AI3.2012 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances

OVERVIEW

For this standard you need to provide therapeutic support to groups of individuals who misuse substances by planning, preparing and implementing relevant therapeutic group activities using recognised theoretical models. It is intended for those who provide therapeutic support to individuals as part of group activities. Group activities may be substance use specific, such as relapse prevention techniques, or may be general, such as anger management or social skills training. There should be evidence of establishing and managing the therapeutic process with particular regard to the complexities that emerge when dealing with substance related issues in a group setting.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version 2

KNOWLEDGE AND UNDERSTANDING

You need to know an dunderstand:

1. legal and organisational requirements and policies requirements relevant to the functions being carried out
2. the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
3. the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
4. organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
5. professional codes of practice
6. agency codes of practice
7. definition and boundaries of confidentiality
8. the principles of active listening
9. the cycle of change model

10. all models explaining substance misuse the principles of motivation
11. a range of recognised theoretical models
12. awareness of cross-cultural approaches
13. why it is important to encourage individuals to express their perspectives, values and feelings
14. appropriate use of supervision
15. the essentials of group dynamics
16. how to put participants at ease
17. the principles of good feedback in groups
18. the availability of substance misuse services in the local area
19. the characteristics of substance misuse services in the local area
20. knowledge of research, how and where to access it
21. how to analyse research
22. the range of different substances and their implications for the provision of services
23. national substance misuse policies and priorities
24. the range of substance misuse services offered by your organisation or other organisations
25. the specific needs of individuals who are substance users, and how to meet these needs
26. the range of behaviours that can be expected from substance users, and how to deal with these
27. the risks substance misuse may pose to individuals and how to minimise these risks
28. the risks substance misuse may pose to others, how to assess and minimise these risks
29. the substance misuse jargon/terminology, commonly used
30. the essentials of dual diagnosis
31. the continuum of substance use from recreational to problematic
32. the continuum of approaches to working with substance misuse from abstinence to harm reduction
33. the rights of individuals with whom you come into contact

PERFORMANCE CRITERIA

You must be able to:

1. establish the purposes and goals of the therapeutic group activity
2. involve individuals in the planning process at a level appropriate to their abilities and circumstances
3. check individuals' understanding of options and activities that may be used
4. examine your own attitude towards substances, monitoring the impact that may have on the group
5. be aware of your own limitations, knowledge base and skill level
6. conduct planning using a consistent theoretical base informed by recognised theoretical models
7. anticipate any potential constraints or opportunities in the group and incorporate these into the planning

8. prepare materials that are relevant and appropriate to the individuals in the group
9. establish criteria for evaluating the effectiveness of activities
10. arrange the environment in a way that encourages the full participation of all the individuals in the group
11. discuss expectations and agree objectives with group members
12. explain the nature of therapeutic group work, including benefits, possible constraints and boundaries
13. establish a group contract that defines confidentiality, is realistic and agreed by all group members
14. demonstrate positive regard, empathy and a non-judgmental attitude to all individuals in the group and encourage a shared responsibility in this
15. use a consistent theoretical base informed by recognised theoretical models
16. give individuals sufficient information and guidance, at an appropriate level and pace to maximise their involvement
17. provide a suitable variety of therapeutic group activities to maximise involvement
18. give and facilitate constructive feedback in a manner, level and pace that enhances individuals' learning and development in the group
19. manage disruption in a way that is constructive, inclusive and in keeping with agreed boundaries
20. monitor your thoughts, feelings and emotional reactions to the group and individuals in the group so that you can correctly attribute them
21. monitor and review the group processes and activities to ensure they remain of value to all individuals in the group
22. ensure records of activities, agreements, contracts are accurate, legible, complete, up to date and secure
23. comply with all relevant legislation, agency codes of practice, guidelines, professional and ethical requirements
24. encourage and support individuals to give feedback on the therapeutic group activity
25. review the outcomes of the group activities
26. modify your plan where feedback indicates that the planned activity is inappropriate
27. review the effectiveness of learning and development methods and identify alternative approaches where necessary
28. use feedback to identify when the process is drawing to its conclusion

ADDITIONAL INFORMATION

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to address health and wellbeing needs