

## CS32 Carry out comprehensive assessment for children and young people who use alcohol and other substances

### OVERVIEW

This standard is about assessing the needs of children and young people who use alcohol and other substances. They may have complex requirements and require more intensive structured care programmes. It covers an assessment that is on-going throughout the contact with the young person's substance use service and the wider support system. It includes:

- preparing for a comprehensive assessment for alcohol and other substances
- assessing the child or young person's substance use, support network and related problems
- assessing possible risks to the child or young person
- assessing the child or young person's understanding of services available.

This standard relates to substances which may include alcohol, prescription and over-the-counter medicines, controlled or currently legal drugs, and new psychoactive substances. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

### KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
3. the roles of other practitioners working with children, young people and families and how they relate between and across agencies
4. the importance of effective multi-agency working
5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for children and young people
6. the principle of confidentiality and the implications for your practice
7. how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
8. local systems, procedures and protocols for safeguarding children, young people and vulnerable adults
9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
10. the duty to report any acts or omissions in care that could be detrimental to the child

- or young person
- 11.the rights of children and young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
  - 12.how to engage with and communicate effectively with children and young people, and those involved in their care
  - 13.the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the child or young person and those involved in their care
  - 14.the ways in which children and young people communicate non-verbally and through behaviour, as well as through language, and how different forms of behaviour can be interpreted
  - 15.the importance of adopting a child/young person centred approach
  - 16.the conditions and issues affecting children and young people in your area of practice and how they can inter-relate
  - 17.child and young people's development, including emotional, physical, and social how they affect one another
  - 18.how the behaviour needs of children and young people may affect others
  - 19.the effect of parenting capacity, family, environment and cultural influences on the health and wellbeing of children and young people
  - 20.the factors that contribute to the risk of harm to children and young people
  - 21.the guidance that is available for your own practice and where to access this
  - 22.current issues, research evidence based practice relevant to your role
  - 23.local sources of health and well-being information, advice and support for children and young people, and those involved in their care
  - 24.how to obtain information from individuals and other agencies in line with protocols
  - 25.how to assess and manage complex needs and co-morbidities
  - 26.the importance of taking into account psychological, social, family, environmental, peer and contextual influences during the assessment
  - 27.how to assess children or young people who are under the influence of alcohol or other substances and the action to take if the assessment cannot be undertaken
  - 28.who can provide support when there are any problems with the assessment
  - 29.how to record the outcomes of assessments and use the assessment to inform the development of a comprehensive care plan
  - 30.the importance of regularly reviewing assessments and risk assessments at appropriate intervals once the child or young person has commenced a programme of care
  - 31.the importance of monitoring the situation regarding a child or young person's use of substances, and how to do so
  - 32.how to assess the risk to children, young people, families and to others from substance use and/or co-existent problems, and the appropriate action to take
  - 33.the differences between patterns of adult and young people's substance use and the implications for engagement and assessment with the child or young person
  - 34.the signs and implications of a range of substance use related problems
  - 35.how age, gender, cultural and social background, including the choice of substance being used can affect the working relationship
  - 36.the range of treatment interventions and assessment services available in your locality and the process for referring children and young people to these services
  - 37.the eligibility criteria and protocols for accessing services in your locality
  - 38.how to respond to children and young people who do not want to be referred to other services

39.the importance of keeping full and accurate records, and how to do so in line with organisational requirements

## PERFORMANCE CRITERIA

You must be able to do the following:

- 1.evaluate requests for assessment to determine their priority consistent with your organisation's criteria
- 2.obtain further information if the initial information is insufficient for effective assessment to take place
- 3.establish any particular needs of the child or young person or those involved in their care which will need to be taken into account during the assessment from the available information
- 4.confirm arrangements for the assessment with the child or young person and those involved in their care
- 5.communicate with the child or young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
- 6.identify and respect the child's or young person's privacy, confidentiality, rights and wishes
- 7.clarify and confirm with the child or young person and those involved in their care, the information which may need to be shared with others within the boundaries of confidentiality
- 8.give the child or young person and those involved in their care any documentation which needs to be completed by them to allow them to consider it before the assessment
- 9.offer appropriate support to individuals who need assistance to complete documentation
- 10.explain to the child or young person and those involved in their care the nature and duration of the assessment, the type of information which will be entered in their records and who will have the right of access to this information
- 11.conduct the assessment in line with locally agreed criteria and using the correct documentation
- 12.involve the child or young person in the assessment as far as possible according to their capability
- 13.review information obtained from previous assessments completed within your organisation or by others involved in the child or young person's care
- 14.collect information from the child or young person, exploring historical factors as well as presenting factors
- 15.assess the child or young person's understanding of services available and readiness to engage in a treatment and/or support programme
- 16.identify barriers or resistances to engagement and respond appropriately, in a manner which proactively engages the child or young person
- 17.establish the level of motivation of the child or young person to engage with services and make changes to their substance use
- 18.respond to challenging, abusive, aggressive or chaotic behaviour
- 19.assess any risk to the child or young person and those involved in their care which

- may result from substance use according to locally agreed protocols
20. encourage the child or young person and those involved in their care to ask questions, seek advice and express any concerns
  21. assess the nature of the child or young person's substance use problems and any other problems they may have
  22. use the results of the assessment to inform the collaborative care plan
  23. keep accurate, legible and complete records of the assessment to inform the development of a care plan and for evaluation purposes
  24. assess and review at appropriate intervals once the child or young person has commenced a care plan
  25. provide accurate and clear information on how to make a complaint about the assessment system and how to appeal the decision
  26. seek support from the appropriate person as soon as possible when there are any problems with the assessment
  27. ensure your assessment records are in a format and level of detail which can be audited against locally agreed standards
  28. record and report changes made and any effect this might have on the child or young person within confidentiality agreements and according to legal and organisational requirements
  29. share information with others in accordance with organisational procedures

## **ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: HWB2 Assessment and care planning to meet health and wellbeing needs