

# **Level 6 Certificate of Addiction and Mental Health Supervision**

## **Training Course Outline Workshop Option**

**ABACUS**  
Counselling, Training & Supervision Ltd

## Course credits, status and delivery of the course

### Course Credits

Level: 6

Credits: 20 (Note: here are no cross-credit or credit transfer options for this course).

### Dapaanz Points

50 Dapaanz continuing professional development points

### Course Status

This is a certificate course under an NZQA Training Scheme, which is course approved and accredited. It does not work towards any NZQA unit standards or qualifications on the National Framework.

### Delivery

Abacus will be offering this course as a distance option with a block course. The structure will include:

- Provision of readings and resources to learners
- Contact course: One block course consisting of two workshops, of one day's duration each
- Learning support from course tutors via phone, email and skype

# Entry and selection requirements

## Entry and selection requirements

- Trainees will have had three years' experience working in addictions and mental health in the 10 years prior to this training
- Trainees should ideally have at least one experience of providing supervision (including student placements) prior to the course, and will need to be able to supervise at least one person as part of the course attendance
- Must be receiving own regular supervision

## Recognition of prior learning

- Any previous academic training in clinical/professional supervision will be taken into consideration on an individual basis
- Learners will have the opportunity to complete the assessment requirements in their own timeframe, and can therefore complete the assignments without the readings, if they are already familiar with these. It is a requirement of the course however, that learners attend the block course of two day's duration

## Reassessment and appeals

- Reassessment will be taken into consideration on an individual basis. Additional support will be provided if required, as part of the reassessment process.
- Appeals will be taken into consideration on an individual basis. Appeal requests will be submitted in writing for the assessment and moderation team to review and a written response will be provided. The assessment and moderation team will be made up of the three tutors of this course

# Training Programme

## Training Scheme Module One:

Review of recent Professional Supervision theory and practice

### Learning Outcome One:

By the end of the module, the learner will be able to describe current thinking and practice in supervision in NZ, and briefly outline two models of supervision.

Date	Topics	Assessment
Duration: Usually 12 days.  Study time @ 2.6 hours per day: 31 hours.	Internal and external supervision  Reflective supervision  TAPES model  Kaupapa Maori Supervision  Focusing Device – Hewson (2002)  Supervision Alliance model  Systems approach to supervision  Developmental models of supervision	Essay: 1000 words

## Face-to-face workshop

Venue location and information will be posted on the course website.

Workshop Day One.

Workshop Day Two.

## Training Scheme Module Two:

Supervision for addictions and mental health

### Learning Outcome Two:

By the end of the module the learner will be able to describe the ways in which supervision in the addictions and mental health field has been adapted to ensure relevance.

Date	Topics	Assessment
Duration: Usually 12 days.  Study time @ 2.6 hours per day: 31 hours.	Addiction competencies  Addiction Supervision competencies  Addiction/mental health and supervision articles provided to the learner	Essay: 1000 words  <u>or</u> Visual Recording example

### Training Scheme Module Three:

Supervision and Technology

#### Learning Outcome Three:

By the end of the module the learner will be able to describe an example of how they have utilised technology to provide a supervision session or assist in supporting a supervision process.

Date	Topic	Assessment
Duration: Usually 14 days.  Study time @ 2.6 hours per day: 36 hours.	Skype/Zoom etc Phone, Text  Online supervision  Online resources to support supervision  Case study scenarios.  Contracting for supervision that is not face to face	Written example of practice (500 words)  <u>or</u>  Visual Recording example

### Training Scheme Module Four:

Group Supervision

#### Learning Outcome Four:

By the end of the module, the learner will be able to discuss the advantages and disadvantages of group supervision and will be able to describe one model of group supervision that would be applicable in an addiction workplace setting.

Date	Topics	Assessment
Duration: Usually 10 days.  Study time @ 2.6 hours per day: 26 hours.	Peer, group and team supervision  Models of group supervision  Contracting for group supervision	Essay: 500 words

### Training Scheme Module Five:

Reflection on own addiction supervision practice

#### Learning Outcome Five:

By the end of the module, the learner will be able to relate theoretical models of supervision to their own practice and demonstrate this in the context of the addictions and mental health services.

Date	Topics	Assessment
Duration: Usually 18 days.  Study time @ 2.6 hours per day: 47 hours.	Self-reflection tools  Models for self-reflection <ul style="list-style-type: none"><li>Action reflection</li><li>Kolb's experiential learning cycle</li></ul> Self-reflection in the addiction field context	Visual recording example and 500-word critique of own practice

### Training Scheme Module Six:

Tools and resources to support the supervision relationship

#### Learning Outcome Six:

By the end of the module, the learner will be able to describe or demonstrate a situation in which a supervision resource or tool has been utilised, and comment on how this has helped the supervision process.

Date	Topics	Assessment
Duration: Usually 11 days.  Study time @ 2.6 hours per day: 29 hours.	Learning styles questionnaire  CLEAR model and OARS  McClelland's model of Motivation  Covey's time-management matrix  Circle of concern and circle of influence	Essay: 1000 words  <u>or</u> Visual Recording example with a 250-word description

# Delivery Methods

## Module One

Module one is to be completed in the learner's workplace: a brief review will be presented at the face-to-face workshop. As it is expected that all participants in this training scheme will be providing professional supervision prior to attending the course, it is an opportunity to review the theory on professional supervision and practice. As learners may have attended previous training in supervision, this is an opportunity for a refresher, and the newest research and readings in this area will be provided to participants to review.

Learners will be expected to complete the readings that will be provided prior to the commencement of the course in a self-directed manner. No specific resources or equipment will be required to support the delivery of this module. It is expected that learners will have the use of a computer in order to complete all written assignments, but learners are invited to discuss this with the course tutors if this is a difficulty.

## Module Two

Module two is to be completed in the learner's workplace: an overview will be presented at the face-to-face workshop. Learners will be asked to observe addictions and/or mental health supervision in the workplace, which could include either their own supervision delivered or received, and colleagues' supervision practice where appropriate and applicable. Observations are to take note of the addiction component of the supervision, and relevant readings will also be provided to the learner that relate to addiction and supervision.

The learner's study is expected to be self-directed, both in terms of completing the readings and the observation of practice, including the learner's own practice. The assignment offers the learner a choice of a written assignment or a Video example, and learners will be required to have the use of their own or their workplace's recording equipment if they wish to complete the Video example option.

## Module Three

Module three will be completed in the learner's workplace: an overview will be presented at the face-to-face workshop, it will also address the expectation that information in this module is likely to be new to learners rather than an opportunity for reflection and reviewing of up to date resources as described in the previous two modules.

As a topic of the workshop is on technological resources to support the provision of supervision, it will offer learners an opportunity to learn from each other and share experiences and resources. Students will not experience any licencing issues or costs as they only need to use what they have available in their own workplace, and Abacus can demonstrate other technologies that are unfamiliar to students.

## **Module Four**

Module four will be completed in the learner's workplace: an overview will be presented at the face-to-face workshop. Learners will be presented with a range of models of group supervision, and as a part of this workshop, will have the opportunity to practice group supervision skills in small groups, which could not be achieved without attendance at a face-to-face workshop.

Learners will be provided with all reading resources and models, and no further specific resources or equipment will be required to support the delivery method. ABACUS will ensure that the teaching facilities will have adequate space for small group work.

## **Module Five**

Module five is to be completed in the learner's workplace: an overview will be presented at the face-to-face workshop. Learners will be asked to reflect on their own addiction or mental health-related supervision practice in their workplace. Readings will be provided to the learner that focus on the skills of reflecting on the learner's own practice.

The learner's study is expected to be self-directed, both in terms of completing the readings and the reflection on practice. The assignment requires a Video example of the learner's own practice and the learner will be required to have the use of their own or their workplace's recording equipment.

## **Module Six**

Module six is to be completed in the learner's workplace: an overview will be presented at the face-to-face workshop. Learners will be asked to observe addictions and/or mental health supervision and particularly take note of the use of any tools or resources in the observed supervision sessions. This is to include reflection on the learner's own supervision sessions. Readings will be provided to the learner that detail tools and resources for use in addiction and mental health-related supervision sessions. Learners will also be invited to present any resources or tools of their own that are relevant to addiction and/or mental health supervision practice. New resources presented will be shared with all learners on the course, by ABACUS.

The learner's study is expected to be self-directed, both in terms of completing the readings and the observation of practice, and reflection on practice. The assignment offers the learner a choice of a written assignment or a Video example, and learners will be required to have the use of their own or their workplace's recording equipment if they wish to complete the Video example option.



# Resources and staff

## Teaching Staff

ABACUS has been managed and directed by four partners for over 12 years. It will be this team who will be the tutors for this course. All four have long term experience providing training in a wide range of mental health and addiction subjects, including during the time that the company has been registered with NZQA. The directors have all been part of NZQA audit and EER processes which have examined company-contracted training initiatives. They have all studied and trained in professional supervision and keep a current supervision practice. All were instrumental in contributing to topic presentations at the last national Supervision Conference in 2010. Subjects presented were:

- Scoring organisational successes through team supervision approaches
- Three-way professional supervision agreements: a responsible solution for supervision organisations, supervisees and supervisors
- Supervising stress: Practitioners may be more stressed than their clients
- Providing professional supervision outside the clinical/social services sector: some challenges and considerations

ABACUS is well known in New Zealand for providing evaluated nationally-based professional supervision services that support the needs of not only the organisations, but also the contracted supervisors. Three of the four Directors operate from the company's head office in Auckland and one Director is located in Wellington. Due to all aspects of their work, all Directors travel extensively throughout New Zealand.

All four Directors have years of experience in mentoring and supervising student experiences in the addiction and mental health field, and are responsible for the clinical training needs of the problem gambling workforce. ABACUS' addiction training initiatives are recognised as contributing to the annual continuing education points required by registered Drug and Alcohol Practitioners as part of their registration with DAPAANZ (Drug and Alcohol Practitioners' Association Aotearoa New Zealand).

## Alison Penfold

ABACUS Director

M.HSc, PGDipSSS, PG Dip HSc, PGPC, BSW, Reg. Social Worker, MANZASW, DAPAANZ

Alison has completed her Postgraduate Diploma in Social Services Supervision at Massey University. She is instrumental in managing the ABACUS nationally-based professional supervision services. She mentors students at Auckland University in Alcohol and other Drug Studies as well as supervising students on placements from a range of tertiary institutions. Alison has a large supervision practice with supervisees from a wide range of organisations, providing both group and individual supervision.

## **Mary Anne Cooke**

ABACUS Director

MSW, BA, Dip. Addiction Studies, MANZASW, DAPAANZ

Mary Anne is currently completing a Postgraduate Diploma in Social Services Supervision at Massey University. She is instrumental in managing the ABACUS nationally-based professional supervision services. She is on the advisory committee for the addiction-based programmes at the Wellington Institute of Technology and externally supervises students on clinical placement for these programmes. She is responsible for mid and final external supervisor assessment reports for these students. She has been a social work lecturer for a Post-Graduate Certificate in Allied Mental Health, Victoria University.

## **Mike Goulding**

ABACUS Director

M.HSc (Mental Health), RPN, PG Dip HSc, CCPC, Cert Addictions, DAPAANZ

As the Training and Education Manager at ABACUS, Mike is instrumental in successfully designing and implementing supervision training initiatives received as contracts. In addition to this, he delivers supervision to a wide range of organisations, including Kaupapa Maori health organisations.

## **Support Personnel**

ABACUS has a comprehensive team of support staff for the implementation and ongoing maintenance needs of this course. The two positions are Communications/Contract Support and Administration/Training Support. Please refer to the ABACUS Policy Manual (version 11) for an in-depth review of the full complement of position descriptions of ABACUS employees.

The Communications/Contract Support position is responsible for the ongoing updating of IT requirements for the company and consults with external IT expertise in this regard, as required. This position creates and updates the ABACUS website and databases, and has been instrumental in developing distance-learning opportunities and marketing training opportunities on the website.

The Administration/Training Support position coordinates course dates, organises and schedules training opportunities and prepares the necessary materials for the tutors for training purposes and prepares certificates of attendance for trainees, is responsible for the storing of hard copy evaluations from attendees of training and maintaining a list of training attendees on the ABACUS Public Server. This position is responsible for the updating of information kept on the Public server and preparing the statistical data required for NZQA annual fee returns.

## Teaching Facilities

ABACUS has been registered as a PTE with a Head office in Auckland. ABACUS utilises external sites that can accommodate the numbers requested for the facilitation of the two day block course.

ABACUS will also be offering this course as a 'distance' option with a block course. The structure will include:

- Provision of readings and resources to learners
- Contact course: One block course consisting of two workshops, of one day's duration each
- Learning support from course tutors via phone, email and skype

## Physical Resources

The physical resource for this course will be a Trainee Handbook supplied for each student that will have the following:

- An introduction to the course
- Introduce the tutors and contact details
- Course credits, status and delivery of the course
- Entry and Selection requirements
- Recognition of prior learning
- Reassessment and appeals
- Student support systems
- Learning outcomes
- Assessment and assignments

Students will be encouraged to augment the readings supplied through their own workplace or library resources. They will also be required to have access available to their own IT and Visual Recording technology.

## Student Support Systems

ABACUS staff will be available to students before, during and after their courses, for information and the appropriate support to ensure completion of courses.

Abacus staff will also facilitate referrals to resources outside ABACUS where a need is identified, both educational and otherwise.

ABACUS operates from a number of policies and procedures that are updated on an annual basis. They are in the form of two manuals: The ABACUS Policy Manual and the ABACUS Training Course Policy and Procedure Manual. Within these two manuals, sit policies that specifically pertain to students accessing adequate and appropriate guidance and support systems. These manuals are available on request in their entirety, or the relevant ABACUS policies can be provided separately.

From the ABACUS Training Course Policy and Procedure Manual, the following policies are of relevance:

- Recruitment and Enrolment Policy
- Student Orientation/Induction Policy
- Learner Information: Support and Responsibilities Policy
- Course Rules, Regulations and Fees Policy
- Occupational Safety and Health Policy
- Complaints Policy

And from the ABACUS Policy Manual, the following policy has been provided:

- Maori Health Policy
- Storage of Academic Records and Achievements