

## Management of Drug Misuse Part 2

### Course Summary

- 3 Mandatory Training days
- Minimum of 6 self-directed study days
- 5 Pieces of written work
- Assessment viva with tutor
- Submission of portfolio to SLD Training's Assessment Board
- Essential to have basic computer literacy
- Essential to have access to e-mail and internet

### Course Background

The course was originally developed in consultation with senior members of the RCGP and SLD Training, with input from the Royal College of Psychiatrists, Royal College of Nursing, Royal Pharmaceutical Society of Great Britain, (name changed to Royal Pharmaceutical Society) Department of Health, and the National Treatment Agency (now part of PHE). It is a multi-disciplinary course and tutor groups will contain combination of GPs, Pharmacists, Nurses, Service User Advocates, and prison health care staff.

The course will enable you to develop competencies relevant to, and suitable for, providing Tier 3 interventions at special interest level.

It is intended to encourage sound lifelong learning habits, equipping you with a framework to use research evidence to inform your practice and to encourage you to question and review your practice.

### Training Support

A proportion of the course is self-directed learning. This is outlined in the Course Handbook that you will receive, which includes a suggested timetable to complete the work.

You will be allocated to a tutor group and your tutor will offer support at the tutorial groups and via an e-mail/on-line support group. In addition, SLD Training's Administrative Team will also provide support and information re the practicalities of the course.

SLD Training will make every effort to link you in with a local tutor group but please be aware that you may have to travel to the nearest group for you, if the course is not being delivered virtually.

### Academic Level

The course work requires critical analysis, preparation of clinical audit, and the ability to source papers from provided references.

There is a considerable amount of reading and is equivalent to Masters Level (QCA level 7) study.

There are several deadlines throughout the course and while SLD Training will be as supportive as possible “pressure of work” will not be accepted as reason not to complete set work on time.

## Course Structure

The course runs from Summer each year and requires you to attend 3 mandatory training days plus a Viva with SLD Training's assigned Tutor.

### Regional Master Class – Mandatory

A one-day training event attended by a number of tutor groups (30-50 people).

### Tutor Group One & Two (Local Master Class) - Mandatory

Two, one day events, held approximately three months apart. These are smaller, tutor led, groups (8 -15 people) run at a number of venues across the country in face-to-face but are often delivered virtually.

### Course Assignments

This needs to be completed in the three-month period between the two tutor group meetings.

- Critical analysis of an academic paper (marked by your tutor)
- 1-Field visit report
- 1-Clinical audit
- 1-Significant Event Analysis Report
- Logbook of contact with 10 patients
- Professional Development Portfolio

### Assessment Viva with Tutor

Carried out with your tutor, reviewing your Professional Development Portfolio and logbook and for final sign off for submission to the Assessment Board.

## Course Aims and Learning Outcomes

By the end of the course, you will have developed competencies relevant to and suitable for providing interventions at a primary care with an "extended role" level, as outlined in the Department of Health Clinical Guidelines Drug Misuse and Dependence – UK Guidelines on Clinical Management 2017 (DH 2017).

Furthermore, you will be able to support local colleagues in the care of drug users and have the confidence to use your knowledge and expertise to facilitate local training and education sessions that support learning for a range of professional groups whose role involves caring for substance misusers.

### The course will also:

Encourage sound lifelong learning habits, equipping candidates with a framework to use the research evidence to inform their practice, to encourage them to question and review their practice, and make critical reading a core learning and development process

Develop a cadre of practitioners with special clinical interest who are able to support local colleagues in the care of drug users. These practitioners will work within defined service

frameworks and are expected to participate in a process of Continuing Professional Development (CPD) to meet the relevant requirements for professional revalidation.

Improve confidence in each participating practitioner's ability to communicate with and work in multi-disciplinary teams.

Improve the confidence of practitioners and expert patients in their management and support of patients with drug use problems.

Develop the role of practitioners and expert patients in local strategic planning, commissioning and shared-care monitoring groups

Meet the needs of different groups of professionals involved in the management of drug users in primary care, and the needs of service users wishing to develop their knowledge and skills

Provide additional training for non-medical prescribers wishing to develop their competence and confidence in prescribing for drug users