



# **Diploma of Narrative Approaches for Aboriginal People (Counselling, Group and Community Work)**

**40559SA**

**Nunkuwarrin Yunti of South Australia Inc**  
**182 – 190 Wakefield Street**  
**PO Box 7202 Hutt Street**  
**Adelaide SA 5000**  
**Phone: (08) 8223 5217**



**NATIONALLY RECOGNISED  
TRAINING**  
8 March 2011

## ABOUT THE COURSE

The Diploma is offered by the SA Regional Centre at Nunkuwarrin Yunti of South Australia Inc., a Registered Training Organisation (RTO) in Adelaide.

The Diploma was developed in consultation with Aboriginal people throughout South Australia, and with counsellors who work with Aboriginal people. It is a course designed by Aboriginal people primarily for Aboriginal people. The Diploma has been reviewed and updated to incorporate new units of competency.

### What is the purpose of the course?

The course offers health workers and other community workers the opportunity to add to their knowledge and skills in delivering counselling and social and emotional wellbeing services (SEWB) to Aboriginal families and communities.

The Diploma is particularly suited to Aboriginal workers who are employed in various social and emotional wellbeing job roles in which counselling duties comprise a significant part of their job role. The Diploma of Narrative Approaches provides a strong foundation in Narrative counselling practices. This can then be further developed within the context of a student's job role and ongoing professional supervision and further training.

The Diploma has been designed to ensure that students' learning is connected to their day-to-day work in their communities.

### Specifically, the course will give participants:

- The confidence and the ability to use Narrative Approaches in various roles when working with individuals, groups and communities in the area of Social and Emotional Wellbeing.
- The knowledge and skills to provide a service that is sensitive to the needs of people.
- The ability to coordinate social and emotional wellbeing health care delivery and to effectively refer clients.
- A clearer awareness of themselves as health professionals, and the skills required in responding to the expectations of communities in which they work.
- An accredited diploma qualification that is recognised nationally

## Course Structure

The Diploma is made up of 17 units. Four of these units focus specifically on Narrative counselling. The remaining units cover co-morbidity, advocacy, crisis work, domestic and family violence, health promotion, strategic approaches to Aboriginal and Torres Strait Islander Health, Social & Emotional Well Being assessment & intervention and responding to trauma.

All of the units cover the application of the Narrative approach to specific SEWB areas.

## Duration

This course commences in January each year and runs over two years with training occurring in a combination of 1 and 2 week study blocks for a total of 8 weeks (4 x 1 week blocks & 2 x 2 week blocks) in each year (16 weeks face to face study blocks in total)

Attendance at all teaching sessions during the blocks is necessary to progress through the course. Class work missed through absences may result in having to wait a full 12 months to rejoin the course.

Students will also be required to complete some assessment tasks outside of face to face study blocks

## How much will it cost?

There is no fee charged. The agency for which you work will need to sponsor your involvement in the course by allowing you to attend for each of the study blocks as well as allowing you study time to complete assessment tasks in your work place. You will find a timetable for 2011 at the end of this brochure.

If you are of Aboriginal or Torres Strait Islander descent, you may be entitled to incidentals and Away From Base allowances through Abstudy for the duration of the course.

**2008 Student Group**



## Support

Support for students is available via telephone, fax and email through the Vocational Trainer and Assessor and other SA Regional Centre staff.

## What are the entry requirements?

All applicants will be required to meet the following criteria to gain entry to the course:

- Completion of at least twelve months work experience in a health or allied service, in an appropriate SEWB job role, or
- Completion of relevant accredited vocational training at a minimum level of Certificate IV; with a preference for the following:
  - Demonstration of current competence in compulsory competency units required for Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice [HLT43907] and Community Care [HLT44007]), i.e. demonstration of current competence in compulsory competency units as per the entry requirements of the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Practice [HLT52107] and Community Care [HLT52207]). Examples of other appropriate vocational training include:
    - Diploma of Aboriginal Family and Community Counselling (Uni of New England) and/or
    - Certificate IV in Youth Work (or similar) and/or
    - Diploma of Youth Work and/or
    - Cert IV in Community Services (Alcohol and Other Drugs Work)
- Demonstrate an ability to identify during interview the following important counselling skills:
  - using active listening
  - using appropriate non-verbal communication
  - being culturally appropriate
  - using non-judgemental communication
  - showing empathy
- Demonstration of written communication skills, that will enable them to write a report
- Current employment in an appropriate workplace. Each student will need to identify a supervisor/manager who is willing to take on the role of workplace supervisor

Due to limited number of positions available, an offer of a place in the course will be based on information taken from a range of sources including the applicant's work/study experience and interview presentation.

Applicants who do not meet the criteria but show interest in participating in the course will be directed to relevant bridging studies or work environment as appropriate.

## THE NARRATIVE APPROACH

The Narrative approach has been identified as being helpful when working with Aboriginal families and communities because it acknowledges Aboriginal history, the policies and practices that have influenced the lives of Aboriginal people, and the effects of these experiences in shaping their daily lives.

It is an approach that acknowledges Aboriginal people's experience of dispossession and marginalisation within a dominant culture and incorporates a socio-political perspective to assist people to better understand forces and the relationships of power that have shaped their lives and identities.

It places "stories" as central to peoples' lives and the communities in which they live. Stories are central to Aboriginal ways of being and these stories influence an individual's relationship to self, to others, and the wider community. Sometimes people are unaware of just how much these stories do influence them.

The Narrative approach seeks to be a respectful, non-blaming approach to counselling and community work, which centres people as the experts in their own lives. It assumes people have many skills, beliefs, values, commitments and abilities that will assist them to change their relationship with problem stories in their lives



**2009 Graduation Ceremony  
Cutting the cake!**

---

**"Our stories, from creation to where we are today, have many different levels and understandings. Listening is a skill we all need to relearn in the fast environments we live in today. Narrative approaches in working with Indigenous people and communities can bring back the old ways of listening and understanding to the many stories that make up our lives."**

**John Packham  
2005 Graduate**

---

## **BLOCKS OF STUDY**

Participants are required to attend study blocks at Nunkuwarrin Yunti, Adelaide. The study blocks provide an opportunity for face-to-face discussions, lectures and group work in a context for both students and facilitators to share knowledge and experiences, and to practice skills through experiential and problem based learning. It is understood that trust, respect and collaborative partnerships will underpin the learning environment. Only then can students feel encouraged to speak freely and share new ideas and past experiences.

## **ASSESSMENTS**

In between the blocks of study participants will be required to complete assessments in their own locations. Assessment tasks may be in the form of short answer questions, role plays, multiple choice answers, short essays, projects, and verbal presentations. Students will be required to complete some Workplace Assessment Tasks that integrate knowledge and skills learnt in the course with their job role. Each student will need to identify a supervisor/manager who can provide feedback to the education team about the relevance of the competencies being assessed to the job role. The Education Team will provide information to the nominated workplace supervisors.

## **COURSE DETAILS**

There are seventeen units in the Diploma of Narrative Approaches for Aboriginal People (Counselling, Group and Community Work). Thirteen of the units have been taken from the National Training Package—Diploma of Aboriginal and Torres Strait Islander Primary Health Care (Community Care) - HLT52207. These units have been customised by having extra skills and knowledge added to them to align with the Narrative Therapy approaches. These are:

CODE	TITLE
CHCCSL601A	Work within a structured counselling process
CHCCSL604A	Reflect and improve upon counselling skills
HLTAHW613A	Work within a narrative approach
HLTAHW505A	Support and promote social and emotional well being of staff and clients
CHCMH8A	Provide intervention to meet the needs of consumers with mental health and AOD issues.
CHCYTH7C	Respond to critical situations
CHCDFV2B	Manage own professional development in responding to domestic and family violence.
CHCDFV6B	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities.
HLTAHW502A	Advocate on behalf of the community
HLTAHW411A	Plan, develop and evaluate health promotion for Aboriginal and/or Torres Strait Islander communities
HLTAHW506A	Apply a strategic approach to Aboriginal and/or Torres Strait Islander health
HLTAHW507A	Work Effectively in Social and Emotional Well-Being
HLTAHW509A	Respond to loss, grief and trauma



**Group Work:**

2009 Group - Students working on a group work exercise.

**"Through doing the course it has made me a better listener, not just for the negative in the story, but the good, the resilience, the happy parts, the strength, courage, survival and what changes people want in their lives."**

**Tanya Guerrero  
2005 Graduate**

## NARRATIVE UNITS

The Narrative Units have been developed especially for this Diploma and it is these units that make the Diploma unique.

CODE	TITLE
NARRA501B	Understand and utilise historical knowledge: Pre-colonisation and identity
NARRA502B	Utilise cultural stories: Reclaiming lives through stories
NARRA503B	Utilise the concepts and skills of narrative approaches: Concepts and skills in Narrative approaches
NARRA504B	Identify and understand practices and effects of power: Culture and language of power

## Pre-requisites

Students are required to complete some units before being able to participate in other units in the course. More information about prerequisite units will be provided during orientation.



### Teaching Staff:

Major Sumner (Cultural Advisor) &  
Maggie Carey (Narrative Specialist)

## BEGINNING THE JOURNEY

Participants will be introduced to the teaching and administrative staff, as well as the policies and procedures that govern this course. It will be a time of getting an understanding of what is required of participants, as well as finding out from participants what they expect from the course.

## DESCRIPTION OF THE UNITS

### **CHCCSL601A Work within a structured counselling process**

This unit involves the knowledge and skills required by the worker to work within the agency's agreed counselling model.

### **CHCCSL604A Reflect and improve upon counselling skills**

This unit describes the knowledge and skills required to evaluate one's own work, engage in continuing self-development and access effective supervision within an ethical code of practice

### **HLTAHW613A Work within a narrative approach**

This unit describes the skills and knowledge required to recognise and appreciate the value of using narrative approaches in community work responding to social and emotional wellbeing issues for Aboriginal and/or Torres Strait Islander clients

### **HLTAHW505A Support and promote social and emotional well being of staff and clients**

This unit describes the high level competencies required to provide social and emotional support to clients and staff and to promote the importance of maintaining SEWB in the workplace

### **CHCMH8A Provide intervention to meet the needs of consumers with mental health and AOD issues.**

This unit applies to workers who provide immediate and ongoing support and intervention with consumers with co-existing mental health and alcohol and other drugs issues, drawing on a range of models and techniques supported by evidence.

### **CHCYTH7C Respond to critical incidents and crisis situations**

This unit describes the competencies required to maintain safety through effective response to potential or actual critical incidents and crisis situations. This unit applies to staff working in specialist services and in residential work sites or in the community.

### **CHCDFV2B Manage own professional development in responding to domestic and family violence.**

This unit identifies the skills and knowledge required for individuals to manage their own performance and take responsibility for their professional development in relation to responding to domestic and family violence in the community.

### **HLTAHW502A Advocate on behalf of the community**

This unit describes the competencies required to promote the rights, needs and self-determination of the Aboriginal and/or Torres Strait Islander community, in consultation with the community

### **CHCDFV6B Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities.**

This unit covers the skills and knowledge, attitudes and values required to provide support to people from Aboriginal or Torres Strait Islander communities who have been affected by domestic and family violence. It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

**HLTAHW411A Plan, develop and evaluate health promotion for Aboriginal and/or Torres Strait Islander communities**

This unit describes the skills and knowledge required to organise a health promotion program as part of Primary Health Care services to Aboriginal and/or Torres Strait Islander clients

**HLTAHW506A Apply a strategic approach to Aboriginal and/or Torres Strait Islander health**

This unit deals with the skills and knowledge required to develop and implement strategies to address social determinants that underpin and contribute to Aboriginal and Torres Strait Islander health issues in the context of delivering primary health care services

**HLTAHW507A Work Effectively in Social and Emotional Well-Being**

This unit describes the skills and knowledge required as an introduction for an Aboriginal or Torres Strait Islander health worker to provide Social and Emotional Well Being support. It addresses the rights and responsibilities of the position, the system in which this work is undertaken and the professional boundaries and cultural issues relating to this type of work

**HLTAHW509A Respond to loss, grief and trauma**

This unit describes the skills and knowledge required to provide a culturally appropriate healing response to expressions of grief, loss and trauma

**NARRA501B Understand and utilise historical knowledge-pre-colonisation and identity**

This unit is an exploration of pre-colonial Aboriginal history, and how knowledge from pre-colonial society has sustained and shaped contemporary Aboriginal identities.

**NARRA502B Utilise cultural stories-reclaiming lives through stories**

This unit explores how historical and cultural stories can be used to assist people in ways that include addressing injustices in their lives.

**NARRA503B Utilise the concepts and skills of narrative approaches - Concepts and skills in Narrative approaches**

This unit covers the key concepts and skills needed to understand and practice Narrative therapy approaches in counselling, group and community work.

**NARRA504B Identify and understand practices and effects of power-culture and language of power**

This unit examines the ways in which culture and language are used to maintain relations of power and privilege in a society where there are dominant and marginalised or colonised groups.

## **APPLICATIONS & TIMETABLES**

Applications open in September and will be accepted until the end of October each year.

Please contact us to have your contact details placed on the list to ensure that you receive an application form. Timetables will be available from September for the following year.