

TACKLING VOLATILE SUBSTANCE ABUSE IN SCOTLAND

a training programme for the social care workforce



individual learning self-work book

www.iriss.ac.uk/vsatraining

INTRODUCTION

The following pages include a series of tables and questions that participants can use to discover more about volatile substance abuse (VSA) working by themselves at their own pace. The work book can also be used to expand upon a short training session or as a template for small group work.

This material may be especially useful for individuals who work in disparate locations where training possibilities are limited. Participants will need to be briefed about what is required from them. To facilitate this a page has been left clear for you to write your own instructions and return date for the benefit of your participants.

1. INSTRUCTIONS

Return date	
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2. PRODUCTS

What location have you audited?

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List the products have you identified?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which products are of greatest concern?

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What is the policy with regard to access to these products?

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What preventative actions can be taken?

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3. RECOGNITION & METHODS OF USE

List possible evidence of VSA	What other causes could there be for this evidence?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Define the following terms	
Abuse	
Misuse	
Use	

Imagine that you have sniffed solvents and are seeking help. How would you describe yourself?		
	Tick	Reason
Abuser		
Misuser		
User		

4. RISK

Describe some of the dangers of solvent abuse so that you can convey this information to young people.

Tick the boxes which apply to the following

	High immediate risk	High long-term risk	Risk increases with use	High risk of trauma
Heroin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe one risk that is of greatest concern to you in relation to the young people that you work with.

5. COMMUNICATION

Outline your confidentiality policy.

Talk with a young person about their views on drugs and solvents. Record their views below.

Describe any difficulties, ambiguities or misunderstandings in the above communication and ways in which you could address these

Issue	Solution

6. ASSESSMENT

Assess one aspect of your own behaviour, and how the behaviour has changed over time, using the Cognitive Process of Change model (examples could be alcohol intake, coffee use, eating chocolate, exercise etc.)

Outline your equal opportunities policy

What is your assessment procedure?

Review the assessment forms (found in the Assessment handout) in line with your procedures

7. INTERVENTION

Look at the following table and make notes about interventions that you could implement. This should take into consideration your existing skills and expertise; what is appropriate for the user. Your notes should identify whom else you would involve; the boundaries to your intervention as well as the resources that you will need.

	Notes
Discussion about the risks	
Personal and social skills development	
Individual counselling	
Substitute activities	
Referral to other organisations	
Additional observation	
Discussion with parents	
Group counselling	
Other approaches	

7. INTERVENTION (CONTINUED)

List the sources of support within your organisation.	
Person/department	Type of support

List the external sources of support		
Organisation	Contact	Type of support

Make contact with one external organisation and identify		
Contact person	Telephone number	Referral procedure

8. PREVENTION

What do young people say about their knowledge of solvents?

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List resources which you can use with young people and write notes about how you would use the resource

Resource	Notes

9. IN PRACTICE

Either:

- Describe the actions you have taken in relation to a VSA incident
- Describe a prevention activity that you have undertaken
- Outline any other actions you have taken with regard to VSA and the young people in your care.

10. FOLLOW UP

Outline a project that you will undertake following this programme. Examples could be:

- Hold an exhibition for other staff
- Research experiences of VSA amongst a specific group
- Review policies and procedures with regard to product access
- Undertake an audit of products available in a residential home
- Undertake an audit of internal expertise

Break down the project into up to five achievable objectives

Objective	Resource requirements (list any costs or equipment)	People requirements (authorisation, expertise, supervision, need to be informed, to help undertake the work)	Completion date
1.			
2.			
3.			
4.			
5.			

11. CONCLUSION

What further information do you need?

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Signature of trainer/supervisor

Name	Signature	Date