CHCAOD008 Provide advanced interventions to meet the needs of people with alcohol and other drugs challenges

# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 | Release 2 is equivalent to release 1. Minor changes to performance criteria, performance evidence and knowledge evidence. |

# Application

This unit describes the skills and knowledge required to design, implement and monitor ongoing therapeutic interventions drawing on evidence informed models and techniques. It involves holistic consideration of the needs of people accessing the service, and collaboration with other services.

This unit applies to people who work with significant autonomy in the provision of interventions and support to people with alcohol and other drugs (AOD) challenges. While work is carried out in the context of an existing treatment plan, the worker may also design and adapt specific strategies.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
| --- | --- |
| Elements define the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element |
| 1. Design intervention and support strategies | 1.1 Evaluate information from the assessment and treatment plan1.2 Determine the immediate and proximate needs and goals of the person1.3 Review the scope of the person’s needs and interactions with other support services1.4 Identify therapeutic models and techniques with potential to meet desired outcomes1.5 Analyse and select specific options and strategies that best meet the person’s needs1.6 Integrate techniques and strategies to maximise potential outcomes for the person |
|  |  |
| 2. Implement intervention and support strategies | 2.1 Establish professional relationship within appropriate boundaries2.2 Use counselling and other intervention techniques and strategies as planned2.3 Recognise and respond to difficult or challenging situations 2.4 Adapt and refine approaches based on the person’s interactions and own observations2.5 Maintain engagement with reticent or reluctant people2.6 Include exploration of issues beyond the immediate scope of the intervention that may impact on progress2.7 Document interventions according to organisation policy |
|  |  |
| 3. Make holistic evaluation of the person’s progress | 3.1 Monitor and review progress against planned goals 3.2 Adjust intervention and support strategies based on outcomes of review3.3 Evaluate personal and agency ability to deliver services that address all needs of the person3.4 Determine the person’s physical, social, emotional and other needs that cannot be met in agency service |
|  |  |
| 4. Collaborate with others  | 4.1 Identify other options and services able to address the person’s needs4.2 Consult with other services about potential to provide services to people and for shared care work4.3 Make referrals to other services according to organisation protocols4.4 Work collaboratively with significant others, co-workers and other services to support the person’s needs |

# Foundation Skills

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| The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance. |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet -

Assessment Requirements for CHCAOD008 Provide advanced interventions to meet the needs of people with alcohol and other drugs challenges

# Modification History

|  |  |
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| 2 | Release 2 is equivalent to release 1. Minor changes to performance criteria, performance evidence and knowledge evidence. |

# Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

* autonomously planned and provided intervention and support strategies to 2 different people with AOD challenges:
* used at least 2 of the following approaches/models:
* cognitive behavioural therapy or mindful integrated cognitive behavioural therapy (MiCBT)
* rational emotive therapy
* reality therapy
* dialectical behaviour therapy
* acceptance and commitment therapy
* solution focussed therapy
* narrative therapy
* resilience based interventions
* family counselling
* group work and group counselling
* other models or approaches commonly used within the industry

# Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

* legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
* children in the workplace
* codes of conduct
* codes of practice
* discrimination
* dignity of risk
* duty of care
* human rights
* informed consent
* mandatory reporting
* practice standards
* privacy, confidentiality and disclosure, including limitations
* policy frameworks
* records management
* rights and responsibilities of workers, employers and individuals
* specific AOD legislation
* work role boundaries – responsibilities and limitations
* work health and safety
* counselling and other therapeutic models and techniques appropriate to the person’s AOD challenges and scope of role, including when and how these may be used:
* cognitive behavioural therapy
* mindful integrated cognitive behavioural therapy (MiCBT)
* rational emotive therapy
* reality therapy
* dialectical behaviour therapy
* acceptance and commitment therapy
* solution focussed therapy
* narrative therapy
* resilience based interventions
* family counselling
* group work and group counselling
* other models or approaches commonly used within the industry
* techniques for teaching self-management skills and self-report measures
* factors affecting support work with people from specific groups:
* men
* women
* young people
* elders
* Aboriginal and/or Torres Strait Islander
* culturally and linguistically diverse (CALD)
* techniques for dealing with difficult communication situations, including:
* managing emotions
* defusing anger
* clarifying the issues
* maintaining composure and professional attitude
* providing support
* seeking assistance
* measures for monitoring outcomes

# Assessment Conditions

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

* use of suitable facilities, equipment and resources, including:
* assessments
* treatment plans
* organisation policies and procedures
* modelling of industry operating conditions, including:
* involvement of people with whom the candidate can interact
* scenarios that cater to a range of settings, including crisis situations

# Links

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