



Competencies for Canada's Substance Abuse Workforce

ERRATA—March 2010

Please note that a few changes have been made to the PDF document that was originally posted to the website in February 2010. If you downloaded and printed a copy of the document, you are recommended to reprint the affected pages.

The print copy of the Competencies document is not affected, as distribution did not occur prior to these changes being made. All print copies being provided by CCSA include these changes.

Section	Page	Change	Should Read
Preface	NEW	<i>Permission to Adapt Competencies/Application for Copyright Permission</i> page has been added following the inside front cover and before the Table of Contents.	n/a
Preface	Page ii, paragraph 1, line 5	The word <i>clinical</i> has been removed from the bracketed text.	(from health promotion, support and outreach, counselling, withdrawal management, and supervision to administration and senior management).
Preface	Page ii, 2 nd column, 2 nd bullet	The word <i>competing</i> has been changed to <i>completing</i> .	As the knowledge, skills can range from highly concrete and easily identifiable tasks, such as completing a checklist during an assessment interview....
Preface	Page iii, 1 st column, 1 st paragraph under heading: Who are the competencies for?	The word <i>introduction</i> has been changed to <i>preface</i> in the first sentence and the words " <i>become requirements in</i> " are replaced with " <i>be adopted by</i> " in the last sentence.	The competencies set out in the documents that follow this preface represent the knowledge, skills, attitudes and values specific to the specialized substance abuse field. Persons working in this field are expected to demonstrate many or most of these competencies. Now that both the technical and behavioural competencies are documented, it is likely that the expected competencies will, over time, be adopted by organizations across Canada.
Preface	Page iv–vii	The right column from page v has been moved forward to page iv and column entitled Technical Competencies from page iv has been moved to page v.	n/a— <i>This is a reorganization of the order of the content, which has a consequential impact to layout of pages iv through vii but no changes to the text itself.</i>
Section I	Page I-4, 1 st column, 2 nd bullet	The words <i>placement and succession</i> planning have been added to the list.	Support employers in hiring, retention, placement, staff development and succession planning

Section	Page	Change	Should Read
Section I	Page I-12, 2 nd column, last line	<i>Competencies for Canada's Substance Abuse Workforce</i> has been italicized.	If you wish to include technical competencies in the profile, refer to the technical competencies document provided at www.cnsaap.ca (or at Section VI in <i>Competencies for Canada's Substance Abuse Workforce</i>).
Section I	Page I-13, 2 nd column, 3 rd line	HR has been spelled out to read <i>Human Resources</i> .	It is important to ensure that your revised competency profile is valid for use in Human Resources processes, such as ...
Section I	Page I-15, 3 rd last bullet	The word <i>prevention</i> has been removed.	Ability to deal with life-threatening situations, including suicide.
Section I	Page I-15, 2 nd -last bullet and last bullet	The order of the 2 nd -last bullet and last bullet have been reversed.	<ul style="list-style-type: none"> Flexibility to work evenings and respond to occasional crisis calls from colleagues and clients outside of working hours Comprehensive skills in case management, collaboration, program development and evaluation, and emergency response
Section I	Page I-26, 4 th column, 2 nd -last bullet	The text " <i>as staff, volunteers and partners</i> " has been removed.	Develops and implements strategies to address possible barriers to recruitment, hiring, promotion and retention of diverse cultural groups.
Section I	Page I-27, 4 th column, 3 rd -last bullet	The words " <i>use writing as a vehicle for</i> " have been changed to " <i>participate in the knowledge exchange process</i> ".	Coaches and inspires others to participate in the knowledge exchange process
Section II	Page II-4, 2 nd column, 2 nd -last paragraph	The first sentence has been bolded.	This interview guide focuses on assessing candidate proficiency in behavioural competencies only.
Section II	Page II-21, Continuous Learning—Level 4, 2 nd line	The words " <i>of expertise</i> " have been added after " <i>your own area</i> ".	Tell me about a time when you undertook a developmental opportunity beyond your own area of expertise in order to help meet future organizational needs.
Section II	Page II-27, 1 st point, 2 nd bullet	The word <i>you</i> has been added for grammatical correctness.	How did you change your communication?



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