



CHCAOD001

# Work in an alcohol and other drugs context.

Assessment 3 of 3

Project **ASSESSOR GUIDE**



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCAOD001	Work in an alcohol and other drugs context	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE4AOD01A	10	M00638A
ASSESSMENT TYPE		
<b>Assessment Method:</b> <i>Select all that apply.</i>	<b>Project</b>	Choose an item. Choose an item.

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
<b>Student instructions</b>
This is assessment 3 of 3 assessments for CHCAOD001 Work in an alcohol and other drugs context This assessment requires you to answer three parts to test your understanding required of this unit. To be assessed as competent, you must complete all tasks in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
<b>Supporting documents</b>
To answer some of the questions, you will need to access the following documents: <ul style="list-style-type: none"><li>• ACE Staff Handbook</li><li>• Client Report Template</li></ul>
<b>Files for submission</b>

### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 1 of 22

Submit the following files:

- Assessment document
- Client Report Template
- Video Submission

## Submission instructions

### Video and Audio Submissions

You may be requested to record an audio or video file for your assessment. You have the option to record directly into your assessment via this page, using the record button from the menu. The feature will provide you with an opportunity to review your recording and redo it as many times as needed, prior to submitting it.

### PDF File Submissions

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
2. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

#### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 2 of 22

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

## SECTION 4

### ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Estelle Zivanovic
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 3 of 22

## Assessment Instructions

### Task overview

This assessment task is divided into 4 parts. Read each question carefully before typing your response in the space provided.

**Part A:** You must participate in a role play with Adam to apply the values and principles of AOD practice.

**Part B:** You must complete a client report for Adam to demonstrate your understanding of the values and principles of AOD work.

**Part C:** You must participate in a role play with Jess to apply the values and principles of AOD practice.

**Part D:** You must complete a client report for Jess to demonstrate your understanding of the values and principles of AOD work.



*The following assessment tasks use a simulated non-for-profit community organisation called ACE. To complete the assessment tasks, students will need to access information, templates, policies and procedures associated with ACE. These documents can be downloaded from the LMS (where you downloaded this assessment) under the name 'ACE Staff Handbook' and 'Client Report Template'.*

## Assessment Information

### Submission



You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

## PART A

You must participate in a role play with Adam to apply the values and principles of AOD practice.

### Scenario- ADAM

*Adam is 23 years old and undergoing treatment for methamphetamine addiction. He first used ACE's services when he was 14 years old after experiencing domestic violence, alcoholism and mental health issues within his family. Adam has been supported over the years by ACE youth workers, counsellors and the addiction intervention team. He has openly called ACE his real home. However, Adam has come back in a bad place mentally, having just been released from hospital and charged with assault against a bus driver. He is struggling to move forward from his addiction and can see no future without drugs*

### Instructions Overview

During the role play, your assessor will be looking to see that you can support the client by:

- using person-centred strategies applying harm minimisation approaches
- acknowledging the client's rights, safety and access to services
- determining supports that consider the client's own values.
- use an evidence model and framework to provide support
- using legal frameworks.

### Role play instructions

The role play must include at least 1 other participant, must not exceed 10 minutes duration and must address all elements of the Observation Checklist requirements listed below under 'Key Observation Criteria'.

You are to assume the role of an AOD support worker for ACE Addiction Intervention team. The participant will assume the role of Adam.

### Key Observation Criteria

During the role play, you will be required to:

- use person centred strategies
- apply harm minimalization approaches
- acknowledge the clients rights, safety and access to services
- use evidence based models and frameworks to support outcomes
- determine support that considers clients own values.

### Participant information

#### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 5 of 22

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your roleplay may be:

1. Friends or family members; or
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant to play the role of the other team member, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student to complete this task.

### **Option 1: Friend or family member participant**

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

### **Option 2: Fellow student participant**

Please contact your fellow student via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

### **Participants' briefing instructions:**

The purpose of this task is to observe the student's skills in a simulated environment. The student must demonstrate they can support a client who has drug and/or alcohol-related issues, applying strategies that align with the current values and philosophies in the AOD sector.

### **Roles**

Role 1: Adam (Client 1) played by a fellow student/colleague/family member

You are Adam. You are 23 years old and familiar with ACE's staff. You have been accessing their support since you were 14 years old. You have a methamphetamine addiction for which you are undergoing treatment; however, you have reached a really low point in your life. You have recently been discharged from hospital but have also been charged with assault against a bus driver. You don't feel that you can have a future without drugs.

You go into the meeting feeling quite agitated and defeated. You are normally friendly, but today you don't have the energy. You haven't taken any drugs in 24 hours, and you already feel the effects of withdrawal. This is the third time you have tried to quit.

When the AOD Support Worker (student) talks to you, tell her/him you want it all to end. Say that if you cannot quit drugs, there is no point in going on. You are constantly craving the next injection above all other needs.

### **ASSESSOR GUIDE:**

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 6 of 22

You are really worried about hurting someone else and cannot believe you hurt a bus driver.

You are going to court in three days and are scared about the consequences. You are worried about the effects of withdrawal in custody and what you will do.

You just want to be able to do everyday tasks, such as wash your clothes, shower, and get a decent job, but right now, it's all too hard.

Say that this is not how you thought things would turn out.

Say that through ACE's support, you thought you could clean up and have some sense of security by now.

You don't understand why things are getting worse.

Even though you had a rough start with parents who were addicts and violent towards each other, say that you thought you could break the cycle and 'the staff here' made you think that.

Say that it makes you angry that there was hope. Indicate to the AOD Support Worker (student) that you recently lost a good friend, Lucy, to meth and you thought she was getting better. You thought that you might have a future with her.

Tell the AOD Support Worker (student) that you are not sure what to do next.

### Recording instructions

Your role play must be recorded with all participants captured in a virtual room using an application such as Zoom, Google Meet, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

*"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit Code\_Student Name\_yymmdd\_Task number\_Role Play. Include this recording as part of your assessment submission

<b>Assessor Checklist: Part A</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>		<b>Benchmarks</b>
1. Use person-centred strategies.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student used person-centred strategies in their discussion with the client, for example: involving the client in decision-making taking into account their background, life experience, age, gender, identity, etc. asked the client questions or made suggestions that considered the client's wishes and priorities</i>

### ASSESSOR GUIDE:



<b>Assessor Checklist: Part A</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>		<b>Benchmarks</b>
		<i>refocused the client on what they are achieving or can do at the moment asked the client or suggested that they think about the people closest to them and how they can be involved in a partnership with ACE and recovery services.</i>
2. <i>Apply harm minimisation approaches.</i>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student was able to identify and apply harm minimisation approaches to the discussion, for example: talked about diversion or sobering-up services the client can access as well as the support from ACE focussed on the harms being done by the drug not using of it suggested to the client that they are moving forward by accepting treatment and seeking help suggested and discussed small steps and/or realisable goals.</i>
3. <i>Acknowledge the client's rights, safety and access to services.</i>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student discussed with the client their rights when accessing AOD services. For example, the right to: service in a safe environment non-judgemental support respect and friendliness to be given clear information on available services and treatment privacy and confidentiality, unless disclosure is authorised timely and effective service that responds to the client's needs an efficient complaints process services that respect the client's cultural background, values and beliefs</i> <a href="https://www.health.vic.gov.au/aod-service-standards-guidelines/alcohol-and-other-drug-client-charter-and-resources">https://www.health.vic.gov.au/aod-service-standards-guidelines/alcohol-and-other-drug-client-charter-and-resources</a>
4. <i>Use evidence based models and frameworks to support and outcomes.</i>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student engaged with, provided support and outcomes based on an evidence based model and framework:</i> <ul style="list-style-type: none"> <li>- Moral model</li> <li>- Disease model</li> <li>- Psychodynamic model</li> <li>- Social learning model</li> <li>- Social cultural model</li> <li>- Public health model.</li> </ul>

**ASSESSOR GUIDE:**

<b>Assessor Checklist: Part A</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>		<b>Benchmarks</b>
5. Determine support that considers the client's own values.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student engaged with the client to determine what they value and then considered supports that align with what is important to them. An example could be suggesting a rehab facility where engagement in everyday living (washing, cooking and collaborating with others) will create a sense of community.</i>

## PART B

You must complete a client report for Adam to demonstrate your understanding of the values and principles of AOD work.

### Instructions

For this task, you will reflect and document the work you have performed to support Adam from Part A. For the client report, you must document the following:

- core values
- providing support
- communication
- your role
- AOD use.

Reflecting on the role play and your experience, complete a client report for Adam. Use the Client Report Template to help guide you in your response. Add/modify the space in the table where required.

As your assessor will have observed your role play, they can sign your report as a supervisor.

*(approx. 100-200 words per row)*

Consideration: When completing a report for a client, you will need to consider privacy, confidentiality, and disclosure of the information that you provide. For example, do not provide names or other personally identifiable information of people discussed in your report.

Client 1	
Member of Staff	<i>The AOD Support Worker (student) Greene, Addiction Intervention (Student Name)</i>
Date Completed	
Supervisor Name	<i>Assessor</i>
Workplace	<i>ACE</i>
Section 1- Core Values  <i>Describe how you applied core AOD principles into your work with this client. How did you ensure that your support and interventions were person-centred? How did you apply a harm-minimisation approach? How did you support the client's rights (including equity of services)? How</i>	

### ASSESSOR GUIDE:

*did you ensure the safety of the client? How did your own values impact your work with this client? How did the client's values inform your decisions regarding appropriate support and interventions? How did your organisation's values impact your work with this client?*

*Responses must address the following key points:*

- *Apply core AOD principles to practice. For example:*
  - *harm minimisation*
  - *recovery-based support*
  - *person-centered approaches*
  - *empowerment*
  - *holistic health and wellbeing support.*
- *Support client rights.*
- *Ensure access in equity to services.*
- *Ensure the safety of clients.*
- *Impact of own values.*
- *Impact of client's values.*
- *Impact of organisation's values.*

## Section 2 – Support

*Describe the strategies that you used to support the client. What recovery-led strategies did you use? What evidence based model and framework did you use, and why? How did you empower the client to continue with their recovery strategy? How did you encourage and acknowledge clients who have made a positive change? How did you collaborate with the client to identify appropriate interventions and which interventions did you identify? How did you promote the importance of holistic health and wellbeing to the client?*

*Responses must address the following key points:*

*Empower the client to make their own choices by providing information and support.*

*Respect the client as their own expert.*

*Support the client as the driver of their own recovery journey.*

*Encourage and acknowledge clients who have made positive changes.*

*Support strategies specific to the needs of the client.*

*Collaborate with clients to identify appropriate interventions.*

*Promote the importance of holistic health (physical, spiritual, cultural, mental, medical).*

## Section 3 – Communication

*What were the communication strategies and approaches to practice that you used when working with this client? How did you clarify issues, provide support and collaborate with the client? How did you explain confidentiality (and its limits) to the client? How did you seek and obtain the client's informed consent? How did you ensure that you completed file notes in accordance with policy and procedures (reference your organisation's policy and procedures)?*

*Responses must address the following key points:*

*Use strategic questioning techniques (asking guiding rather than leading questions, aiming to assist/support rather than direct, taking time, waiting until the person is comfortable and ready to answer, and asking respectful, culturally safe questions).*

*Actively listen.*

*Use culturally safe communication strategies.*

*Reflect with the client or assist the client to reflect on their needs and experiences.*

*Use effective communication skills (active listening, attending skills, paraphrasing, open and closed questioning, probing, summarising, reframing, explore the AOD Support Worker (student)ng options, normalising statements, etc.).*

*Use person-centred approaches.*

*Discuss confidentiality and its limits.*

*Ensure informed consent.*

*Make file notes in accordance with policy and procedures (student must reference policy and procedures).*

### ASSESSOR GUIDE:

#### Section 4 – Your role

Reflect on your role and your professional practice. Describe the codes of conduct, practice standards and codes of practice which informed your work with this client. Describe the AOD legislation which informed your work with this client. How did you ensure that you respected the client's dignity of risk? How did you uphold your duty of care? What steps did you take to ensure your own safety and that of your colleagues and others while working with this client?

*Responses must address the following key points:*

*Codes of conduct*

*Practice standards*

*Codes of practice*

*The application of AOD legislation, for example:*

*Legislation relevant to:*

*drugs*

*mandatory reporting*

*confidentiality and privacy*

*duty of care*

*occupational health and safety.*

*State/territory-based equivalents of:*

*Severe Substance Dependence Treatment Act 2010*

*Drugs, Poisons and Controlled Substances Act 1981*

*Mental Health Act 2014*

*Children, Youth and Families Act 2005.*

*Dignity of risk*

*Duty of care*

*Workplace safety, for example:*

*assessing risk*

*mitigating risk*

*planning for safety.*

#### Section 5– AOD use

Reflect on the AOD issues relevant to this client. Describe their drug use including types of drug, the method of administration, the potential harms, the signs and symptoms that they have experienced and the potential signs and symptoms of the drug and their patterns of use. Describe the effects that the client's drug use has had on their health, their wellbeing and on those around them. Is the client using more than one drug and what are the potential interactions? How did this information impact on your work with the client?

*Responses must address the following key points:*

*AOD issues specific to this client.*

*Drug use, including:*

*types of drugs*

*methods of administration*

*potential harms*

*signs and symptoms experienced by the client*

*patterns of use*

*effects on health of the client's drug use*

*potential interactions of drugs*

*how this information informed treatment, intervention and support options.*

Supervisor's Signature: *Assessor*

Date:

<b>ASSESSOR CHECKLIST: PART B</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>	<b>Benchmarks</b>
Section 1 – Assess AOD principles and values, ensuring support is person-centred.	<p><i>The student described how they applied core AOD principles to their work with this client and how their support and interventions were person-centred. For example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>by treating the client with respect and dignity</i></li> <li><input type="checkbox"/> <i>being non-judgemental</i></li> <li><input type="checkbox"/> <i>providing information on available services and treatment options</i></li> <li><input type="checkbox"/> <i>being sensitive to their opinions, values and beliefs.</i></li> </ul>
Section 1 – Describe the application of harm minimisation approaches to maximise support to AOD client.	<p><i>The student described how they applied a harm-minimisation approach. For example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>talked about diversion or sobering-up services the client can access as well as the support from ACE</i></li> <li><input type="checkbox"/> <i>focussed on the harms being done by the drug not using of it</i></li> <li><input type="checkbox"/> <i>suggested to the client that they are moving forward by accepting treatment and seeking help</i></li> <li><input type="checkbox"/> <i>suggested and discussed small steps and/or realisable goals</i></li> </ul>
Section 1 – Ensure the safety, rights and equitable service access to the client.	<p><i>The student described how they supported the client's rights, including the equitable access of services and explained how they ensured the safety of the client.</i></p>
Section 1 – Reflect on own values and attitudes towards AOD and consider their potential impact when working within the AOD sector.	<p><i>The student described:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>how their own values impacted their work with this client</i></li> <li><input type="checkbox"/> <i>how the client's values informed their decisions regarding appropriate support and interventions</i></li> <li><input type="checkbox"/> <i>how their organisation's values (or ACE) impacted their work with this client.</i></li> </ul>
Section 2– Describe the strategies used to support the client including what evidence based model and framework was used.	<p><i>The student described the strategies that they used to support the client, including recovery-led strategies. They explained:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>how they empowered the client to continue with their recovery strategy</i></li> <li><input type="checkbox"/> <i>how they encouraged and acknowledged the client wanting to make a positive change</i></li> <li><input type="checkbox"/> <i>how they collaborated with the client to identify appropriate interventions</i></li> <li><input type="checkbox"/> <i>how they promoted the importance of holistic health and wellbeing to the client.</i></li> <li><input type="checkbox"/> <i>Which evidence based model and framework they used and why:</i> <ul style="list-style-type: none"> <li>- <i>Moral model</i></li> <li>- <i>Disease model</i></li> <li>- <i>Psychodynamic model</i></li> <li>- <i>Social learning</i></li> <li>- <i>Social cultural</i></li> <li>- <i>Public health model.</i></li> </ul> </li> </ul>
Section 3– Describe the communication strategies used to support the client.	<p><i>The student described:</i></p>

**ASSESSOR GUIDE:**

<b>ASSESSOR CHECKLIST: PART B</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>	<b>Benchmarks</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>communication strategies and approaches used when working with this client</i></li> <li><input type="checkbox"/> <i>how they clarified issues, provided support and collaborated with the client.</i></li> </ul>
Section 3– Explain confidentiality and its limits to the client and seek the client’s informed consent.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How they communicated confidentiality (and its limits) to the client.</i></li> <li><input type="checkbox"/> <i>How they sought and obtained the client’s informed consent.</i></li> </ul>
Section 3– Reference policy and procedure for completing file notes.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>how they completed file notes in accordance with policy and procedures (referencing their organisation’s policy and procedures or ACE).</i></li> </ul>
Section 4– Reflect on own role by describing codes of conduct and practice standards.	<i>The student reflected on their role and professional practice by:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>describing the codes of conduct, practice standards and codes of practice which informed their work with this client</i></li> <li><input type="checkbox"/> <i>describing the AOD legislation which informed their work with this client</i></li> <li><input type="checkbox"/> <i>explaining how they respected the client’s dignity of risk</i></li> <li><input type="checkbox"/> <i>explaining how they upheld their duty of care</i></li> <li>▪ <i>explaining the steps they took to ensure their safety while working with this client.</i></li> </ul>
Section 5– Describe AOD legislation that informed work with the client.	<i>The student reflected on the AOD issues relevant to this client by describing:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>the client’s drug use, including types of drug, the method of administration, the potential harms, the signs and symptoms that they have experienced and the potential signs and symptoms of the drug and their patterns of use</i></li> <li><input type="checkbox"/> <i>the effects that the client’s drug use has had on their health, their wellbeing and those around them</i></li> <li><input type="checkbox"/> <i>whether the client is using more than one drug and what the potential interactions are</i></li> <li><input type="checkbox"/> <i>how this information impacted their work with the client.</i></li> </ul>

**ASSESSOR GUIDE:**

## PART C

You must participate in a role play with Jess to apply the values and principles of AOD practice.

### Scenario- Jess

*Jess began drinking at 12, having seen her mother battle addictions. By the time she was 15, she had experimented with an array of substances and, while in vulnerable situations, had experienced abuse, including sexual assault. Jess cleaned up when she discovered she was pregnant at 17. However, she slipped into her old habits after having her daughter. Jess lost custody of her daughter within two years and spiralled into relying on a mix of alcohol, cannabis and cocaine. Jess is now 28 years old and was recently admitted to hospital after mixing a cocktail of pills given to her at a party. She needed her stomach pumped and was referred to a clinic for addictions. Jess was also given ACE' contact details for further support. She is meeting with The AOD Support Worker (student) Greene today.*

### Instructions Overview

During the role play, your assessor will be looking to see that you can support the client by:

- using person-centred strategies applying harm minimisation approaches
- acknowledging the client's rights, safety and access to services
- determining supports that consider the client's own values.
- use an evidence model and framework to provide support
- using legal frameworks.

### Role play instructions

The role play must include at least 1 other participant, must not exceed 10 minutes duration and must address all elements of the Observation Checklist requirements listed below under 'Key Observation Criteria'.

You are to assume the role of an AOD support worker for ACE Addiction Intervention team. The participant will assume the role of Adam.

### Key Observation Criteria

During the role play, you will be required to:

- use person-centred strategies
- apply harm minimisation approaches
- acknowledge the client's rights, safety and access to services
- determine supports that consider the client's own values

### Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your roleplay may be:

#### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 14 of 22

1. Friends or family members; or
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant to play the role of the other team member, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student to complete this task.

### **Option 1: Friend or family member participant**

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

### **Option 2: Fellow student participant**

Please contact your fellow student via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

### **Participants' briefing instructions:**

The purpose of this task is to observe the student's skills in a simulated environment. The student must demonstrate they can support a client who has drug and/or alcohol-related issues, applying strategies that align with the current values and philosophies in the AOD sector.

### **Roles**

#### **Role 1: Jess (Client 2) played by a fellow student/colleague**

You are Jess. You are 28 years old and this is the first time you are accessing support from ACE. You were recently released from hospital after taking a cocktail of pills at a party and needing your stomach pumped. You lost custody of your daughter when you were 19 years old. You have seen her a few times over the years (she lives with her paternal Grandparents). You are tired and really want to change so that you can be a mother to your daughter. You just don't know how to stop, as addiction is all you have known. You worked at the local grocer where your boss was very kind to you but you lost the job due to arriving to work high more than a few times.

When you enter the meeting, you feel self-conscious, as you have lived a life of feeling judged. Your body language should indicate that you are quite closed and shy, e.g., arms crossed or sitting forward and fidgeting with your hands.

When The AOD Support Worker (student) talks to you, say that you have tried quitting, and it never works. Say that you are not sure what The AOD Support Worker (student) can do to help you.

Tell her that you want to see your daughter more often and that you hope to be 'normal' and have a family one day.

### **ASSESSOR GUIDE:**



Say that your daughter’s father died of an overdose when she was just a one-year-old. His parents have ‘loads’ of money, so she will be okay, but you wish you were good enough to be her mum.

Mention that as a kid, you loved horses and wanted to own a farm. Now, you are only consumed by drugs and trying to quit.

Say that you enjoyed working and it gave you a sense of purpose (and obviously some coin), but you keep ruining things. You have no money. You can’t afford drugs, so you do things to get them. (If The AOD Support Worker (student) asks you what you do, say that you don’t want to talk about it. If she talks about confidentiality with you, confess that you steal and you have slept with people for money or access to drugs.)

You do have a criminal record for possession of drugs and for shoplifting, but obviously that hasn’t stopped me. I just can’t stop.

Ask The AOD Support Worker (student) what you should do, considering you can’t afford rehab.

### Recording instructions

Your role play must be recorded with all participants captured in a virtual room using an application such as Zoom, Google Meet, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

*“This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play.”*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit Code\_Student Name\_yymmdd\_Task number\_Role Play. Include this recording as part of your assessment submission

<b>ASSESSOR CHECKLIST: PART C</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>		<b>Benchmarks</b>
Use person-centred strategies.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<i>The student used person-centred strategies in their discussion with the client, for example:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> involving the client in decision making</li> <li><input type="checkbox"/> taking into account their background, life experience, age, gender, identity etc.</li> <li><input type="checkbox"/> asked the client questions or made suggestions that considered the client’s wishes and priorities</li> <li><input type="checkbox"/> refocussed the client on what they are achieving or can do at the moment</li> </ul>

#### ASSESSOR GUIDE:

ASSESSOR CHECKLIST: PART C Did the student demonstrate the required level of competence for each of the following points?		Benchmarks
		<input type="checkbox"/> <i>asked the client or suggested that they think about the people closest to them and how they can be involved in a partnership with ACE and recovery services.</i>
Apply harm minimisation approaches.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<p><i>The student was able to identify and apply harm minimisation approaches to the discussion. For example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>talked about diversion or sobering-up services the client can access as well as the support from ACE</i></li> <li><input type="checkbox"/> <i>focussed on the harms being done by the drug not using of it</i></li> <li><input type="checkbox"/> <i>suggested to the client that they are moving forward by accepting treatment and seeking help</i></li> <li><input type="checkbox"/> <i>suggested and discussed small steps and/or realisable goals.</i></li> </ul>
Acknowledge the client’s rights, safety and access to services.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<p><i>The student discussed with the client their rights when accessing AOD services. For example, the right to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>service in a safe environment</i></li> <li><input type="checkbox"/> <i>non-judgemental support</i></li> <li><input type="checkbox"/> <i>respect and friendliness</i></li> <li><input type="checkbox"/> <i>to be given clear information on available services and treatment</i></li> <li><input type="checkbox"/> <i>privacy and confidentiality, unless disclosure is authorised</i></li> <li><input type="checkbox"/> <i>timely and effective service that responds to the client’s needs</i></li> <li><input type="checkbox"/> <i>an efficient complaints process</i></li> <li><input type="checkbox"/> <i>services that respect the client’s cultural background, values and beliefs.</i></li> </ul> <p><a href="https://www.health.vic.gov.au/aod-service-standards-guidelines/alcohol-and-other-drug-client-charter-and-resources">https://www.health.vic.gov.au/aod-service-standards-guidelines/alcohol-and-other-drug-client-charter-and-resources</a></p>
Determine supports that consider the client’s own values.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	<p><i>The student engaged with the client to determine what they value and then considered supports that align with what is important to them. An example could be, suggesting equine therapy.</i></p>

**ASSESSOR GUIDE:**

## PART D

You must complete a client report for Jess to demonstrate your understanding of the values and principles of AOD work.

### Instructions

For this task, you must reflect and document the work you have performed to support Jess from Part C. For the client report, you must document the following:

- core values
- providing support
- communication
- your role
- AOD use.

Reflecting on the role play and your experience, complete a client report for Jess. Use the Client Report Template provided to help guide you in your response. Add/modify the space in the table where required.

As your assessor will have observed your role play, they can sign your report as a supervisor.

(approx. 100-200 words per row)

Consideration: When completing a report for a client, you will need to consider privacy, confidentiality, and disclosure of the information that you provide. For example, do not provide names or other personally identifiable information of people discussed in your report.

Client 2	
Member of Staff	<i>The AOD Support Worker (student) Greene, Addiction Intervention (Student Name)</i>
Date Completed	
Supervisor Name	<i>Assessor</i>
Workplace	<i>ACE</i>
<p>Section 1 – Core Values</p> <p><i>Describe how you applied core AOD principles into your work with this client. How did you ensure that your support and interventions were person-centred? How did you apply a harm-minimisation approach? How did you support the client's rights (including equity of services)? How did you ensure the safety of the client? How did your own values impact your work with this client? How did the client's values inform your decisions regarding appropriate support and interventions? How did your organisation's values impact your work with this client?</i></p> <p><i>Responses must address the following:</i></p> <p><i>Apply core AOD principles to practice. For example:</i></p> <ul style="list-style-type: none"> <li><i>harm minimisation</i></li> <li><i>recovery-based support</i></li> <li><i>person-centered approaches</i></li> <li><i>empowerment</i></li> <li><i>holistic health and wellbeing support.</i></li> </ul> <p><i>Support client rights.</i></p> <p><i>Ensure access in equity to services.</i></p> <p><i>Ensure the safety of clients.</i></p> <p><i>Impact of own values.</i></p> <p><i>Impact of client's values.</i></p> <p><i>Impact of organisation's values.</i></p>	
Section 2– Support	

### ASSESSOR GUIDE:

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 18 of 22

Describe the strategies that you used to support the client. What recovery-led strategies did you use? How did you empower the client to continue with their recovery strategy? How did you encourage and acknowledge clients who have made a positive change? How did you collaborate with the client to identify appropriate interventions and which interventions did you identify? How did you promote the importance of holistic health and wellbeing to the client? What evidence based models and frameworks were used and why?

**Responses must address the following:**

*Empower the client to make their own choices by providing information and support.*

*Respect the client as their own expert.*

*Support the client as the driver of their own recovery journey.*

*Encourage and acknowledge clients who have made positive changes.*

*Support strategies specific to the needs of the client.*

*Collaborate with clients to identify appropriate interventions.*

*Promote the importance of holistic health (physical, spiritual, cultural, mental, medical).*

### Section 3- Communication

What were the communication strategies and approaches to practice that you used when working with this client? How did you clarify issues, provide support and collaborate with the client? How did you explain confidentiality (and its limits) to the client? How did you seek and obtain the client's informed consent? How did you ensure that you completed file notes in accordance with policy and procedures (reference your organisation's policy and procedures)?

**Responses must address the following:**

*Use strategic questioning techniques (asking guiding rather than leading questions, aiming to assist/support rather than direct, taking time, waiting until the person is comfortable and ready to answer, and asking respectful, culturally safe questions).*

*Actively listen.*

*Use culturally safe communication strategies.*

*Reflect with the client or assist the client to reflect on their needs and experiences.*

*Use effective communication skills (active listening, attending skills, paraphrasing, open and closed questioning, probing, summarising, reframing, explore the AOD Support Worker (student)ng options, normalising statements, etc.).*

*Use person-centred approaches.*

*Discuss confidentiality and its limits.*

*Ensure informed consent.*

*Make file notes in accordance with policy and procedures (student must reference policy and procedures).*

### Section 4 – Your role

Reflect on your role and your professional practice. Describe the codes of conduct, practice standards and codes of practice which informed your work with this client. Describe the AOD legislation which informed your work with this client. How did you ensure that you respected the client's dignity of risk? How did you uphold your duty of care? What steps did you take to ensure your own safety and that of your colleagues and others while working with this client?

**Responses must address the following:**

*Codes of conduct*

*Practice standards*

*Codes of practice*

*The application of AOD legislation, for example:*

*Legislation relevant to:*

*drugs*

*mandatory reporting*

*confidentiality and privacy*

*duty of care*

*occupational health and safety.*

*State/territory-based equivalents of:*

*Severe Substance Dependence Treatment Act 2010*

*Drugs, Poisons and Controlled Substances Act 1981*

*Mental Health Act 2014*

*Children, Youth and Families Act 2005.*

*Dignity of risk*

*Duty of care*

*Workplace safety, for example:*

*assessing risk  
mitigating risk  
planning for safety.*

Section 5 – AOD use

*Reflect on the AOD issues relevant to this client. Describe their drug use including types of drug, the method of administration, the potential harms, the signs and symptoms that they have experienced and the potential signs and symptoms of the drug and their patterns of use. Describe the effects that the client's drug use has had on their health, their wellbeing and on those around them. Is the client using more than one drug and what are the potential interactions? How did this information impact on your work with the client?*

*Responses must address the following:*

*AOD issues specific to this client.*

*Drug use, including:*

- types of drugs*
- methods of administration*
- potential harms*
- signs and symptoms experienced by the client*
- patterns of use*
- effects on health of the client's drug use*
- potential interactions of drugs*
- how this information informed treatment, intervention and support options.*

Supervisor's Signature: *Assessor*

Date:

<b>ASSESSOR CHECKLIST: PART D</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>	<b>Benchmarks</b>
Section 1 – Assess AOD principles and values, ensuring support is person-centred.	<p><i>The student described how they applied core AOD principles to their work with this client and how their support and interventions were person-centred. For example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>by treating the client with respect and dignity</i></li> <li><input type="checkbox"/> <i>being non-judgemental</i></li> <li><input type="checkbox"/> <i>providing information on available services and treatment options</i></li> <li><input type="checkbox"/> <i>being sensitive to their opinions, values and beliefs.</i></li> </ul>
Section 1 – Describe the application of harm minimisation approaches to maximise support to AOD client.	<p><i>The student described how they applied a harm-minimisation approach. For example:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>talked about diversion or sobering-up services the client can access as well as the support from ACE</i></li> <li><input type="checkbox"/> <i>focussed on the harms being done by the drug not using of it</i></li> <li><input type="checkbox"/> <i>suggested to the client that they are moving forward by accepting treatment and seeking help</i></li> <li><input type="checkbox"/> <i>suggested and discussed small steps and/or realisable goals.</i></li> </ul>
Section 1 – Ensure the client's safety, rights and equitable service access.	<p><i>The student described how they supported the client's rights, including the equitable access of services and explained how they ensured the safety of the client.</i></p>

**ASSESSOR GUIDE:**

<b>ASSESSOR CHECKLIST: PART D</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>	<b>Benchmarks</b>
Section 1 – Reflect on own values and attitudes towards AOD and consider their potential impact when working within the AOD sector.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how their own values impacted their work with this client</li> <li><input type="checkbox"/> how the client’s values informed their decisions regarding appropriate support and interventions</li> <li><input type="checkbox"/> how their organisation’s values (or ACE) impacted their work with this client.</li> </ul>
Section 2 – Describe the strategies used to support the client.	<i>The student described the strategies that they used to support the client, including recovery-led strategies. They explained:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how they empowered the client to continue with their recovery strategy</li> <li><input type="checkbox"/> how they encouraged and acknowledged the client wanting to make a positive change</li> <li><input type="checkbox"/> how they collaborated with the client to identify appropriate interventions</li> <li><input type="checkbox"/> how they promoted the importance of holistic health and wellbeing to the client.</li> </ul>
Section 3 – Describe the communication strategies used to support the client.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communication strategies and approaches used when working with this client</li> <li><input type="checkbox"/> how they clarified issues, provided support and collaborated with the client.</li> </ul>
Section 3 – Explain confidentiality and its limits to the client and seek the client’s informed consent.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how they communicated confidentiality (and its limits) to the client</li> <li><input type="checkbox"/> how they sought and obtained the client’s informed consent.</li> </ul>
Section 3 – Reference policy and procedure for completing file notes.	<i>The student described:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how they completed file notes in accordance with policy and procedures (referencing their organisation’s policy and procedures or ACE).</li> </ul>
Section 4 – Reflect on own role by describing codes of conduct and practice standards.	<i>The student reflected on their role and professional practice by:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> describing the codes of conduct, practice standards and codes of practice which informed their work with this client</li> <li><input type="checkbox"/> describing the AOD legislation which informed their work with this client</li> <li><input type="checkbox"/> explaining how they respected the client’s dignity of risk.</li> <li><input type="checkbox"/> explaining how they upheld their duty of care</li> <li><input type="checkbox"/> explaining the steps they took to ensure their safety while working with this client.</li> </ul>
Section 5– Describe AOD legislation that informed work with the client.	<i>The student reflected on the AOD issues relevant to this client by describing:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> the client’s drug use, including types of drug, the method of administration, the potential harms, the signs and symptoms that they have experienced and the potential signs and symptoms of the drug and their patterns of use</li> </ul>

**ASSESSOR GUIDE:**

<b>ASSESSOR CHECKLIST: PART D</b> <b>Did the student demonstrate the required level of competence for each of the following points?</b>	<b>Benchmarks</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>the effects that the client's drug use has had on their health, their wellbeing and on those around them</i></li> <li><input type="checkbox"/> <i>whether the client is using more than one drug and what the potential interactions are</i></li> <li><input type="checkbox"/> <i>how this information impacted their work with the client.</i></li> </ul>



**Congratulations you have reached the end of Assessment 3!**

© UP Education Online Pty Ltd 2021

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

**ASSESSOR GUIDE:**

ASSESSOR GUIDE

(CHCAOD001) Work in an alcohol and other drugs context

Page 22 of 22