

BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use Workforce v. 2

SELF-CARE



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



Canadian Centre
on Substance Use
and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

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ISBN 978-1-77178-751-2

SELF-CARE

Deliberately and continuously apply professional and personal principles of well-being. Intentionally support others to sustain optimal well-being, while maintaining physical, mental, spiritual and emotional health.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
<ol style="list-style-type: none"> 1. Seeks to increase own knowledge of professional and personal principles of self-care 2. Seeks self-knowledge of personal, cognitive, emotional, spiritual, physical and behavioural characteristics and other factors that may impact effectiveness and well-being 3. Demonstrates knowledge of one's personal capabilities and limits, and acts within these parameters 4. Demonstrates an understanding of the importance of professional and personal boundaries to self-care 5. Seeks to resolve professional and personal boundary challenges and actively seeks to develop adaptive strategies and outcomes 6. Routinely schedules time for reflective action to evaluate efficacy of self-care 7. Creates a healthy workspace for self by scheduling intermittent self-care breaks (e.g., meals, short walks, time with co-workers) and takes responsibility for maintaining reasonable work hours and addressing overwork concerns with superiors 8. Seeks help to process and heal self when in difficult situations 	<ol style="list-style-type: none"> 1. Sets and maintains appropriate, safe, professional and personal boundaries with colleagues and people using services 2. Routinely reflects on strengths, weaknesses and realistic self-expectations, and learns from experience and feedback from peers 3. Takes responsibility for own personal, professional, mental and physical health, appropriately accessing health and wellness benefits 4. Proactively engages in positive health behaviours (e.g., maintains work and life balance, proper nutrition and physical health habits) 5. Adapts personal coping strategies to mitigate impact on self of difficult situations, fatigue and stress 6. Builds support systems for self at work 7. Looks for ways to educate self and overcome own biases and stigmas 8. Recognizes the effects and potential responses to moral distress 	<ol style="list-style-type: none"> 1. Develops self-care best practices that will assist self and peers in coping with work challenges such as stress, fatigue and difficult situations 2. Proactively seeks information and feedback on self-care practices and, when necessary, assistance from others using available internal and external resources 3. Develops informal support systems and social networks to assist self and peers in positive self-care and well-being 4. Shares information and lessons learned in self-care by developing or participating in peer consultation groups 5. Fosters self-care in peers and encourages them to seek support from their supervisors or managers 6. Contributes through actions to create and sustain a self-care work culture and understanding of vicarious trauma 7. Seeks out work challenges that promote learning, development and enthusiasm 	<ol style="list-style-type: none"> 1. Implements trauma-informed supervision and human resource practices 2. Implements gender-sensitive personnel policies reflecting work-life balance and family responsibility 3. Implements self-care assessments and self-monitoring programs 4. Provides expertise to others in identifying cognitive, emotional, physical and behavioural risks to professional and personal self-care 5. Generates resources and education for others on vicarious trauma and its management 6. Develops strategies and best practices to assist others in coping with difficult situations, stress and fatigue 7. Formalizes support networks to assist peers in performing self-care and self-monitoring activities 8. Demonstrates flexibility and fairness in supporting the adjustment of work demands for others who may be experiencing personal challenges 9. Prioritizes an organizational environment of cultural safety and well-being

