

## Information for Students requesting Direct entry to Te Rea (Year 2) of Te TAKETAKE Programme 2020

### **Introduction**

Determining if you meet the academic requirements for prior learning is an extensive process. To gain direct entry you must be able to pass all Te Aka (Year 1) requirements as laid out in the attached material.

For RPL to be considered you will need a level 5 or higher qualification in a related health/social services area.

Te Taketake diploma is an applied qualification which means that all theory must be demonstrated in practice. If your Level 5 (or better) qualification was not an applied course, you will be required to submit evidence of the application of theory in practice.

Any application must include evidence of at least 200 hours client contact **in a related health/social services role**.

To be considered for direct entry to Te Taketake Year 2 via RPL you will need to provide Moana House Training Institute with the following:

- A recent Curriculum Vitae
  - A certified copy of your Level 5 qualifications (a photocopy certified by a JP or court official)
  - The academic transcript(s) provided by the institution(s) with whom you have studied
  - A copy of the course curriculum of any relevant qualification you have completed
  - A completed form that lists the evidence you are providing to meet each learning objective
  - Any work you are submitting that was not completed as part of your qualification must be verified by your manager or supervisor to confirm that it is your own work. This includes evidence of your 200 hours of counselling practice.
  - Any learning outcome not covered in your qualification(s) or certified by your workplace can be submitted in another form, for example an essay or a testimonial. Any written work must be verified by your manager or a similar authority.
  - Contact details for two referees. At least one of these people must have knowledge of you in your current work environment as a colleague/manager/supervisor.
  - A covering letter detailing why you believe you should be considered for direct entry to Year 2
  - An RPL fee of \$450. Payment must be included with your application otherwise, it will not be processed. Payment can be made by cheque or direct to MHTI account with your name as a reference.
- Apply through Otago Polytech and complete 2020 Te Taketake Enrolment Form. The link to apply through Otago Polytech is: <https://www.op.ac.nz/study/health-and-community/social-services/diploma-in-applied-addictions-counselling/>

All applications for RPL must be submitted by November 15 2019 to:

Moana House Training Institute  
P O Box 619  
401 High St  
Dunedin

Or scan and email to [claire@moanahouse.org.nz](mailto:claire@moanahouse.org.nz)

**Course Fees** can be made by direct credit to: Moana House Training Institute

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Name of Bank Account: **Downie Stewart Foundation T/A Moana House**  
***(Please ensure you include your full name when depositing your fees)***

You may apply via email but all forms must be signed and then scanned to accompany your application. If the RPL fee is not received by November 15 2019, your application will not be processed.

If you have any queries contact:  
Claire Aitken  
Director, Moana House Training Institute  
[claire@moanahouse.org.nz](mailto:claire@moanahouse.org.nz).

The website address is [www.moanahouse.org.nz](http://www.moanahouse.org.nz)

***Tips from the RPL Assessors:***

- Allow more time than you expect to complete the application.
- Ensure the evidence you provide explicitly relates to each learning outcome.
- Do not assume that the evidence is obvious to the assessor.

The closing date for the RPL Application is November 15 2019. This date will not be extended so please ensure you have given yourself enough time.

If you need any assistance or guidance on the RPL process, please contact Claire Aitken in the first instance.

**There are no places available in Rotorua for Direct entry into Year 2 for 2020. Any places are in Dunedin.**

**Recognition of Prior Learning Form for direct entry to Taketake Year 2**

<b><i>Learning outcome</i></b>	<b><i>Comprehensive details of the module or paper from another qualification that you believe demonstrates this learning outcome</i></b>	<b><i>OR</i></b> <b><i>Details of the work you are submitting to demonstrate your ability to meet this learning outcome</i></b>
<b>AKA1</b>		
Adapt and apply core counselling skills to each face to face encounter with tangata whaiora whilst also performing the core addiction counselling skills of brief assessment, brief intervention.		
Apply knowledge of DSM 5 criteria for substance dependence to their work and use it to determine appropriate treatment approaches for individual tangata whaiora.		
Recognise the presence of co-existing mental and physical health conditions and determine appropriate interventions including referral on to other agencies or clinicians.		
Attend to issues of culture in the counselling relationship and apply models of health and wellbeing that are appropriate to each tangata whaiora.		
Apply principles of family/whanau inclusive practices to their work with tangata whaiora.		
Apply the DAPAANZ code of ethics as basis for a professional approach to addictions counselling		

<b>AKA2</b>		
Apply and introductory level of knowledge of the action of drug (both illicit and prescribed) upon the body and brain		
Determine sources of information to support their practice and distinguish between accurate and inaccurate information.		
Discuss with tangata whaiora the role of pharmacotherapy in addictions treatment and apply this to the individual.		
<b>AKA3</b>		
Apply the transtheoretical model of change and the Marlatt & Gordon model of relapse prevention to their work with specific tangata whaiora		
Apply motivational interviewing skills of avoiding confrontation and working with ambivalence in tangata whaiora		
Undertake a comprehensive assessment under the guidance of their clinical supervisor or experienced colleague		
Apply the key principles of working with co-existing problems within the context of performing a comprehensive assessment		



**Te Taketake Diploma in Applied Addictions Counselling**

**Level 7**

**Moana House Training Institute**

**120 Credits**

**Summary of Learning outcomes for direct entry to Te Rea (Year 2)  
60 Credits Required**

## Year 1- Te Aka (The Vine)

<b>Course Name:</b>	<b>Addictions Counselling</b>
<b>Course Reference:</b>	<b>Aka01.1</b>
<b>Pre-requisites:</b>	<b>N/A</b>

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### GENERAL AIM

To submit comprehensive knowledge and skill based on counselling and assessment in the field of addictions, dependencies and coexisting problems.

### COURSE CONTENT

#### **Wānanga 1:**

Foundational: Exploring the nature of counselling, listening for the ‘untold story’ and identifying basic skills. The influence of a worker’s history and values in the counselling relationship is explored. There is an emphasis on cultural considerations. The skills and knowledge on which effective communication with clients is based are defined and improved. Professionalism, including ethics and privacy, is introduced.

### LEARNING OUTCOMES

On completion of this module, students will be able to:

1. Synthesise, adapt and apply the nature of counselling and identify the basic skills.
2. Synthesise, adapt and evaluate the student’s history and values in relation to their own counselling relationship with clients.
3. Synthesise, adapt and apply effective communication with clients.
4. Synthesise, adapt and apply competence of counselling skills
5. Synthesise, adapt and apply knowledge and understanding of professionalism, including ethics and privacy.
6. Synthesise, adapt and apply the current DSM criteria related to substance use.
7. Synthesise, adapt and apply the experience of participating in various groups designed to encourage the personal development of their members.
8. Submit a log-book that demonstrates variety of clinical experience.
9. Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.

**Course Name:** Counselling and Assessment 1  
**Course Reference:** Aka01.2  
**Pre-requisites:** N/A

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## **GENERAL AIM**

To submit a comprehensive knowledge and skill base in relation to counselling and assessment in the field of addictions dependencies and coexisting problems.

## **COURSE CONTENT**

### **Wānanga 2:**

Foundational: The principles and concepts of assessment, brief assessment, screening tools, alcohol and drug history taking, and understanding cultural implications.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 2.1 Synthesise, adapt and apply knowledge and understanding of competence in the principles of Assessment, Brief Assessment, Screening Tools and a range of interventions, and core conditions associated to Alcohol and Drug taking.
- 2.2 Synthesise, adapt and apply knowledge and understanding of alcohol and drug history taking and the understanding of cultural implications.
- 2.3 Synthesise, adapt and apply competence in counselling skills.
- 2.4 Synthesise, adapt and apply competence in brief assessments by completing a brief assessment with a client (tangata whaiora) prior to wānanga 3.
- 2.5 Synthesise, adapt and apply the current DSM criteria related to Major Depressive Disorder
- 2.6 Submit a log book that demonstrates variety of clinical experience.
- 2.7 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.

**Course Name:** Counselling and Assessment 2  
**Course Reference:** Aka01.3  
**Pre-requisites:** N/A

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## **GENERAL AIM**

To submit an introduction to comprehensive knowledge and skill base in relation to counselling and assessment in the field of addictions dependencies and coexisting problems.

## **COURSE CONTENT**

### **Wānanga 3**

#### Foundational

The elements and skills in brief intervention and risk assessment. The basic elements in comprehensive assessment are introduced, further investigation in module 6. The current DSM and the Whare Tapa Whā are discussed in detail. An introduction to withdrawal and detoxification with beginning analysis of different drug groups and risk associated with each. There is practice combining counselling and assessment.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 3.1 Synthesise, adapt and apply knowledge and understanding of the basic elements and skills required for assessment, risk assessment and brief intervention.
- 3.2 Synthesise, adapt and apply knowledge and understanding of withdrawal and detoxification.
- 3.3 Synthesise, adapt and apply competence in counselling.
- 3.4 Synthesise, adapt and apply knowledge and understanding of a brief intervention
- 3.5 Synthesise, adapt and apply knowledge and understanding of the Whare Tapa Whā model.
- 3.6 Synthesise, adapt and apply knowledge and understanding of the current DSM criteria related to bipolar disorder.
- 3.7 Submit a log book that demonstrates variety of clinical experience.
- 3.8 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.



**Course Name:** An Introduction to Pharmacotherapy  
**Course Reference:** Aka01.4  
**Pre-requisites:** N/A

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## **GENERAL AIM**

To submit understanding of how and why drugs work. To recognize and name the short and long term consequences of various drug classifications and to understand current terminology in relation to addictions and dependencies.

## **COURSE CONTENT**

Wānanga 4

The nature and classification of psychoactive drugs, and how they work; their impact, and effect on the central nervous system, and the body. Pharmacotherapy interventions and drug maintenance are covered. Terminology used in relation to addiction and dependence including combining drug knowledge with 10ounseling.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 4.1 Synthesise, adapt and apply knowledge and the understanding of Drug Groups.
- 4.2 Synthesise, adapt and apply knowledge and understanding of Addiction.
- 4.3 Synthesise, adapt and apply knowledge and understanding of the Brain mechanisms related to addiction.
- 4.4 Synthesise, adapt and apply knowledge and understanding of Generalised Anxiety Disorder and Social Anxiety Disorder (Social Phobia)
- 4.5 Synthesise, adapt and apply knowledge and understanding of Gender and Drugs
- 4.6 Synthesise, adapt and apply knowledge and understanding of Pharmacotherapy.
- 4.7 Synthesise, adapt and apply competence in 10ounseling.
- 4.8 Synthesise, adapt and apply knowledge and understanding of Drugs and Society.
- 4.9 Submit a log book that demonstrates variety of clinical experience.
- 4.10 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.

**Course Name:** Change and Motivation

**Course Reference:** Aka01.5

**Pre-requisites:** N/A

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## **GENERAL AIM**

To Submit knowledge, and understanding of motivational interviewing.

## **COURSE CONTENT**

Wānanga 5

To develop an understanding of change, of managing uncertainty and ambivalence, understanding the trans-theoretical model of change ('wheel of change'), and instilling hope. Sobriety and recovery are explored. Competence in motivational interviewing is encouraged and developed.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 5.1 Synthesise, adapt and apply knowledge and understanding of the trans-theoretical model of change (the 'wheel of change').
- 5.2 Synthesise, adapt and apply knowledge and understanding of suicide and self-harm.
- 5.3 Synthesise, adapt and apply knowledge and understanding of Posttraumatic Stress Disorder
- 5.4 Synthesise, adapt and apply knowledge and understanding of relapse prevention.
- 5.5 Synthesise, adapt and apply knowledge and understanding of motivational interviewing.
- 5.6 Synthesise, adapt, contrast and apply knowledge and understanding of working with various models and frameworks including Western and Indigenous, such as CBT, Fonofale, Family Therapy, Te Wheke, Strengths and Paiheretia, Powhiri Poutama and Te Whare Tapa Whā.
- 5.7 Synthesise, adapt and apply competence in counselling.
- 5.8 Submit a log book that demonstrates variety of clinical experience.
- 5.9 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.

**Course Name:** Treatment and Well being  
**Course Reference:** Aka01.6  
**Pre-requisites:** N/A

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## **GENERAL AIM**

To understand and explain the notions of treatment and wellbeing in a variety of settings. Out-patient, in-patients, residential and therapeutic communities, self-help and mutual help groups and fellowships.

## **COURSE CONTENT**

### **Wānanga 6**

Comprehensive assessment, the purpose of classification systems such as the current DSM, writing a formulation and prognosis and understanding treatment in the larger context of wellbeing.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 6.1 Synthesise, adapt and apply knowledge and understanding of a comprehensive assessment.
- 6.2 Synthesise, adapt and apply an overview of the 4x4 Grid
- 6.3 Synthesise, adapt and apply an overview of CEP
- 6.4 Synthesise, adapt and apply knowledge and understanding of MSE.
- 6.5 Synthesise, adapt and apply knowledge and understanding of opinion.
- 6.6 Synthesise, adapt and apply the DAPAANZ code of ethics.
- 6.7 Synthesise, adapt and apply competence in interviewing.
- 6.8 Analyse and describe knowledge and understanding of wellbeing.
- 6.9 Submit a log book that demonstrates variety of clinical experience.
- 6.10 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation.

**Course Name:** Theory to Practice 1  
**Course Reference:** Aka01.7  
**Pre-requisites:** N/A

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## **GENERAL AIM**

Integration of all learning from wānanga into a cohesive piece of work.

It will focus on specific scenarios that may occur in the working life of an addictions counsellor.

## **COURSE CONTENT**

### **Wānanga 7**

Students will be given a range of scenarios to complete and report on.

Principles and protocols of research will also be addressed.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 7.1 Synthesise, adapt and apply practice.
- 7.2 Synthesise, adapt and apply knowledge of treatment planning
- 7.3 Synthesise, adapt and apply knowledge of informed consent.
- 7.4 Synthesise, adapt and apply knowledge of accessing information from various data sources.
- 7.5 Synthesise, adapt and apply knowledge and understanding of report writing.
- 7.6 Synthesise, adapt and apply knowledge and understanding of client management.
- 7.7 Synthesise, adapt and apply knowledge and understanding of a wide range of interventions.
- 7.8 Synthesise, adapt and apply knowledge and understanding of motivating others for change.
- 7.9 Synthesise, adapt and apply knowledge and understanding of working with resistant clients.
- 7.10 Synthesise, adapt and apply knowledge and understanding of the DSM-defined disorders commonly associated with substance use.
- 7.11 Synthesise, adapt and apply knowledge and understanding of the DAPAANZ competences.
- 7.12 Submit a log book that demonstrates variety of clinical experience that is to be signed off.
- 7.13 Submit a self-reflective journal that demonstrates evidence of critical reflection (balance of positive and negative), a balance between brevity and completeness, and awareness of alternative approaches, illustrated by speculation that is to be signed off.

<b>Course Name:</b>	<b>Assessment of Practice and Competency</b>
<b>Course Reference:</b>	<b>Aka01.8</b>
<b>Pre-requisites:</b>	<b>N/A</b>

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## **GENERAL AIM**

This assessment is one of a series of assessments, including assignments during the year, which will determine whether a candidate will proceed to Te Rea (Year 2) of the Te Taketake Diploma in Applied Addictions Counselling. The oral assessment is conducted by a panel, including at least one external examiner. The results of the assessment will be collated with results from assignments to decide a final outcome.

## **COURSE CONTENT**

### **Wānanga 8**

The assessment should demonstrate that the candidate is personally and professionally competent and ethically responsible, and that they have knowledge of alcohol and drug assessment and counselling and can apply it effectively at a standard expected of a student at this level. The candidate will need to have an understanding of the course material so far - course notes, readings, assessment strategies and models and frameworks of practice and have a working familiarity with the DAPAANZ Code of Ethics or an equivalent.

## **LEARNING OUTCOMES**

On completion of this module, students will be able to:

- 1.1 Demonstrate competence in applying ethical principles and can refer to 5 or more DAPAANZ (or equivalent) code of ethics (CoE) items. Has awareness of cultural factors and the role of professional associations.
- 1.2 Demonstrate competence in applying core skills, and have a clear awareness of motivational interviewing.
- 1.3 Demonstrate competence in applying strategies deriving from several assessment tools, including the continuum of use/care brief and comprehensive assessment tools and the current DSM.
- 1.4 Demonstrate competence in applying awareness of their own response to the client, relationship to their personal history, and related significance in counselling.
- 1.5 Demonstrate to the assessor confidence that the candidate will be a safe and effective practitioner on completion of Te Taketake.