

Moana House Training Institute

**Te Taketake 2019
Learning Outcomes**

Paper AKA1: Foundation Counselling and Assessment Skills

- A. Critically select and apply appropriate core counselling skills to each individual face to face encounter with tangata whaiora whilst also performing the core addiction counselling skills of brief assessment, brief intervention.
- B. Work collaboratively with tangata whaiora to collect the information required to formulate a risk assessment and document this using the prescribed format.
- C. Critically apply knowledge of DSM-5 criteria for substance use disorder to own practice to determine appropriate treatment approaches for individual tangata whaiora.
- D. Recognise the presence of co-existing mental and physical health conditions and determine appropriate interventions including referral on to other agencies or clinicians.
- E. Apply critical awareness of culture in the counselling relationship and select and apply models of health and wellbeing that are appropriate to individual tangata whaiora.
- F. Apply principles of family/whānau inclusive practices to own practice with tangata whaiora.
- G. Develop own practice consistent with the DAPAANZ code of ethics as basis for a professional approach to addictions counselling.

Paper AKA2: Pharmacology

- A. Apply an introductory level of knowledge of the action of drug (both illicit and prescribed) upon the body and brain to theories studied in AKA1 to inform own practice.
- B. Critically evaluate appropriate sources of information with regard to psychopharmacology in order to support own practice.
- C. Critically evaluate the role of pharmacotherapy in addictions treatment and develop own counselling approach to discuss the impacts with tangata whaiora as it applies to their context.

Paper AKA3: Change and Motivation

- A. Critically select and apply the transtheoretical model of change and the Marlatt & Gordon model of relapse prevention to own practice with specific tangata whaiora.
- B. Critically apply MI skills of avoiding confrontation and working with ambivalence in tangata whaiora.
- C. Construct a comprehensive assessment under the guidance of their clinical supervisor or experienced colleague.
- D. Further develop own understanding of the key principles of working with co-existing problems within the context of performing a comprehensive assessment.

Paper REA1: Culture and Whānau

- A. Critically reflect on issues of culture and safe cultural practices in own role and integrate a range of cultural theories and approaches into counselling practises developed in Te Aka.
- B. Critically evaluate Māori and Pasifika models of health and discuss in terms of own practice working with cultures other than your own.

Paper REA2: Diagnostic Systems

- A. Select and apply a range of theories and approaches to tangata whaiora with complex presentations and integrate analysis to formulate an opinion.
- B. Produce succinct reports for a range of audiences justifying own clinical assessments and analysis of required treatment needs for tangata whaiora.
- C. Include an analysis of attachment schema and the developmental impact of trauma in a diagnostic statement and an aetiological formulation.
- D. Synthesize all assessments, evaluations and analyses of a tangata whaiora to produce a comprehensive management plan for an agency offering treatment for addictions.
- E. Select and apply appropriate counselling skills to further develop own addictions counselling to include: providing feedback to tangata whaiora based on the opinion and an analysis of the impact of the tangata whaiora's history of trauma.

Paper REA3: Case Management, Care and Prevention

- A. Demonstrate case management based on the concept of wellbeing, over an extended period of time, including:
 - o formulate a management plan collaboratively with a tangata whaiora whose presentation is complex - involving co-existing problems and forensic elements, based on the opinion derived from a comprehensive assessment and

- engage in supportive intervention including relapse prevention to enhance wellbeing for individual tangata whaiora and whānau;
 - communicate effectively and collaborate with other services and community initiatives.
- B. Critically evaluate and assess how substance abuse and access to services affect a special needs population;
- C. Define and work within the limits of their practice, both in terms of skill and ethics.
- D. Demonstrate advanced knowledge of facilitation, selecting and utilizing appropriate counselling skills, advanced interpersonal skills and an awareness of cultural considerations to facilitate an educational, treatment or support group of tangata whaiora.
- E. Demonstrate an advanced understanding of the law as it applies to addictions counselling, including:
- Analyse and critique the counsellor's relationship with the courts, both as expert and as witness; and
 - Analyse and critique processes involved in managing complaints against professionals in the field.
- F. Analyse, critique and discuss various diagnostic classifications relevant to substance use in a manner suitable for an academic presentation among peers;

HAU1: Te Hauhākenga – Applying Theory to Practice

- A. Work as a professional counsellor either independently or as a member of a team in an addictions treatment setting.
- B. Perform addictions counselling in a manner that is based upon both ethical and cultural safety principles, displaying competence in both clinical and cultural practice.
- C. Apply a range of theoretical and practice based models in addictions treatment and determine the most appropriate for individual tangata whaiora
- D. Routinely engage in critical reflection of their work as an addictions counsellor and use this self- awareness to improve their professional practice