

**RSPH Level 2 Award for Young Health Champions
(Unit 4 Understanding Alcohol Misuse)**

**RSPH Level 2 Award in Understanding Alcohol
Misuse**

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 4 Understanding Alcohol Misuse) or the RSPH Level 2 Award in Understanding Alcohol Misuse. 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 alcohol

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

Tutor Guidance:

The purpose of this section is to encourage the learner to explore the wider social factors which may result in the misuse of alcohol. 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 individuals misusing alcohol.

From the box below choose THREE social factors that could result in misuse of alcohol and describe how or why these may result in the misuse of alcohol.

Advertising	Media	Socio-economic Status	Availability
Education	Culture	Employment	

Social Factor	Reason why or how it can result in the misuse of alcohol

Marking Guide:

Learners must be able to describe three social factors that could result in misusing alcohol. eg.

- advertising
- media
- social economic status
- availability
- education
- culture
- availability
- employment

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

The media – if a role model or idol is shown to be misusing alcohol it may encourage an individual to also misuse alcohol 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 alcohol

Tutor Guidance:

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

Task 2

From the table below, pick THREE individual-specific factors which could lead to the misuse of alcohol. Outline each factor and briefly explain how it could lead to alcohol misuse.

Parents	Age	Family
Peer Pressure	Friends	Self- esteem

Individual Factor	What is this factor and how can it lead to alcohol misuse?

Marking Guide:

From the list the learner must have outlined three individual-specific factors which could lead to the misuse of alcohol and shown understanding as to how these may impact.

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

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

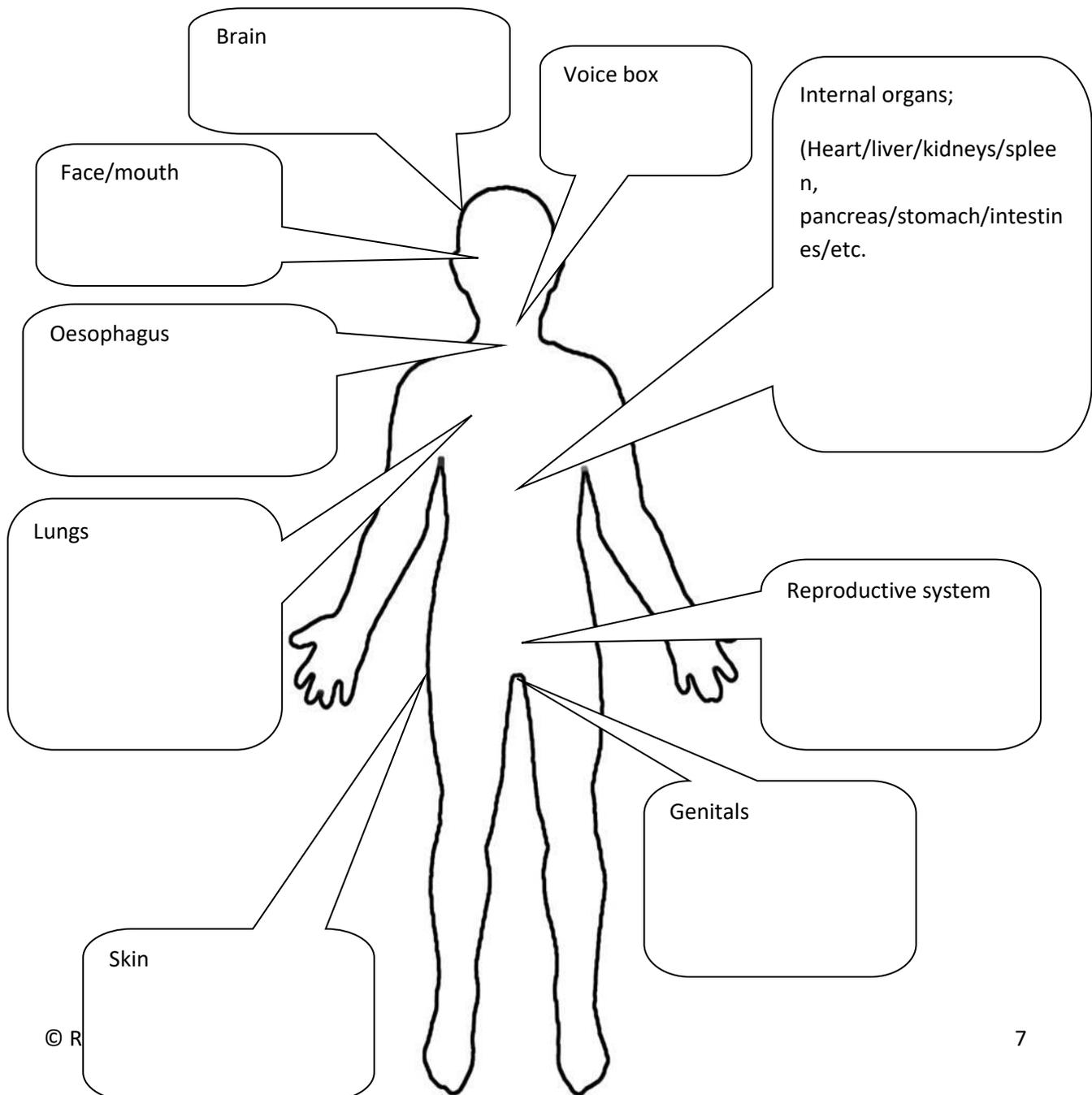
2.1 Outline THREE direct effects on health of alcohol misuse

Tutor Guidance:

The learner should be made aware of the possible direct effects on health of misusing alcohol. 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 alcohol. Select three of the body parts sign-posted below and enter the effect of alcohol in the space provided.



Marking Guide:

The learner must be able to outline at least three direct effects on health of misusing alcohol. They could include for example;

- **accidents/injuries**
- **liver disease including cirrhosis**
- **cancers of the mouth, pharynx, larynx, oesophagus, breast and colon**
- **early death**
- **addiction**
- **problems with the gastrointestinal system, including dyspepsia, gastritis and pancreatitis**
- **problems with the cardiovascular system, including cardiac arrhythmias, hypertension and stroke**
- **problems with the reproductive system, including impotence, problems with libido and unexplained infertility**
- **memory loss, seizures and eczema.**

2.2 Identify THREE possible indirect effects on health due to the misuse of alcohol

Tutor Guidance:

The learner should be made aware of the possible indirect effects on health of misusing alcohol. A presentation, workshop exercise or self-directed learning may be useful for this task.

Task 4

From the table below, pick THREE possible indirect effects on the individual due to the misuse of alcohol. Outline each factor and briefly explain how it could affect health.

Diabetes due to weight gain	Unprotected sex	Unwanted sexual activity	Foetal alcohol syndrome
Victim of Crime	Increased risk of infections	Appearance of ageing	Poor nutrition

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 misusing alcohol and briefly give an explanation of the effect.

2.3 Identify THREE effects on family members, friends and wider society due to the misuse of alcohol by individuals

Tutor Guidance:

The learner should be made aware of the effects on family members and wider society due to the misuse of alcohol 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 society due to the misuse of alcohol by individuals.

Effect 1
Effect 2
Effect 3

Marking Guide:

The learner must be able to identify three effects on family members, friends and society due to the misuse of alcohol by individuals. They could include;

- Criminal behaviour
- Domestic violence
- Driving under the influence
- Child neglect
- Cost to the NHS
- Anti-social behaviour
- Effect on carers

Learning Outcome 3: Know how to provide help and support to the individual

3.1 List **THREE** agencies/organisations which provide services for individuals affected by alcohol use and outline the services provided

Tutor Guidance:

This section is to provide the learner with the knowledge of how to support the start of a behaviour change in an individual and to be able to signpost them to the relevant service for further help. 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.

Each group should be provided with an appropriate case study from those provided in Appendix 1. Alternatively the tutor can allow the groups to select their own case study from the list.

You are provided with a case study of an individual affected by alcohol misuse. Discuss the case study in your groups and then carry out tasks 6, 7 and 8 with reference to your case study.

Task 6

List **THREE** external services the subject of your case study can go to or look up online for additional help. **At least two of these should be local services.** For each service that you have listed, give a brief description of the service / help it provides.

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

Tutor Guidance:

This section is to provide the learner with the knowledge of how to support the start of a behaviour change in an individual and to be able to signpost them to the relevant service for further help. 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.

Each group should be provided with an appropriate case study from those provided in Appendix 1. Alternatively the tutor can allow the groups to select their own case study from the list.

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

Task 7

Tutor Guidance:

This task could be carried out by means of a group discussion with learners asked to identify factors which could help an individual to lower their alcohol use.

Learners should be aware of IBA and the process of brief intervention to help complete this task.

Factors can include;

- **Support from friends/family**
- **Knowing the facts about alcohol**
- **Alcohol reduction strategies**
- **Counselling and emotional support**
- **Brief Interventions**

You are the Health Champion, talking to the individual in your case study. Discuss the case study in your group and answer the following questions.

What is the name of the intervention you could carry out then and there?

How would you begin this intervention? (Circle ONE answer):

- a) By tutting loudly and telling her she is drinking way too much
- b) By giving her the facts about a unit- and the recommendations for safe use
- c) By immediately referring her to a counsellor

List **THREE** things the individual can do to help to reduce their drinking

1	
2	
3	

3.3 Identify THREE barriers to changing behaviour with regard to alcohol and how these can be overcome

Task 8

Tutor Guidance:

Learners may benefit from having resources such as the Change 4 Life alcohol leaflet or Drinks Tracker app. These help to support the strategies listed above.

Learners need to have an understanding of factors which may influence an individual's motivation to change and strategies which could help them to overcome these barriers.

For THREE of the barriers to behaviour change listed below, give a brief explanation of the barrier in terms of alcohol misuse and suggest a way that the individual in your case study can overcome the barrier.

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

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

Appendix 1: Case Studies for Tasks 6, 7 and 8

Tutors can give one of these case studies to each group of students for all three tasks, or a different case study for each of the tasks.

Case Study 1

Sarah is a student. She visits a local health day display on Alcohol Awareness at her college. She and her friends fill in an AUDIT C alcohol questionnaire and it shows she is drinking over 9 units of alcohol per week over Friday and Saturday nights.

Both Sarah and all her friends agreed that this was quite normal for them and were not concerned at all, in fact they did not know what a unit was.

Case Study 2

Ian is a 45-year-old male who works as a taxi driver and lives next door to you. You frequently socialise together and notice that he drinks frequently and that he has recently put on a lot of weight. During a chat, you show him a chart with the recommended daily allowances for alcohol on them and he is surprised to see that he is exceeding these.

Case Study 3

Alison is a 29-year-old mother of two. She is interested in healthy eating and wants some information on alcohol as she drinks up to one bottle of white wine per night. She has heard about units but is not sure whether she is exceeding the guidelines or not.

Case Study 4

Sue is a 72-year-old neighbour who has recently suffered from a fall. While you are talking to her, she tells you that she has “a couple” of sherries each night to help her sleep. You are the Health Champion.

Case Study 5

Ryan is a 15-year-old boy who speaks to a Youth Health Champion at his college. His older brother drinks every weekend and has been giving him beer when his parents are out.

Case Study 6

Sam is a 16-year-old boy who visits a Youth Health Champion drop in at his school. He is concerned about the amount his parents drink at weekends and his group of friends have also started drinking regularly.