Level 6
Certificate of Addiction and Mental Health Supervision

Course Outline
Online Classroom 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. The structure will include:

- Provision of readings and resources to learners
- Six (one per Module), three-hour live visual/audio classrooms, presented utilising the 'Zoom' computer application platform.
- Learning support from course tutors via phone, email and Skype / Zoom etc

Entry and selection requirements

Entry and selection requirements

- Trainees will have had three years' experience 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 all six live three-hour visual/audio classrooms.

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: 31.2 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

Online Workshop	Date	Time
Module One [Via Zoom]	Usually first Thursday (of this Module's 12 days)	9:30am to 12:30pm

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) 13 days **Study time:** @ 2.6 hours per day: 33.8 hours	• Addiction competencies • Addiction Supervision competencies • Addiction/mental health and supervision articles provided to the learner	Essay 1000 words or Visual Recording example

Online Workshop	Date	Time
Module Two [Via Zoom]	Usually first Thursday (of this Module's 13 days)	9:30am to 12:30pm

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: 36.4 hours	• Review of modules 1-2 • Visual/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) or Visual Recording example
Online Workshop	**Date**	**Time**
Module Three [Via Zoom]	Usually first Thursday (of this Module's 14 days)	9:30am to 12:30pm

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) 12 days **Study time:** @ 2.6 hours per day: 31.2 hours	• Peer, group and team supervision • Models of group supervision • Contracting for group supervision	Essay 500 words
Online Workshop	**Date**	**Time**
Module Four [Via Zoom]	Usually first Thursday (of this Module's 12 days)	9:30am to 12:30pm

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: 46.8 hours
	• Self-reflection tools
	• Models for self-reflection
	   o Action reflection
	   o Kolb's experiential learning cycle
	• Self-reflection in the addiction field context
		Visual Recording example and 500-word critique of own practice

Online Workshop	**Date**	**Time**
Module Five [Via Zoom]	Usually first Thursday (of this Module's 18 days)	9:30am to 12:30pm

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: 28.6 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 or Visual Recording example with a 250-word description
Online Workshop	**Date**	**Time**
Module Six [Via Zoom]	Usually first Thursday (of this Module's 11 days)	9:30am to 12:30pm

Delivery Methods

Module One

Module one is to be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom. 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.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Module Two

Module two is to be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom. 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 (Please note that the assignment will relate to your own delivery of supervision). 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 Visual Recording 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 Visual Recording example option.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Module Three

Module three will be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom.

The focus of this Module is on technological resources to support the provision of supervision. 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.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Module Four

Module four will be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom. Learners will be presented with a range of models of group supervision.

Learners will be provided with all reading resources and models.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Module Five

Module five is to be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom. 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 Visual Recording 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.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Module Six

Module six is to be completed in the learner's workplace. An overview and discussion of this Module will be presented online in a live visual/audio classroom. 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 Visual Recording 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 Visual Recording example option.

It is expected that learners will have the use of a computer in order to complete all written assignments, and to join the three-hour online visual/audio classroom.

Resources and staff

Teaching Staff

ABACUS has been managed and directed by four partners for over 18 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).

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 will be offering this course as a 'distance' option with live visual/audio classrooms. The structure will include:

- Provision of readings and resources to learners
- Six (one per Module), three-hour live visual/audio classrooms, presented utilising the 'Zoom' computer application platform
- Learning support from course tutors via phone, email and Skype / Zoom etc

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