Developing a Therapeutic Community training programme for the Aotearoa New Zealand context

Anna Nelson - Matua Raki
Mike Tuala-Odyssey House
Matua Raki are the National Addiction Workforce Development Centre in New Zealand funded by the Health Workforce NZ (Ministry of Health).

Matua Raki’s mission is to build the capability and capacity of the addiction-related workforces that contribute to the minimisation of addiction-related harm.

These workforces include the specialist addiction workforce, as well as all others who may work with people experiencing addiction related harm.
The NZ TC project

• In 2012 the Ministry of Health funded Matua Raki to undertake a scoping exercise looking at the workforce development needs of addiction TC’s in NZ

• The scope (which included a literature review and interviews with staff at all identified addiction TC’s in NZ) identified two main options to help meet the workforce development needs identified by the addiction related TC’s.
The NZ TC Project

These were:

1. The development and delivery of a specific TC training programme
2. Incorporation of TC theory and practice into current addiction qualifications
   • a combination of these options would also be valuable.
The NZ TC project

The scope clearly identified what would be required in any such programme of study and this included;

• combined theory and practice related modules
• student immersion in the TC environment
• a strong group work focus
• involvement of TC graduates
• responsiveness to cultural diversity—Maori and Pacific
The TC working group

• Set up as part of the recommendations for next steps
• 11 members representing TC’s across NZ and ATCA.
• Representing the Ministry of Health, prison based TC’s, Community TC’s, MH workforce development, Pacific services, consumer perspectives and ATCA
Demand analysis

- 502 respondents
- NZ and Australia
- Clear unambiguous demand for some TC professional development for those in the mental health and addiction sector.
- For those who are currently working in TC’s and for those who are not but would like to
Developing the training

- Contracted Paula Parsonage to adapt George De Leon’s SAMSHA training to the NZ context
- Tension between staying true to the model and adaption to fit the NZ context
- Māori hui
- Inclusive of online Engaging Pasifika module
The TC Programme

19 week course consisting of

- 48 hours of face-to-face learning facilitated by a trainer
- a 40-hour supervised professional skills practicum in a TC
- 12 hours of self-directed learning
<table>
<thead>
<tr>
<th>Course Modules</th>
<th>Time</th>
<th>Self-directed learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1. Course orientation; Overview of the TC</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 2. Community as method</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 3. TC structure, organisation and environment</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 4. Relationships in a TC</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 5. Staff roles and responsibilities and rational authority</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 6. Group work; TC tools; work as therapy; continuing care</td>
<td>1 day</td>
<td>2</td>
</tr>
<tr>
<td>Module 7. Supervised practicum: learning by experience</td>
<td>40</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>12</td>
</tr>
</tbody>
</table>
Teaching and learning approach

TC structures, roles and practices, with an emphasis on self-help and mutual self-help, are integrated into the teaching and learning methods to model the ‘community as method’ approach to learning and developing.

Course content is presented within learning activities which include:

- individual activities
- group activities
- presentations
- role play and case scenarios
- self-directed learning activities and assignments
- reflective journal

- Based at Higher Ground = interactions with TC ‘clients’
27 Participants from across NZ

- CareNZ - Otago Correctional Facility, Springhill, Rimutaka, Waikeria, ChCh (DTU’s)
- Te Ara Hou - Auckland
- Odyssey House - Christchurch
- Odyssey House - Auckland and Whangarei
- Merivale Whānau Development Centre - Auckland
- Higher Ground - Auckland
- St Marks - Blenheim
Evaluations - Block 1

Overall workshop satisfaction

- Very good: 14
- Good: 10
- Neutral Response: 0
- Poor: 0
- Very Poor: 0
Narratives

Many thanks for the wonderful insight and opportunity to share knowledge, new bodies of knowledge to see, to share and implement

Great hearing how other TC’s work, hearing how Māori philosophy fits in with TC, networking
The facilitation was top notch 10/10. the content 10/10. the participation 10/10. The sharing and openness of others was useful

Awesome holding it at Higher Ground!
Pitch, knowledge and confidence

• 12.5% (n=3) disagreed that it was pitched at the right level for them

• 4% (n=1) disagreed that the training increased their overall knowledge, better equipped them to work in a TC and increased their confidence. 16% (n=4) were neutral about these questions
Evaluation-block 2

Overall workshop satisfaction

- Very good: 14
- Good: 4
- Neutral Response: 0
- Poor: 0
- Very Poor: 0

Number
Thank you so much for the opportunity to learn with you all and for sharing your time and experience. Nga mihi nui, ki a koutou!

Amazing training with amazing facilitators—truly thankful for this opportunity
This course would be absolutely dynamite as a block course within a counselling degree and help more people want to work within a TC environment.
Reflections from the facilitators

• Pam Armstrong, Fa’alia Vaeau, Jyoti Smith
• Variety of experience and backgrounds, facilitation, cultural, research and lived experience of TC
• Great feedback about the mix of facilitators
Reflections from the facilitators

We were very lucky to have that particular group of trainees. They were very generous towards us and towards each other. They gained much of their learning from each other which is exactly what the exercises were designed to facilitate.
Reflections from the facilitators

...there was about a third who felt they were just learning from scratch...and the mix of having very experienced with less experienced and the diversity of the group enhanced the learning. I personally think the diversity is an important factor.
Reflections from the facilitators

The setting of delivering the training in a TC fitted with the structure of the training, for the participants to experience 'community-as-method' in their journey of learning rather than the training becoming a more 'academic' and theoretical process which may have occurred if it was delivered in a tertiary setting.
What I took away from training course

Mana-Enhancing

“*To enhance and restore ‘te tapa o te tangata’ so that they have the mana to achieve their goals*”

Ngakau Mahaki – compassion and responsible concern

Tuakana-Teina relationship

Integration with Higher Ground programme

Rational Authority
Ma whero ma pango ka oti ai te mahi

*With red and black the work will be complete*