs issues

This unit relates to providing basic support to people with alcohol and other drugs issues in a range of settings eg. night watch in residential settings, volunteer work and night patrol work.

Elements	Performance criteria
1. Respond to cues	<ul style="list-style-type: none"><li>• people with alcohol and/or other drugs issues are spoken and responded to in an unhurried and sensitive way</li><li>• distressed people are responded to in a relaxed and calm manner</li><li>• non verbal cues are responded to appropriately</li></ul>
2. Assist in responding to people's needs	<ul style="list-style-type: none"><li>• individual's needs for care are met as directed and/or in accordance with organisational procedures and policies</li><li>• physical comfort is provided as needed by the individual and in accordance with guidelines</li><li>• information is provided on alcohol and other drugs services available, as appropriate</li><li>• where immediate care cannot be provided, help is sought in accordance with organisational procedures and policies</li></ul>
3. Use self-protection strategies	<ul style="list-style-type: none"><li>• conflict resolution and negotiation are used as appropriate</li><li>• appropriate action is taken to ensure the safety of self and others</li><li>• services are provided to client in a manner consistent with infection control guidelines</li><li>• emergency assistance is sought as required</li></ul>

### Range of variables

*Responses to people with alcohol and other drugs issues may include:*

- talking to and reassuring them
- directing them to safety
- assisting or taking them to safety
- seeking assistance from family members or friends

*Non verbal cues may include:*

- signs of discomfort and/or distress
- immediate and obvious symptoms of intoxication

*Physical comfort may be provided by:*

- provision of warmth
- provision of a safe environment
- provision of food and water
- access to family or friends
- taking the person home or to a place of safety

*Emergency assistance may be from:*

- other workers
- police
- health care professionals

## Evidence Guide

### *Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- an ability to provide support to people who may be intoxicated or distressed

### *Interdependent assessment of units:*

- this unit should be assessed with CHCCOM1A "Communicate with people accessing the services of the organisation"

### *Underpinning knowledge:*

- immediate and obvious signs of intoxication
- strategies for self protection
- strategies for dealing with aggressive people or people in distress
- legislative and organisational requirements for dealing with people affected by alcohol and/or other drugs
- alcohol and other drugs services in the community
- emergency contacts
- organisational policies and procedures for providing support to people with alcohol and/or other drugs issues

### *Underpinning skills:*

- clear and unhurried communication style
- non-judgemental approach to working with people

### *Resource implications:*

- access to an appropriate workplace where assessment can take place
- resource availability for first aid certification or equivalent skills

### *Consistency in performance:*

- assessment evidence to be gathered through several client contact situations

### *Context of assessment:*

- assessment should include a workplace environment

## CHCAOD5A Provide services to clients with alcohol and/or other drugs issues

This unit is concerned with supporting clients through provision of a range of services within organisational policies and procedures.

Elements	Performance criteria
1. Assist clients to identify their needs	<ul style="list-style-type: none"><li>possibilities and options for responding to client needs are discussed and preferred action is determined and prioritised</li><li>client is assisted to evaluate and select strategies to achieve their goals</li><li>clients in distress or crisis are responded to promptly and supportively in accordance with organisational policies and procedures</li></ul>
2. Support clients to meet their needs	<ul style="list-style-type: none"><li>information and skills required by the client to meet their needs are identified</li><li>opportunities to obtain information and develop skills are provided or developed in accordance with organisational philosophy, policies and procedures</li><li>individual and group support is provided in accordance with resources and procedures</li></ul>
3. Review work with clients	<ul style="list-style-type: none"><li>work with client is reviewed within organisational policies and procedures and strategies are adapted as appropriate</li><li>outcomes of client work are reviewed with supervisor and/or colleagues in accordance with organisational policies and procedures</li></ul>

### Range of variables

*Work with clients* may occur at established premises or at other locations used by outreach, street, remote or off-site services. Other locations may include the client's home, public places, workplaces or mobile service centres.

*Providing services to clients may include:*

- services provided face to face or via other communication methods such as via telephone, fax, email

*Needs may include:*

- harm minimisation
- financial advice
- consumables
- legal advice
- accommodation support
- referral to other agencies

*Client includes:*

- individual clients and families and support network of the client
- members of the public seeking information

*Possibilities and options for responding to client issues and needs may include:*

- referral of the client to a colleague within the organisation
- referral of the client to other agencies in accordance with organisational policies and procedures

*Response to clients in distress and crisis will include:*

- enlisting support and/or assistance from colleagues or emergency support as appropriate
- using calm and calming behaviour
- reporting incidents promptly and accurately

*Support processes may be informal and/or formal and will include:*

- problem solving techniques
- evaluation
- interviewing techniques

*Organisational policies and procedures relevant to this unit include:*

- emergencies
- occupational health and safety
- referrals
- reporting
- goals, objectives and targets
- accountability
- code of conduct
- confidentiality

## **Evidence Guide**

*Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- ability to work with a range of different clients with alcohol and other drugs issues
- conducting work role within established plans, procedures or programs

*Interdependent assessment of units:*

- completion of this unit removed the requirement to complete CHCCS1A "Deliver and monitor service to clients"

*Underpinning knowledge:*

- organisational policies and procedures as listed in the range of variables
- agency role, agency target group
- issues affecting the client group
- range of alcohol and other drugs specific services delivered by the organisation
- alcohol and other drugs use and general effects on body systems and their functions
- alcohol and other drugs use and general social and psychological effects
- drugs/substances most commonly used in local area
- relationship between suicide and alcohol and other drugs use
- related agencies and referral procedures used by the organisation
- awareness of own biases and beliefs
- working with individuals and groups
- motivational interviewing techniques
- rights of workers and clients

*Underpinning skills:*

- establishing rapport
- active listening including questioning
- interpretation of verbal and non verbal communication
- conflict resolution

*Resource implications:*

- resource availability for first aid certification or equivalent skills
- access to an appropriate workplace environment where assessment can take place

*Consistency in performance:*

- consistency in performance is to be determined according to requirements of different services provided by workers. This may include demonstration of consistent performance:
  - ◊ over time
  - ◊ on several occasions

*Context of assessment:*

- where work is undertaken with clients assessment should include demonstration of competency on the job or in a workplace environment



## CHCAOD6A Work with clients who are intoxicated

This unit relates to working with alcohol and/or other drug affected clients in a range of settings including night patrols, detoxification/withdrawal units, and sobering up shelters.

Elements	Performance Criteria
1. Provide a service to intoxicated clients	<ul style="list-style-type: none"><li>level of intoxication/nature and extent of drug use is assessed according to organisational policy and procedure</li><li>behaviour or physical status inconsistent with alcohol and/or drug use is reported to the appropriate person and/or assistance sought</li><li>medical or emergency assistance is provided or sought as appropriate and in accordance with organisational policies and procedures</li><li>client is provided with a safe and secure environment in which to sober up</li><li>client's physical state is monitored regularly in accordance with organisational policies and procedures to ensure health and safety</li><li>services provided to client are documented in accordance with organisational reporting requirements</li></ul>
2. Assist client with longer term needs	<ul style="list-style-type: none"><li>client is assisted with activities of daily living</li><li>information is provided as appropriate on alcohol and other drugs issues including services available</li><li>families and/or support networks are contacted upon request of the client and in accordance with organisational policies</li><li>client is assessed in accordance with organisational policy and procedure to determine if they represent a risk to themselves or others by leaving the facility</li></ul>
3. Apply strategies to reduce harm or injury	<ul style="list-style-type: none"><li>calm and confident manner is maintained in contact with client</li><li>safety of self and others is maintained</li><li>services are provided to client in a manner consistent with organisational infection control guidelines</li><li>emergency assistance is sought as required</li></ul>

### Range of variables

*Assessment may include:*

- immediate drug history
- orientation to person, place, time
- level of consciousness
- breath analysis

*Behaviour or physical state inconsistent with alcohol and other drugs use may include:*

- evidence of physical illness or injury
- evidence of mental illness
- behaviour inconsistent with drug use history obtained from client
- assessment of personal risk to client

*Assisting the client with activities of daily living may include:*

- helping the client with personal hygiene
- providing the client with food and drink
- assisting the client to travel home
- transporting clients to a place of safety
- discharge advice

*Information provided may include:*

- contact information for other services eg. other sobering-up services, withdrawal services
- harm minimisation information

## **Evidence Guide**

*Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- ability to work with intoxicated clients in a manner that ensures personal safety and that of others
- application of a non-judgemental approach to clients regardless of alcohol and/or other drug use

*Underpinning knowledge:*

- alcohol and other drug use and symptoms
- drugs/substances most commonly used in the local community
- protective/risk management strategies
- strategies for dealing with aggressive clients
- statutory and organisational requirements for dealing with clients affected by alcohol and other drugs
- other agencies and services provided
- recent and relevant information on alcohol and other drugs issues
- use of breath analysis equipment
- concurrent medical illnesses which may mimic/mask withdrawal

*Underpinning skills:*

- conflict resolution and negotiation skills in situations where clients may be intoxicated or aggressive
- self-protection
- communication with intoxicated people

*Resource implications:*

- resource availability for first aid certification or equivalent skills
- access to an appropriate workplace environment where assessment can take place

*Context of assessment:*

- where work is undertaken with clients assessment should include demonstration of competency on the job or in a workplace environment

## CHCAOD7A Provide needle exchange services

Elements	Performance Criteria
1. Provide needle exchange	<ul style="list-style-type: none"><li>• needle exchange service is provided in accordance with organisational and legislative requirements</li><li>• services are provided to client in a manner consistent with organisational and legislative occupational health and safety and infection control guidelines</li><li>• all needle exchanges are documented in accordance with organisational and legislative requirements</li><li>• confidentiality is maintained in accordance with organisational and legislative requirements</li><li>• safety of self and others is maximised</li><li>• emergency assistance is sought as required</li></ul>
2. Provide education on safer drug use	<ul style="list-style-type: none"><li>• information on safe needle handling and drug use is provided to users of the service</li><li>• relevant and current information on alcohol and other drugs and related issues is provided to and discussed with the client</li><li>• harm minimisation strategies for alcohol and/or other drug use are discussed with client</li><li>• client is assisted to contact and use other services as appropriate</li></ul>

### Range of variables

*Relevant and current information on alcohol and other drugs issues includes:*

- drugs prevalent in the local community
- information on meeting physical, emotional, financial and social needs
- contacts for self-help groups
- resources on dependency
- resources on alcohol and other drugs issues for families or personal network
- contacts for and information on advocacy groups
- information regarding mental health and self harm
- crisis and emergency contacts

*Harm minimisation strategies include:*

- abstinence, controlled drinking, safer sex, safer drug use

*Emergency assistance may be from:*

- friends
- police
- other service providers

### Evidence Guide

*Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- correct interpretation of legislative requirements in the provision of needle exchange services
- clear and relevant communication of information to clients

*Underpinning knowledge:*

- legislative and organisational requirements for needle exchange
- legislative and organisational requirements for infection control
- legislative and organisational requirements for dealing with clients affected by alcohol and other drugs
- other agencies and services provided
- emergency contacts
- recent and relevant information on alcohol and other drugs issues
- strategies for self-protection including universal precautions

*Underpinning skills:*

- conflict resolution
- self protection
- accurate record keeping

*Resource implications:*

- resource availability for first aid certification or equivalent skills

*Context of assessment:*

- this unit will be most appropriately assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

## CHCAOD8A Work with clients who have alcohol and/or other drugs issues

This unit relates to assessing client needs, providing a range of services to meet their needs, reviewing client progress and evaluating the work undertaken with clients.

Elements	Performance Criteria
1. Assess the needs and status of client/s	<ul style="list-style-type: none"><li>• client's reasons for seeking help are identified through discussion with the client and other related information</li><li>• organisational parameters of confidentiality and policy/procedures are explained to client</li><li>• client's drug use history is taken in accordance with organisational policies and procedures</li><li>• the current status of the client is assessed using standardised alcohol and other drugs screens and from discussion with client</li><li>• organisational criteria is used as the basis of entry or exclusion to services</li></ul>
2. Provide services to meet client needs	<ul style="list-style-type: none"><li>• goals and action plans are negotiated with the client and documented in accordance with organisational procedures</li><li>• early or short-term programs are carried out with clients as appropriate</li><li>• comprehensive and longer care programs are negotiated with the client as appropriate</li><li>• relevant and current information on alcohol and other drugs and related issues is provided to and discussed with the client</li><li>• assistance with daily living is provided as appropriate and in accordance with organisational policies and procedures and service guidelines</li><li>• relapse prevention strategies are carried out with client</li><li>• immediate help or referral is provided for critical incidents arising from client's alcohol and other drugs use</li></ul>
3. Review progress with the client	<ul style="list-style-type: none"><li>• client's progress is regularly reviewed against negotiated goals and action plans</li><li>• revised action plans and timelines are negotiated and written into the plan of care as needed</li><li>• client exit of the program is negotiated with the client and support provided in accordance with organisational policies and available resources</li><li>• outcomes of client work are reviewed with supervisor and /or colleagues in accordance with organisational policies and procedures</li></ul>
4. Refer clients	<ul style="list-style-type: none"><li>• client's experience with services is checked and details confirmed</li><li>• the suitability of other services is discussed with the client</li><li>• the client is supported to make contact with other services</li><li>• follow up is provided in accordance with organisational policies and available resources</li></ul>

5. Evaluate work undertaken with clients	<ul style="list-style-type: none"> <li>outcomes of client work are reviewed against care plan goals and documented in accordance with organisational policies and procedures</li> <li>outcomes are discussed with client and appropriate persons inside or outside the organisation and documented in accordance with organisational policies and procedures</li> </ul>
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### Range of variables

*Work with clients may occur at:*

- established premises or at other locations used by outreach, street, remote or off-site services. Other locations may include the client's home, public places, workplaces or mobile service centres

#### *Element 1*

*Clients includes:*

- families and personal network of the client

*Assessment may take place:*

- face-to-face
- by telephone

*Other related information may include:*

- that provided by other services via referral
- doctor's or other professional's reports
- information provided by family or support network

*Current status of the client includes:*

- determining readiness to change
- physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
- other drug use in the family
- level of risk of deliberate self harm behaviours and/or harm to others
- levels of risk behaviour associated with alcohol and/or other drug use including behaviours which expose clients to blood borne diseases

*Options for meeting the range of client needs may include:*

- referral to other services

*Taking a client history refers to collection of relevant information on:*

- name, age, gender etc
- drug history
- social and legal history
- current status including housing status
- agency ability to cater for the client needs
- mental health issues
- other relevant related issues affecting clients

#### *Element 2*

*Early or short-term programs refers to:*

- less intensive, shorter term activities that are an alternative to longer and more intensive programs. These brief interventions carried out by a range of workers, often opportunistically, are usually offered to those individuals who are less severely drug dependent

*Current information on related issues includes information on:*

- meeting physical, emotional, financial and social needs
- contacts for self-help groups
- resources on dependency
- resources on alcohol and other drugs issues for families or personal network
- advocacy groups
- information regarding mental health and self harm
- crisis and emergency contacts

*Goals and action plans may be short and long term and should include:*

- harm minimisation (including abstinence, controlled drinking, safer sex, safer drug use, safe injecting)
- strategies to target reducing at risk behaviours

*Goals and action plans may include:*

- vocational goals (employment and training)
- accommodation
- meeting immediate physical needs
- maintenance of stable social and emotional environment
- reintegration within social context
- ensuring personal safety
- management of crisis
- timelines and priorities

### *Element 3*

*Review refers to:*

- a short term formative analysis of client progress
- reviewing strategies
- standards against which a review can occur

*Relapse prevention strategies may include:*

- identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
- referral to self help groups
- stress management advice
- ongoing positive support
- monitoring of the client's progress
- facilitating use of community resources
- encouraging client to develop a support network
- role play
- discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision making, disengagement

*Client exit (negotiation of with the client) will depend on the organisational policies and procedures and the individual clients needs and may include:*

- negotiation of contract with client
- providing information on what the client may expect when they leave
- providing follow up
- ending the client/worker relationship
- ensuring personal safety of clients at risk of self harm including availability of ongoing supports from appropriate agencies
- access to harm reduction consumables eg. needles, syringes, and needle exchange programs

*Client exit (organisational requirements) may include:*

- client questionnaire
- documentation including reason for exit and condition of client at exit
- organisational documentation on treatment/assessment progress

**Element 4**

*Supporting a client to make contact with other services may include:*

- making an appointment for the client
- accompanying client to first appointment
- organising for another appropriate person to accompany the client to an appointment
- organising interpreter services for the client

*Other services that are specific to alcohol and/or other drugs use may include:*

- detoxification
- in-patient counselling
- outpatient counselling
- self-help groups
- proclaimed place, rehabilitation centres, residential etc
- sobering up units
- services which provide consumables eg. syringes, thiamine, needle exchange, methadone or other drug substitution/replacement services
- therapeutic communities

*Other services include:*

- Department of Social Security
- accommodation
- emergency services
- mental health services

*Follow up will depend on the organisation's policies and procedures and the client needs and may include:*

- obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisational policies and procedures including those referring to client confidentiality
- checking protective support for suicide risk is available if required
- making an appointment for follow up
- contact with client at referral agency
- liaison between alcohol and other drugs worker and other services

**Element 5**

*Outcomes may include:*

- measurement of harm minimisation
- changes made during intervention and changes sustained over time
- those negotiated with the client as part of a management plan
- referral and acceptance to another treatment program or half-way house
- both positive and negative outcomes
- linkage with appropriate services
- client being moved from institution or service
- client changes - behaviour, attitudinal

*Review against care plan may be:*

- within the organisation
- in consultation with other agencies



## Evidence Guide

### *Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- ability to work with a diverse range of clients and alcohol and other drugs issues
- non-judgemental approach to clients drug use
- ability to effectively provide services and refer clients according to service availability and client needs

### *Interdependent assessment of units:*

- workers who complete this unit are not required to complete the equivalent unit CHCCS2A "Deliver and develop client service"

### *Underpinning knowledge:*

- Legal and organisational knowledge:
  - ◊ legal and organisational requirements for client registration, allocation and referral
  - ◊ organisational policies on reporting and confidentiality
  - ◊ organisational policies and procedures for documenting work with clients
  - ◊ understanding agency role, agency target group and the impacts on the local community
  - ◊ range of alcohol and other drugs specific treatment intervention options including detoxification, in-patient treatment programs, outpatient treatment services, and brief interventions
- Effects of alcohol and other drugs use:
  - ◊ signs and symptoms of medical risk associated with alcohol and other drugs use
  - ◊ stages and symptoms of alcohol and other drugs withdrawal
  - ◊ basic health issues relating to alcohol and/or other drugs use eg. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
  - ◊ basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
  - ◊ the effects of alcohol related brain injury
  - ◊ consequences and effects of drug substitution/replacement
  - ◊ effects of prescribed drugs on the use of other drugs
  - ◊ patterns of drug use in Australia and the local community
  - ◊ range of use and use scenarios eg. lifestyle context of illegal drug use
- Legal issues:
  - ◊ legal status of drugs
  - ◊ legal issues surrounding alcohol and other drugs use
- Policy:
  - ◊ public health model - interaction of impact of drugs, individual and the environment
  - ◊ harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Working with clients:
  - ◊ common relapse precipitants
  - ◊ a range of strategies for working with clients
  - ◊ strategies to promote participation in programs
  - ◊ range of cultural contexts – lifestyle, set of beliefs, customs
  - ◊ client empowerment/disempowerment
  - ◊ rights of workers and clients
  - ◊ different lifestyles
  - ◊ self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
  - ◊ types of counselling eg. motivational interviewing, brief and intensive intervention, relapse prevention
  - ◊ protocols around use of interpreters

- ◇ client centredness
  - ◇ case management principles
- Working with clients - clients at risk of self harm:
  - ◇ suicidal or self harming behaviour, ideation or intention
  - ◇ no-suicide contracts and other protective strategies
  - ◇ links between predisposing factors for self harm, drug use and mental health problems
  - ◇ legal and ethical obligations regarding clients at risk of self harm or with mental illnesses

*Underpinning skills:*

- establishing rapport
- active listening including questioning
- interpretation of verbal and non verbal communication
- contracting with clients
- conflict resolution
- negotiation
- crisis intervention
- protective intervention
- advocacy
- networking and liaison with other agencies
- identification of support structures

*Resource implications:*

- resource availability for first aid certification or equivalent skills
- access to appropriate workplace environment where assessment can take place

*Consistency in performance:*

- consistent performance should be demonstrated across an appropriate range of service delivery situations

*Context of assessment:*

- this unit can be appropriately assessed in the workplace and under the normal range of workplace conditions

## CHCAOD9A Provide alcohol and/or other drug withdrawal services

This unit deals with providing assistance to people going through the process of withdrawing from alcohol, tobacco or other drugs, including combinations of these. Withdrawal services may be non-medical or provide pharmacological relief under relevant legislative guidelines. Services may be residential or home-based.

Elements	Performance Criteria
1. Assess needs of clients	<ul style="list-style-type: none"><li>• client is questioned to ascertain substance/s used, duration of use, average daily intake, time and amount of last dose and how the drug/s was administered</li><li>• behaviour or physical status inconsistent with alcohol and/or drug use is reported to the appropriate person and/or assistance sought</li><li>• medical or emergency assistance is provided or sought as appropriate and in accordance with organisational policies and procedures</li><li>• client is assessed to determine if they meet organisational mission criteria and have been referred appropriately</li></ul>
2. Manage withdrawal	<ul style="list-style-type: none"><li>• an appropriate environment within which alcohol and/or other drugs withdrawal is to take place is selected/provided in accordance with organisational policy and procedure</li><li>• client's physical state is monitored regularly in accordance with policies and legislation to ensure health and safety</li><li>• client's fluid and nutrition intake is monitored in accordance with organisational policies and procedures</li><li>• client is provided with support services in accordance with organisational policies and procedures</li><li>• signs of concurrent illness are documented and referred to the appropriate person or medical officer</li><li>• services provided to client are documented in accordance with organisational and legislative requirements</li><li>• consultation with medical officer is undertaken in accordance with organisational policies and procedures and relevant legislation</li></ul>
3. Evaluate client withdrawal	<ul style="list-style-type: none"><li>• outcomes are discussed with client and appropriate persons in the organisation</li><li>• outcomes of client drug withdrawal are assessed and documented in accordance with organisational policies and procedures</li></ul>
4. Assist clients with ongoing harm minimisation	<ul style="list-style-type: none"><li>• relevant and current information on alcohol and other drugs and related issues is provided to and discussed with the client</li><li>• harm minimisation strategies for alcohol and/or other drug use are discussed with client</li><li>• client is assisted to contact and use self-help and other services</li><li>• follow up is provided in accordance with organisational policies and available resources</li></ul>

## Range of variables

*Behaviour and physical symptoms inconsistent with drug use includes:*

- evidence of physical illness or injury
- evidence of mental illness
- behaviour inconsistent with drug use history obtained from client

*An appropriate environment may be:*

- residential service
- client's home

*Support services may include:*

- herbal remedies
- aromatherapy
- appropriate physical exercise
- provision of vitamin and mineral supplements
- dietary management
- therapeutic massage
- spending time with the client
- relaxation techniques

*Harm minimisation strategies include:*

- abstinence, controlled drinking, safer sex, safer drug use

## Evidence Guide

*Critical aspects of assessment:*

- first aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
- application of relevant organisational and legislative protocols and procedures for the provision of withdrawal services
- ability to work with clients in a manner that ensures personal safety and that of others

*Underpinning knowledge:*

- organisational protocols for residential withdrawal and any restrictions on clients eg. contact with family and friends, curfews
- organisational protocols for home-based withdrawal eg. home environment supportive of withdrawal outcomes
- signs and symptoms of alcohol and other drugs withdrawal
- stages of withdrawal signs and symptoms
- concurrent medical illnesses which may mimic/mask withdrawal
- responses to the stages of withdrawal eg. referral to hospital, massage, relaxation tapes
- backup resources eg. access to medical officer, access to hospital
- strategies for self-protection
- strategies for dealing with aggressive clients
- other agencies and services provided
- recent and relevant information on alcohol and other drugs issues

*Underpinning skills:*

- a calm and reassuring manner
- conflict resolution
- self-protection

*Resource implications:*

- resource availability for first aid certification or relevant skills
- access to appropriate workplace environment where assessment can take place

*Context of assessment:*

- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions