

**RSPH Level 2 Award for Young Health Champions
Unit 9 Understanding the Misuse of Substances**

**RSPH Level 2 Award in Understanding the Misuse
of Substances**

Learner Assessment Workbook

Tutor Guide



Information for tutors and internal assessors

How to use the learner workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 9 Understanding the Misuse of Substances) or the RSPH Level 2 Award in Understanding the Misuse of Substances. It contains a number of tasks that learners need to complete in order to provide evidence that they have met the assessment criteria and learning outcomes for the qualification.

The workbook is not write protected, so tutors can enlarge the spaces provided for learner answers to suit their individual needs before printing (the spaces are larger in the learner versions of the workbook). Alternatively, if suitable facilities are available the workbook can be downloaded and completed by learners electronically.

Learners can be provided with the entire workbook at the start of their course, or with individual sections for each assessment criterion / learning outcome for completion as they progress through the course.

Each section starts with the name of the learning outcome and assessment criterion, followed by a series of tasks for the learner to complete. At the end of the material for each learning outcome there is a page for the internal assessor to comment on the learner's work and state whether or not they believe the learning outcome has been met. There is no requirement for progression through the workbook to be in the order shown. The order can be varied to suit the course strategy of the tutor or the requirements of learners.

In order for a learner to achieve a learning outcome, the learner must provide evidence against each of the assessment criteria for that learning outcome. Evidence must be suitable and sufficient, learners who are able to provide appropriate answers for each of the tasks will meet the assessment criteria and achieve the learning outcomes.

Candidates with Special Assessment Needs

Tutors should contact RSPH in the event that reasonable adjustments need to be applied to learners' work. An example of a suitable reasonable adjustment would be a third person completing the workbook on behalf of the learner. The learner would need to dictate their responses to the tasks to the third person and have these read back to them to ensure that what is written is a fair reflection of the intentions of the learner. For further details please refer to the Regulations and Guidance for Candidates with Special Assessment Needs in the Centre area at www.rsph.org.uk

Additional Information for Tutors/Assessors

This tutor / internal assessor version of the workbook includes additional material and reference to specific points that should be covered by the tutor, and marking guidelines for the assessor for each of the tasks. These are contained within text boxes as shown below.



Pages for the use of the internal assessor to comment on the learner's work have been omitted from this version of the workbook.

In all other aspects the workbook is the same as the Learner Workbook.

The workbook also includes as an appendix a complete set of case studies that are used for some of the tasks. Learner versions of the work book will not contain these case studies, tutors should print off the case studies from the appendix as and when required, ensuring that different learners receive different case studies if appropriate.

Assessment Procedure

Centres must register learners with RSPH as soon as they know how many learners will be submitting work and in advance of submitting the internally assessed and verified work. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Centres will be invoiced for the learners registered and should expect to receive results and certificates for successful learners within four weeks of the EV receiving the workbook.

Workbooks that are completed electronically can be emailed to the EV (with their permission). Handwritten workbooks can be electronically scanned and emailed. Centres should note that learner work will not normally be returned.

Registration forms and the RSPH External Verification Procedure can be obtained from the Centre Area of the RSPH web-site.

Learning Outcome 1: Understand factors that result in people misusing substances

1.1 Describe THREE social factors that could result in the misuse of substances

Tutor Guidance:

The purpose of this section is to encourage the learner to explore the wider social factors which may lead to the misuse of substances. Either a whole group discussion or break away into small groups with a feedback opportunity from each group to the whole group may facilitate this.

Task 1

You should discuss with others in your group the social factors that could result in the misuse of substances.

From the table below, choose THREE social factors that could result in the misuse of substances. Describe how or why these may result in the misuse of substances.

Advertising	Media	Socio-economic Status	Availability
Education	Culture	Employment	

Social Factor	How or why could this result in the misuse of substances?

Marking Guide:

Learners must be able to describe three social factors that could result in people misusing substances.

The learner must state the social factor *and* adequately describe why or how it could result in people misusing substances eg.

The media – where a role model or idol is shown to be misusing substances it may encourage an individual to do so in order to be like their role model/idol.

1.2 Outline THREE factors that are individual-specific which could lead to the misuse of substances

Tutor Guidance:

The purpose of this section is to encourage the learner to explore the individual-specific factors which may lead someone to misuse substances. The learner needs to show understanding of how the factors may impact on the individual's decision to misuse substances.

Task 2

From the table below, pick THREE individual-specific factors which could lead to people misusing substances. Outline and give a brief explanation of how the factor could result in people misusing substances in the space provided.

Parents	Age	Family
Peer Pressure	Friends	Self- esteem

Individual Factor	How can this factor lead to substance misuse?

Marking guide:

From the list the learner must have outlined three individual-specific factors which could lead to misusing substances and show an understanding as to how these may impact.

Eg. Peer pressure could lead to the individual misusing substances because they want or need to fit in with their group.

Learning Outcome 2: Understand the personal and social consequences of substance misuse

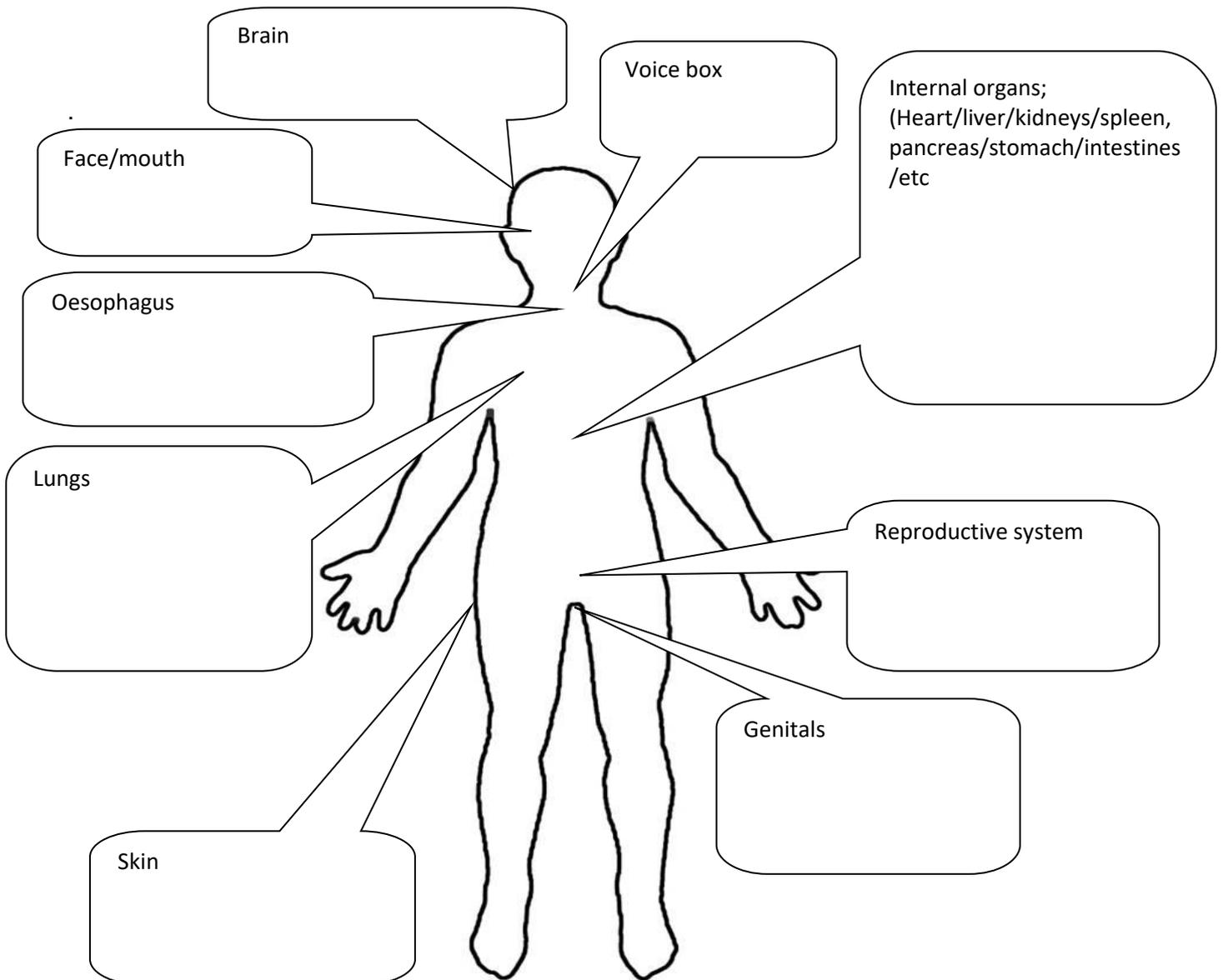
2.1 Outline THREE direct effects on health of substance misuse

Tutor Guidance:

The learner should be made aware of the possible direct effects on health due to substance misuse. A presentation, workshop exercise or self-directed learning may be useful for this task.

Task 3

Use the body picture below to outline THREE direct effects on health of substance misuse. Select three of the body parts sign-posted below and enter the effect of substance misuse in the space provided.



Marking guide:

The learner must be able to outline three direct effects of substance misuse. They could include for example;

- **Mental health issues – depression, anxiety, etc.**
- **Physical health problems – infertility, cardio vascular system failure, premature skin ageing, etc.**
- **Specific effects of named drugs – specific cancers, heart failure, etc.**

2.2 Identify THREE possible indirect effects on the individual due to substance misuse

Tutor Guidance:

The learner should be made aware of the possible indirect effects due to substance misuse. A presentation, workshop exercise or self-directed learning may be useful for this task.

Task 4

From the list below, pick THREE possible indirect effects on the individual due to substance misuse. Outline and give a brief explanation of the effect in the space provided.

Sexual Health	Risk taking behaviour	Loss of inhibitions
Poor nutrition	Memory Loss	Criminality

Possible Indirect Effect	How can this affect health?

Marking Guide:

From the list the learner must be able to identify three possible indirect effects of substance misuse and briefly explain the effect.

2.3 Identify THREE effects on family members, friends and wider society due to substance misuse

Tutor Guidance:

The learner should be made aware of the effects on family members and wider society due to substance misuse by individuals. A presentation, workshop exercise or self-directed learning may be useful for this task.

Task 5

Identify and describe in the space below THREE effects on family members, friends and wider society due to substance misuse by individuals.

Effect 1
Effect 2
Effect 3

Marking Guide:

The learner must be able to identify three effects on family members and wider society due to substance misuse by individuals. They could include;

- Criminal behaviour
- Risk of prosecution
- Driving under the influence
- Child neglect
- Cost to the NHS

2.4 Describe the adverse effects of THREE substances that are misused in the community

Tutor Guidance:

The learner should be made aware of the effects of a range of specific substances commonly misused in the community (these may be identified by the group). They can be Class A, B or C. A presentation, workshop exercise or self-directed learning may be useful for this task.

Task 6

In the space provided below, list and describe the adverse effects of THREE substances that are misused in the community.

Substance	Class. A, B or C	Adverse effect

Marking Guide:

Learners must be able to give appropriate descriptions according the substances selected.

Learning Outcome 3: Know how to provide help and support to the individual with regards to substance misuse

3.1 List THREE agencies / organisations which provide services for individuals affected by substance misuse and outline the services provided.

Tutor Guidance:

The purpose of this section is to get learners to brainstorm agencies and services that are available to offer support to individuals with regard to substance misuse. This can be carried out in small groups or as a whole class. If in smaller groups, learners should have the chance to present back to the others as different groups may find different agencies/organisations.

Task 7

List THREE agencies or organisations which could provide services for the individual who is the subject of your case study to provide advice and guidance relating to substance misuse.

Outline the services that each of the agencies or organisations that you have listed provide.

	Name of service and description of service / help provided	Is this service Local or National?
1		
2		
3		

Marking Guide:

Learners must list **THREE** agencies and organisations that provide services for individuals affected by substance misuse.

- **NHS: Treatment as well as advice and information**
- **Doctors: Treatment, advice and information**
- **School nurse: Could advise and signpost into services**
- **Youth worker: Advice and information**
- **Health Trainer: Advice and information, 1:1 support**
- **Health champion: Information and signposting into services**
- **FRANK: Advice and information on Drugs for parents and young people**
- **Local authority drug and alcohol services: Advice/information, treatment, prevention, support and harm minimisations strategies**

The learner must also give a clear outline of what these organisations/agencies provide; for example, FRANK provides information and advice for a person who is worried about their drug use. They can ring FRANK and get help and support on the effects of drug use as well as ways in which they could reduce their drug intake.

3.2 Describe THREE ways by which an individual could be encouraged to reduce their risk of harm from substance misuse

Tutor Guidance:

The purpose of this section is to get the learners to think about how an individual can be encouraged to reduce the harm resulting from their substance misuse. Learners need to give THREE descriptions of positive influences with regards to the reduction of substance misuse with a clear description of how it could reduce the risk of harm from substance misuse. This section uses the case studies that are located in Appendix 1. Individual learners or groups should select or be provided with one of these case studies before attempting tasks 8 and 9. Learners can use the same case study for both tasks, or be provided with different case studies for the different tasks.

Task 8

You are provided with a case study. In your groups discuss ways by which the individual in your case study could be encouraged to reduce their risk of harm from substance misuse. Individually describe THREE of these in the table below.

1
2
3

Marking Guide:

Learners must be able to describe **THREE** ways that an individual could be encouraged to reduce their risk of harm from substance misuse. Answers could include:

- **Supportive friends and family:** Let people know you are trying to reduce your intake and ask them to be supportive
- **Try doing other activities instead:** Playing sport or going to the cinema
- **Accessing information:** You can get substance misuse information through leaflets, the web or through agencies and organisations
- **Health trainer:** Support with 1:1 sessions to aid a behaviour change
- **Health champion:** Health champions can offer brief advice and referral pathways
- **GP:** Can help with support, advice and information and ways to reduce substance misuse
- **NHS services:** Can help with advice and support and harm reduction initiatives
- **Stigma:** Not being stigmatised by friends for not drinking or taking drugs
- **Counselling:** Some people may need to have counselling to try to get to the root of their substance misuse.

3.3 Identify THREE barriers to changing behaviour with regards to substance misuse and how these can be overcome

Tutor Guidance:

The purpose of this section is to get the learners to think about behaviour change. Learners can be put in small groups or pairs. Learners must identify barriers to behaviour change and give a clear description of how these barriers may be overcome. This section uses the case studies in Appendix 1.

Task 9

For THREE of the barriers to behaviour change listed below, give a brief explanation of the barrier in terms of substance misuse. You are also provided with a case study, suggest a way that the individual in your case study can overcome each of the barriers that you have chosen.

Peer pressure	Denial	Addiction
Low self-efficacy	Lack of Motivation	Culture

Barrier	Explanation	How to overcome barrier
1.		
2.		
3.		

Marking Guide:

Low self-efficacy: People need to feel that they can change behavior in order to change. For example, people who felt that it would not be possible to change because of certain barriers would have a low efficacy. People need to feel that they will be able to refuse (for example) drugs at a party if they were offered them (this would need high efficacy)

Social support: Good social support such as supportive family and friends will help towards positive behaviour change. Unsupportive family and friends can be a barrier.

Peer pressure: Being pressured by friends or community to act in a certain way. This could be overcome by educating family, friends and community on the benefits of changing behaviour

Fear of the unknown / our own personal beliefs: Not knowing what to expect from the behaviour change can be daunting. People will have their own beliefs about what the outcome of behaviour change will look like (this could be a negative outlook) This can be overcome by seeking professional advice and support and reliable information through leaflets and the internet on the changes expected.

Age: Being young can mean taking more risks in life, alternatively being older can mean not taking the risk to change. Again this can be overcome by education on what to expect and the belief that you can change as well as accessing the appropriate support.

Having a disability: Society could judge people with disabilities. For example, someone with a learning difficulty could be deemed as not being a sexual being and could therefore miss out on sexual relationships. This can be overcome by educating society on equality.

Embarrassment: Talking to someone about a substance misuse issue could seem embarrassing and fearful for some people. To overcome this self-confidence needs to be increased and a more acceptable approach to talking about substance misuse by society can be achieved through education in schools, through parents, teachers, youth workers and other supportive organisations that work with people; so that it becomes a social norm.

Confidentiality: Some people might be worried about their confidentiality being broken: All agencies will have a confidentiality policy. Confidentiality is only broken in exceptional circumstances. To overcome this fear, the person should be made aware of the confidentiality policy of the organisation and should be made aware of when confidentiality would be broken.

Appendix 1: Case Studies for Task 8 and Task 9

Andrew

Andrew is a retired gardener. Because of the strenuous work this has involved over the years (which has also meant working outside in all weathers) he now suffers from rheumatoid arthritis pain. Over the past few months Andrew has been smoking cannabis as he feels this relieves some of the pain he has been feeling. Smoking cannabis has also made Andrew less sociable, he doesn't see anybody anymore and spends most of his pension on cannabis that has resulted in him being behind on his rent and bills.

Pauline

Pauline is 15 and still at school. She has just met a new boyfriend (Daryl) who is older than her (18) who likes going to night clubs in the West End. Pauline went to one with him one Saturday night, and whilst they were dancing he put something in Pauline's mouth that was a small white pill. Daryl then told Pauline it was an ecstasy pill and that to "enjoy the night its best to do one" Over the past few months Pauline has been regularly going out with Daryl who gives her a pill every time. Although Pauline doesn't really know what the pill has in it.

Since doing the pills every weekend with Daryl, Pauline has been finding it hard to get into school on time and feels depressed by the middle of the week. Her grades have also slipped as she finds it hard to concentrate and is worried about this, as she wants to get good grades to go to a good university. She is worried about telling anybody about taking drugs, as she is scared her parents may find out.

Tommy

Tommy is 41 and from Poland. He has been living in London for one month in a shared house. He shares a room with three other males because it's all he can afford as his wages are under the minimum wage. He doesn't speak very good English, and because of this feels isolated Tommy has a wife and children back in Poland and misses them a lot. To cope with this, Tommy drinks a big 2 litre bottle of strong cider after work every night with the other men in his house. Tommy knows this isn't good for him but everyone else in the house does it and they are alright.

Jenny

Jenny is 19 and very popular. She has a lot of friends and is always out and about meeting new people. She has just come out as gay to her family and friends. Jenny's friends and family are really supportive, and help her find some gay groups. She needs deaf specific gay groups as she is deaf and uses sign language to communicate. She finds some groups in her area and is surprised to find that they all meet in bars and pubs. Jenny doesn't really drink but is happy to go along anyway. Jenny loves the groups when she goes, everyone is really welcoming and sociable, they also love to party. Jenny is really enjoying her new friends. But it seems that every time she goes to the groups, she gets really drunk and the next day does not remember much about the night before. She has tried to go to the groups and not drink but it's hard because everybody else is drinking and she doesn't want to be the odd one out.

Lesley

Lesley is a single mum of 4 kids. She lives in a high rise flat in London. When the morning school run has been done, and before she goes to work in the afternoon, Lesley likes nothing more than making herself a cup of tea and going out on the balcony and having a cigarette or two. It has become a bit of a ritual, as Lesley feels it's the only time she has to herself. She would like to give up cigarettes as they cost a fortune, but she sees it as the only luxury she has. Her sister who also smokes says "Five cigarettes a day won't do any harm" and her grandmother lived till 85 and she smoked 20 a day.

Monica

Monica is in her late 30s and is at the peak of her career as a PR person for a famous media company in Soho, London. Monica loves her job but the pressure is getting a bit too much, what with all the new clients she is taking on and the long hours which are mostly spent socialising in bars. Monica's favourite motto is work hard party harder, and has been living up to this for the last five years. She drinks most nights and takes cocaine, she sees this as part and parcel of the media lifestyle and has no interest in giving this up. Recently though, Monica has started having minor palpitations and is concerned about her health, although she is in denial that it's because of her lifestyle.

Gerry

Gerry is 14 and has recently moved to a new school, and is keen to "fit in". She has recently been hanging out with a girl named Stacey, who is one of the more popular girls in the school. Stacey has said that Gerry can hang out with her and her friends but she needs to "pass a test" if she wants to be part of the "girls' group". Stacey has said that Gerry needs to meet her and the other girls after school to drink a bottle of alcohol to be accepted into the group. Gerry has never tried alcohol before and is concerned as to what might happen. She knows if she doesn't meet Stacey after school she will not be able to hang out with her and her friends. Gerry did it the first time and now Stacey and the other girls are pressurising her to drink more and more.

Malcolm

Malcolm is a single male in his late 50s. He lives alone after he got divorced about a year ago. He is currently unemployed after receiving early retirement due to ill health (he has a bad back). Bored of watching daytime TV, Malcolm has started drinking, and is getting through a bottle of whiskey a day. He feels that this is not a problem because it's over the course of the day and makes the day go quicker. It also takes his mind off the pain he feels in his back.