

Certificate of Addiction and Mental Health Supervision

Training Course Outline

ABACUS
Counselling, Training & Supervision Ltd

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
Pre-workshop assigned reading 2 weeks (30 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

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
Pre-workshop observation 3 weeks (30 hours)	Addiction competencies Addiction Supervision competencies Addiction/mental health and supervision articles provided to the learner	Essay: 1000 words <u>or</u> DVD 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
Workshop 8 hours, preparation and reflection 12 hours	Review of modules 1-2 Skype/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> DVD 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
Workshop 8 hours, preparation and reflection 12 hours	Peer, group and team supervision Models of group supervision Contracting for group supervision Review of modules 1-4 Preparation for modules 5-6, and completion of certificate.	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
Reflection in workplace 3 weeks (60 hours)	Self-reflection tools Models for self-reflection <ul style="list-style-type: none">Action reflectionKolb's experiential learning cycle Self-reflection in the addiction field context	DVD 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
Post-workshop reflection and workplace observation Post-workshop reading on further useful tools that may be utilised in an addiction supervision context 3 weeks (40 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> DVD example with a 250 word description

Delivery Methods

Module One

Module one is to be completed in the learner's workplace. 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 will also be completed in the learner's workplace. 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 DVD 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 DVD example option.

Module Three

Module three will be presented as a face-to-face workshop either on-site at ABACUS premises or at a contracted external site if course numbers require this. As it is expected that the 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, a face-to-face workshop will be delivered.

As the focus of this workshop is on technological resources to support the provision of supervision, it will be important to have all available resources available in the workshop in order for learners to experience and practice with these, and the PTE will provide these for the workshop. These resources may not be currently available in the learner's own workplace. A face-to-face workshop comprising two days, as part of the training scheme, will also offer learners an opportunity to learn from each other and share experiences and resources.

Module Four

Module four will also be presented as a 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. 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 DVD 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, which is the final module, will also be completed in the learner's workplace. 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 DVD 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 DVD 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

Director

M.HSc (Auckland), BSW, PGDipSSS, PG Dip HSc, PGPC, 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

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

Director

M.HSc (Otago), 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 three positions are Operations Manager, 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 Operations Manager role 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.

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.

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 DVD technology.

Student Support Systems

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 (version 11) and the ABACUS Training Course Policy and Procedure Manual (version 11). 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 (version 11), 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 (version 11), the following policy has been provided:

- Maori Health Policy
- Storage of Academic Records and Achievements