

SPECIFICATION FOR TRAINING IN DUAL DIAGNOSIS

1.0 PREAMBLE

The Clinical Training Agency notes the Mental Health Commission's *Blueprint for Mental Health Services in New Zealand 1998*. This specification outlines the requirements for dual diagnosis training programmes for registered health professionals.

Programmes should target those registered health professionals who are currently working in mental health services and are keen to extend their practice in the field of Dual Diagnosis.

2.0 DESCRIPTION OF SERVICE

Programmes should build on foundation knowledge already achieved in a registered health professional's pre-entry education and trainee's subsequent clinical experience. Programmes need to be vocational, substantially clinical, equivalent to not less than six months, or more than one year, full-time in length and lead to a nationally recognised qualification. Programmes should contain both theory and clinical experience.

The aim of the programme is to enable registered health professionals acquire specific knowledge and skills within the area of dual diagnosis so as to develop and deliver therapeutic services within an in-patient, out-patient, and community setting. The programme should also acknowledge the cultural characteristics of New Zealand society that influence planning and delivery of dual diagnosis mental health services.

2.1 LEARNING ENVIRONMENT

2.1.1 Clinical Placements

General Requirements:

Trainees must be currently employed within Ministry of Health funded mental health services.

Trainees will obtain relevant clinical experience which may include community, out-patient, and in-patient services.

Arrangements shall be made for clinical release from service to attend the formal teaching programme or for clinical experiences outside the trainee's usual employment setting.

These placements are to be planned and co-ordinated and should ensure clinical experience focuses on :

- ?? Application of cultural safety principles in the practice area of dual diagnosis.
- ?? Assessment, screening, and problem identification of dual diagnosis and knowledge of the relevant psychopathology.
- ?? Effective communication skills with clients with a dual diagnosis, and their families/whanau and caregivers.
- ?? Effective communications, consultation, and liaison with members of the health care team and other appropriate agencies.
- ?? Assessment, diagnosis, intervention and therapeutic practices which involve multi-disciplinary interaction and an understanding of the trainee-s own role.
- ?? Application of appropriate policies, protocols and procedures.
- ?? Knowledge of the relevant psychopharmacology.
- ?? Ability to recognise and assess substance abuse.
- ?? A knowledge of, and good practise in, medico-legal and ethical aspects of professional practice especially as it relates to dual diagnosis mental health services.
- ?? Planned supervision for role development.
- ?? Personal and professional responsibility and accountability for their practise.
- ?? Improvements/innovations in service delivery and application of research findings.

2.1.2 Formal Teaching Programme

A formal teaching programme delivered by appropriately skilled and experienced teaching staff is provided. The programme should be able to adapt teaching methods and style to suit the cultural needs and the level of learners and involve a range of teaching methods and resources.

The theoretical component of the programme will be designed to integrate with, and be relevant to, the clinical work environment. The programme will include:

- ?? Knowledge of professional standards associated with practising in the trainee's own profession.
- ?? Psychiatric illness and co-existing substance abuse disorders as it relates to dual diagnosis mental health services.
- ?? Assessment, screening, and diagnosis as it relates to dual diagnosis mental health.

- ?? Interpreting and understanding current legislation and occupational regulations relevant to the provision of dual diagnosis mental health services including the Mental Health (Compulsory Assessment and Treatment) Act 1992, the Alcohol and Drug Addiction Act 1957, and the Privacy Act 1993.
- ?? Understanding of relevant local community services and how to access them.
- ?? An understanding and respect for the unique roles and functions of other professions within the multi-disciplinary team.
- ?? Knowledge of relevant contemporary therapeutic models of care for clients with a dual diagnosis, including therapies such as behavioural, cognitive, and psychodynamic therapies as applied to dual diagnosis mental health services.
- ?? Cultural and psycho-social influences within the family/whanau and community being served.
- ?? Knowledge and understanding of the Treaty of Waitangi and the principles of partnership, participation and protection.

2.1.3 Access to Resources

Ready access to a suitable library facility or search facilities for current journals and texts, office space where appropriate, clinical meetings, and other forums that provide interaction with other relevant health professionals.

2.2 SUPERVISION

Supervision and ongoing assessment of trainees is necessary to ensure the quality of training, educational support and guidance for trainees, progress towards expected outcomes, and suitability to continue training and complete the programme.

2.2.1 Clinical Supervision:

Clinical supervision will be undertaken by designated, experienced health professionals trained in clinical supervision.

2.2.2 Educational Supervision

Educational supervision may be carried out as part of clinical supervision and includes:

- ?? Integration of theory and practice.
- ?? Educational and career guidance.
- ?? Objective monitoring of progress and assessment against core standards.
- ?? Constructive timely feedback.
- ?? Assessment co-ordination.

2.3 PROGRAMME CO-ORDINATION

The training provider should:

- ?? Ensure that satisfactory training opportunities exist for trainees in their clinical placement/s.
- ?? Standards for clinical and educational supervision are set and ensure that supervisors are assessed against these.

2.4 EXPECTED OUTCOMES

2.4.1 Trainee Outcome

The trainee will utilise professional judgement, ethical decision making and interact in teaching/learning sessions in order to practise as a competent practitioner in the dual diagnosis mental health service.

This is likely to include the following outcomes:

- ?? Skills in assessment, problem identification, treatment, referral and liaison within multi-disciplinary community, out-patient, and in-patient settings.
- ?? Ability to assess and develop management plans for clients with a dual diagnosis.
- ?? Understanding client care management models and their theoretical underpinnings.
- ?? Clinical supervision skills both as a trainee in supervision and as a supervisor of others.
- ?? Assess the needs of a client with a dual diagnosis, formulate and implement intervention strategies based on a sound body of knowledge and as a supervised member of the team.
- ?? Work as a member of a specialised multi-disciplinary team within the broader dimension of mental health services.

2.4.2 Client / Service Outcomes

- ?? Access to quality assessment, diagnosis, and treatment services.
- ?? Application of appropriate treatment models.
- ?? Reflective practice with positive outcomes and improving quality services.
- ?? Clinical leadership.
- ?? Benefits from incorporating previous knowledge and skills into the therapeutic programmes developed in the area of dual diagnosis.

?? Recognition of the importance of Tikanga Maori and other appropriate cultural input into dual diagnosis mental health services.

?? Developing knowledge through applied research to areas of specific interest and need resulting in the contribution to the body of knowledge of dual diagnosis mental health.

3.0 ELIGIBILITY

3.1 TRAINEE ELIGIBILITY

Trainees will be registered health professionals¹ with a preferred minimum of two years post-registration experience in mental health and who are in a Ministry of Health funded mental health service.

Assumed competencies:

?? Understands the importance of Tikanga Maori and other appropriate cultural input to mental health services.

?? Has knowledge of mental health illness.

?? Has knowledge and understanding of current practises and procedures used in the provision of mental health services including referral and liaison.

?? Initiates and uses effective therapeutic relationships with clients and their families/whanau.

?? Has a working knowledge and understanding of the sequential client care process.

?? Uses professional skills and knowledge in the assessment, treatment and care of mental health clients.

?? Uses established procedures and professional skills to terminate treatment and / or therapy.

?? Identifies and accepts the contribution of other health professional members of the healthcare team.

3.2 PROVIDER ELIGIBILITY

The programme is accredited by NZQA, or CUAP.

Providers of the clinical placements are expected to comply with, or to be working towards compliance of, the National Mental Health Standards (Ministry of Health, June 1997).

¹ For the purposes of this programme, this includes Social Workers

4.0 LOCATION AND SETTING

The clinical component will be predominantly offered within the trainee's current work environment.

The formal teaching component will be predominantly delivered in an academic setting.

5.0 ASSOCIATED LINKAGES

The provider will have established links with:

- ?? Mental Health Services.
- ?? Other mental health training programmes.
- ?? A.L.A.C.
- ?? Patient Advocates for Code of Health and Disability Services, Consumer Rights and Privacy Issues.
- ?? Ministry of Health.

6.0 PURCHASE UNIT AND REPORTING UNIT

6.1 PURCHASE UNIT

A trainee who meets the eligibility criteria set out in Section 3.1 and who has formally enrolled in the programme.

6.2 REPORTING UNIT

Trainees progress towards meeting the expected outcomes (refer Section 2.4).

7.0 QUALITY STANDARDS: PROGRAMME SPECIFIC

This section should be read in conjunction with Part 5 which specifies generic quality standards for all programmes provided under the contract.

Each training provider will demonstrate their commitment to training by:

- ?? Ensuring trainees have a written copy of general and specific training objectives.
- ?? Ensuring clear lines of responsibility and accountability for client care exist at all times, with relevant backup available appropriate to the level of experience of the trainee.
- ?? Teaching is provided at an appropriate standard using current methods with appropriately skilled staff.

?? Reports are provided by the due date.

?? Records of trainees' progress are kept and are available.

8.0 REPORTING REQUIREMENTS: PROGRAMME SPECIFIC

This section should be read in conjunction with Part 4 which specifies generic reporting requirements for all programmes provided under the contract.

8.1 REPORTS

Reports as described in Part 4 of the CTA contract document will include the following:

?? Tenure of trainees in mental health services at commencement of programme.

?? A summary of exit interview information from trainees leaving the programme, including comments made by them about the programme.

?? A summary on the progress of the programme with reference to the quality standards set out in Section 7.0.