



A suite of talking therapy tools from Te Pou



Practice support

Competencies, training and supervision
for talking therapies delivery



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Introduction

Te Pou o te Whakaaro Nui has developed a suite of tools to support mental health and addiction services to increase access to evidence-based talking therapies using a stepped care approach. These tools aim to support best practice and are part of the *Let's get talking* toolkit available on the Te Pou website, www.tepou.co.nz/letsgettalking

- Introduction: A stepped care approach to talking therapies
- Planning: Develop or extend talking therapies delivery
- Skills survey: Identify strengths and areas for development in talking therapies delivery
- Assessment: How to match talking therapies to peoples' needs
- Therapy: A guide to evidence-based talking therapies
- Review: Progress and outcome measures to support talking therapies delivery
- Practice support: Competencies, training and supervision for talking therapies delivery

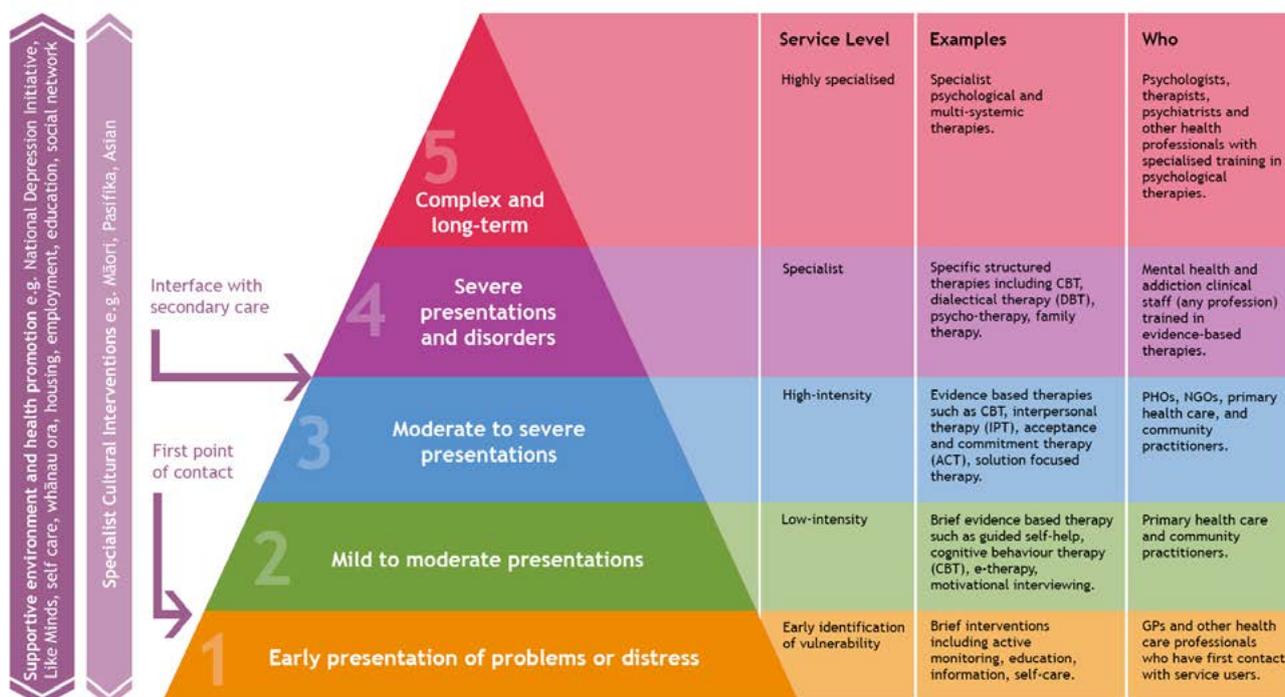
This *Practice support* tool is designed for use with adult populations. For information related to infant, child and adolescent mental health and/or alcohol and other drug related problems please refer to the Werry Centre (www.werrycentre.org.nz).



The stepped care approach

A stepped care approach seeks “to provide a seamless, integrated response whereby people receive support that is appropriate and timely, and access holistic packages of care that bring together support across sectors and silos” (Ministry of Health, 2012, p.53).

The stepped care approach matches the appropriate level and type of intervention to the needs of a person (Te Pou, 2015).



For talking therapies, there are different levels of practice, with extended and flexible roles ranging from specialist and registered health practitioners to non-regulated and peer workforce¹.

This *Practice support* tool aims to provide information to guide practitioners about the competencies, training and supervision needed to deliver talking therapies effectively in mental health and addiction services.

It is designed for use in primary, secondary (DHB) and non-government organisations (NGO) by practitioners, where it is the responsibility of the practitioner to maintain competence to deliver safe and effective practice.

This tool is designed to be inclusive of working with Māori, Pasifika, Asian people, and other cultural groups, along with people with further needs such as gender and sexual diversity (Te Pou, 2012) and disability.

The purpose of the tool is to assist practitioners to:

- ‘benchmark’ their current level of talking therapy practice in terms of competency, training and supervision
- define what training is required to sustain or develop their competence and level of practice
- define the appropriate level of supervision
- ensure their practice is meeting tāngata whai ora and service needs.

The *Practice support* tool is divided into two parts.

- Part 1: Information and guidance on competencies, training and supervision.
- Part 2: Tables of suggested resources for competencies, training and supervision.

1 — Disciplines / regulated workforce commonly include psychiatry, nursing, psychology, social work, occupational therapy, registered psychotherapists, and the addiction practitioners. Unregulated workforce include counsellors, mental health support workers and peer support workers.

Part 1: Information and guidance on competencies, training and supervision

Levels of competency and practice in talking therapies (Mowbray, 1989) may be described as core, intermediate and specialist, as follows.

- **Core:** basic therapeutic activities and skills such as establishing and maintaining therapeutic relationships with a person and their whānau which may include counselling and supportive management.
- **Intermediate:** psychological therapies that are guided by a protocol or evidence-based therapy treatment manuals such as cognitive behaviour therapy (CBT) for anxiety and panic attacks.
- **Specialist:** psychological activities and therapy requiring specialist psychological intervention where complexity and severity of presentation requires the ability to formulate advanced individually tailored treatment plans. Specialist training is essential.

How to use the tool

First use the competencies table to identify competencies required to practice a talking therapy. The therapies are listed in alphabetical order. Then access the training table to find information on the training available for that therapy. Access the supervision table to find information on supervision required to ensure integrity of practice.

Competencies

The quality of the practitioners' knowledge, skills, therapeutic alliance and relationship with the person will have an important impact on the success and efficacy of the talking therapy (Wampold, 2001). It is a practitioner's responsibility to maintain competent, effective and safe practice, and they have a responsibility with their supervisor, to assess and monitor their practice and competency. When assessing suitability to practice a therapy the following factors are considered:

- professional qualification and/or recognised training
- professional registration and any relevant practice responsibilities and scope determined by the Health Practitioners Competence Assurance Act (2003)
- training and qualification in a specific talking therapy
- experience since training in talking therapies

- level of practice (including types of presentation being seen) and setting (primary and /or secondary care)
- areas of expertise.

[View the competencies table](#)



Training

To maintain their level of competence in delivering talking therapies, practitioners require ongoing professional development. The practitioner and professional requirements or guidelines determines this. An employer, taking into account tāngata whai ora, whānau and service needs, may also determine training needs.

The training table is an *indicative guide only* and the level of training may vary with a specific talking therapy. The list is not exhaustive and other courses may also be available. The table provides current information as of October 2016. The talking therapies are listed in alphabetical order. The tables also contain information regarding brief interventions and interventions in primary care.

[View the training table](#)



Supervision

Supervision can provide a practitioner with structure to support the skilful and safe application of a talking therapy, and to maintain best practice (Crane et al., 2012).

To provide supervision to others, practitioners require a high level of competency, experience and training.

Supervision can:

- promote and ensure safe practice
- promote adherence to the evidence-base, and to the talking therapy model
- provide support and advice where there is complexity or risk of harm to self or others
- provide training and skills development
- improve treatment effectiveness when it is outcome focussed (NHS, 2015).

[View the supervision table](#)



Some talking therapies may not have specific supervision competencies available.

Notes

This tool has information that is current as of October 2016. The resources listed below are published by various organisations and this document acts as a guide only. We have endeavoured to be as accurate as possible in providing the links and information, however, the providers may change access to their resources without notice. We recommend that readers explore the web for any updated material by searching the provider's name/agency.

Te Pou does not endorse any of the training courses listed in this tool. The information offers suggestions only regarding the range of training providers in various talking therapies and is not a complete list of available training in New Zealand. The tables are to be used at the discretion of the practitioner, and the quality of the providers or the content of their training is not commented on.

For the purposes of this tool it is expected that practitioners are aware of the generic and cultural competencies which underpin working in mental health and/or addiction, for example:

- *Let's get real*: Real skills for people working in mental health and addiction (www.tepou.co.nz/letsgetreal)
- Takarangi Competency Framework (<http://www.matuaraki.org.nz/initiatives/takarangi-competency-framework/159>)
- Te Whare o Tiki: Co-existing problems knowledge and skills framework (<http://www.matuaraki.org.nz/resources/te-whare-o-tiki-co-existing-problems-knowledge-and-skills-framework/437>)
- *Let's get real*: Real skills plus Seitapu - Working with Pacific Peoples (<http://www.tepou.co.nz/resources/lets-get-real-real-skills-plus-seitapu-working-with-pacific-peoples/113>)

Table 1: Let's get talking: Practice support – Competencies (Publication date: October 2016)

| Therapy | Resources to support competency | Link to source |
|---|--|---|
| Acceptance and Commitment Therapy (ACT) | <p>Text book provides all competencies.</p> <p>Association for Contextual Behavioural Science (ACBS) self-assessment tool online.</p> <p>Further information can be accessed on the ACBS website.</p> | <p>Learning ACT: An Acceptance and Commitment Therapy Skills-Training Manual for Therapists. (2007). Luoma, J. B. Hayes, S. C. & Walsler, R. Oakland, CA: New Harbinger Publications.</p> <p>Online tool can be accessed at: https://contextualscience.org/complete_the_act_core_competency_self_assessment</p> <p>https://contextualscience.org/act</p> |
| Brief Intervention - Alcohol | Basic/ foundation competencies developed by the Scottish National Health Service (NHS). | http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/public-health/resources/health-improvement-publications/alcohol-brief-interventions-competency-framework.aspx |
| Cognitive Behaviour Therapy (CBT) | <p>CORE competencies developed by University College London – UCL (UK). Framework includes generic, basic, specific, problem-specific and meta-competencies.</p> <p>Endorsed by Improving Access to Psychological Therapies (IAPT) – UK.</p> <p>Endorsed by AnzaCBT (http://www.cbt.org.nz/).</p> | https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/cognitive-and-behavioural-therapy |
| Dialectical Behaviour Therapy (DBT) | <p>Use CORE competencies combined with specific competencies for personality disorders.</p> <p>Endorsed by DBT-NZ (http://www.dbtnz.co.nz/).</p> | https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Psychological_Interventions_with_People_with_Personality_Disorder |
| Eye Movement Desensitization and Reprocessing (EMDR) | <p>None currently available. EMDR NZ are developing an accreditation framework, see link.</p> <p>For further information see EMDR Australia and New Zealand.</p> | <p>http://www.emdr.org.nz/</p> <p>http://www.emdr.com.au/</p> |
| Interpersonal Therapy (IPT) | <p>CORE competencies – UCL (UK).</p> <p>For further information, visit Interpersonal Psychotherapy Institute website.</p> | <p>https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Interpersonal_Psychotherapy</p> <p>https://iptinstitute.com/</p> |

| Therapy | Resources to support competency | Link to source |
|--|---|--|
| Mindfulness | <p>Australasia specific competencies are currently in development by Mindfulness Training Institute Australasia (MTIA).</p> <p>Practitioners can access the MBI_TAC competency assessment tool via The Bangor, Exeter & Oxford Mindfulness-Based Interventions Teaching Assessment Criteria (MBI-TAC).</p> <p>For further information see Mindfulness Auckland and 'Open Ground' for mindfulness programmes in Australia.</p> | <p>http://www.mtia.org.au/</p> <p>http://www.bangor.ac.uk/mindfulness/documents/MBI-TACMay2012</p> <p>http://www.mindfulnessauckland.co.nz/about-us/</p> <p>http://www.openground.com.au/</p> |
| Motivational Interviewing (MI) | <p>Practitioner developed scale: generic, specific and meta-competencies. Rates high (1) to low (5) level of skill in each domain.</p> <p>Trainers' manual for assessment of practitioner competencies.</p> <p>MI Network of Trainers (MINT).</p> | <p>http://cornwallisassociates.co.uk/pdf/competency_framework.pdf</p> <p>http://www.motivationalinterviewing.org/mits-21-manual-english</p> <p>http://www.motivationalinterviewing.org/about_mint</p> |
| Problem Solving Therapy (PST) | <p>Includes a self-assessment for basic competencies in a 'how to do' problem solving therapy manual to rate practitioners PST knowledge and application (USA).</p> | <p>Refer to appendices A to D in the following</p> <p>http://www.hindawi.com/journals/drt/2012/309094/</p> |
| Psychodynamic Psychotherapy | <p>CORE competencies – UCL (UK).</p> | <p>https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Psychoanalytic-Psychodynamic-Therapy</p> |
| Solution-Focused Brief Therapy (SFBT) | <p>None currently available, refer to CORE generic competencies for CBT - UCL (UK).</p> <p>Brief Therapy Institute of Sydney.</p> <p>Australasian Association for Solution-Focused Brief Therapy.</p> <p>UK Association for Solution Focused Practice.</p> <p>Solution-Focused Brief Therapy Association (America).</p> | <p>https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/cognitive-and-behavioural-therapy</p> <p>http://www.briefsolutions.com.au/btis/index.html</p> <p>http://www.solutionfocused.org.au/</p> <p>http://www.ukasfp.co.uk/accreditation/</p> <p>http://www.sfbta.org/</p> |

| Therapy | Resources to support competency | Link to source |
|----------------------------------|---|---|
| Systemic / Family Therapy | CORE competencies – UCL (UK). | https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic_Therapy |
| | New Zealand specific additions to the CORE competencies. Contact Solutions Unlimited. | http://www.solutions-unlimited.co.nz/ |
| | Endorsed by NZ Association of Family Therapy and Family and Systemic Therapy Association, Aotearoa New Zealand. | http://www.nzaft.com/ http://www.fstaanz.org.nz/home/ |

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Table 2: Let's get talking: Practice support – Training (Publication date: October 2016)

| Therapy | Training | Provider | Information | Link to source |
|--|--|--|--|---|
| Acceptance and Commitment Therapy (ACT) | Courses at introductory, mid and advanced levels | Association for Contextual Behavioural Science (ACBS) | Training consists of a two-day introductory workshop; an intensive week online course; a 2 day advanced intensive course. The courses are not sequential and are optional with self-assessment against ACT competencies. | https://contextualscience.org/complete_the_act_core_competency_self_assessment |
| | Courses at introductory and intermediate levels | New Zealand Acceptance and Commitment Therapy Training Ltd | Two-day introductory workshop and 3 day intermediate workshop (requires basic competencies in ACT). | http://www.nz-act-training.com/#!act-training-workshops-courses/cjg9 |
| | Learning ACT: An acceptance and commitment therapy skills-training manual for therapists | Pre and post training self-directed learning using text book | Includes DVD of therapy sessions and all competencies that a practitioner is expected to demonstrate. Supports formal training days or is a standalone text for beginners. | Luoma, J., Hayes, S. C., & Walser, R. D. (2007). <i>Learning ACT: An Acceptance and Commitment Therapy skills-training manual for therapists</i> . Oakland, CA: New Harbinger Press. |
| Cognitive Behaviour Therapy (CBT) | Postgraduate certificate and postgraduate diploma in CBT | University of Otago, Wellington | Certificate – three one-week long teaching blocks on Wellington campus with practicum. Diploma – as above with practicum paper (includes substance abuse). | http://www.otago.ac.nz/courses/subjects/cobe.html |
| | Postgraduate diploma in CBT | Massey University at Albany, Auckland | Advanced course – four sequential papers plus compulsory practicum paper. | http://www.massey.ac.nz/massey/learning/programme-course-paper/programme.cfm?prog_id=93149 |
| | PRAXIS | Newcastle University/Health Trust UK/University of Sydney | An e-learning module. | http://www.praxiscbtonline.co.uk/ |
| | Certificate in CBT | Northland Polytech | Full time course - on campus. | http://www.minglebox.com/college/northland-polytechnic/course/certificate-in-cognitive-behavioural-therapy-level-7 |
| | The CBT Clinic | Specific locations throughout New Zealand | Private facilitator. | http://www.thecbtclinic.co.nz/index.html |

| Therapy | Training | Provider | Information | Link to source |
|---|---|--|--|---|
| Dialectical Behaviour Therapy (DBT) | Introduction, foundational and team intensive | DBT NZ national centres | The website provides updates on locations of training and visiting speakers. | http://www.dbtnz.co.nz |
| | Online DBT training modules | Behavioral Tech USA | Introduction – choice of nine courses to purchase and complete within 3/6/12 months. | http://behavioraltech.org/ol/ |
| Eye Movement Desensitization and Reprocessing (EMDR) | Basic training in EMDR | EMDR Institute Inc. Australia | Includes training, supervised practice, consultation/ supervision. Pre-requisite required of a four-year tertiary qualification and training in specific psychological therapies, for example, CBT, DBT. | http://www.emdr.com.au/details.php |
| | | EMDR UK and Ireland | Courses offered. | http://www.emdrassociation.org.uk/home/index.htm |
| Interpersonal Therapy (IPT) | Postgraduate level | Otago University, Christchurch | Postgraduate courses for health professionals. | http://www.otago.ac.nz/christchurch/departments/psychmed/courses/ |
| Mindfulness training | Workshops and retreats | Mindfulness Auckland | Workshops at various levels. | http://www.mindfulnessauckland.co.nz/about-us/ |
| | Workshops and retreats | Mindful Psychology (Auckland) | Workshops at various levels. | http://mindfulpsychology.co.nz/ |
| | Workshops and retreats | Mindfulness Training Institute Australasia | Various levels of training offered. | http://www.mtia.org.au/ |

| Therapy | Training | Provider | Information | Link to source |
|---------------------------------------|---|---|---|--|
| Motivational interviewing (MI) | HLTH430 HLTH431 | Canterbury University | Two postgraduate courses (distance courses and block teaching at Christchurch). Semester 1 course (HLTH430) - basic clinical style of MI and application. Semester 2 course (HLTH431) advanced competence. | HLTH430: http://www.canterbury.ac.nz/courseinfo/GetCourseDetails.aspx?course=HLTH430&occurrence=15S1(D)&year=2015 HLTH431: http://www.canterbury.ac.nz/courseinfo/GetCourseDetails.aspx?course=HLTH431&year=2015 |
| | New Zealand national workshops | Help! Behaviour consultant | Introductory courses. | http://www.helpbehaviour.co.nz/ |
| | Introduction to MI | Pacific Centre for Motivation and Change, online (Australian - based) | Fee to purchase. | http://www.pacificcmc.com/online.html |
| | Workshops | Abacus Training NZ | Two days training, introduction and intermediate. Theory and application. | www.acts.co.nz |
| | Two day workshops-MI within a Māori context | Tipene Pickett Kotuku Training and Counselling Ltd | Utilises Pōwhiri Poutama and Te Whare Tapa Whā models as cultural frameworks. | http://kotukutraininandcounselling.org/ |
| Motivational interviewing (MI) | Introductory workshops to MI for teams and public | HMA Training NZ | Motivational Interviewing Treatment Integrity (MITI) coding system to determine treatment fidelity, practitioner skills and good practice. | http://www.hma.co.nz/what-we-do/motivational-interviewing/ |
| Problem Solving Therapy (PST) | IMPACT evidence based depression care | Depression care USA online | Online learning – 17 hours self-directed flexible learning modules. For further information see PST network. | http://aims.uw.edu/impact-improving-mood-promoting-access-collaborative-treatment http://pstnetwork.ucsf.edu/ |
| Psychodynamic Psychotherapy | The Ashburn Clinic Psychotherapy Training programme | The Ashburn Clinic | A full-time, three-year training position in psychotherapy at Ashburn Clinic. Contact education coordinator. | www.ashburn.co.nz |
| | Master of Psychotherapy | AUT University, Auckland | Developmental theory and child observations, research for psychotherapy, psychotherapy practice, psychodynamic theory, dialectical behaviour therapy, working with families and dissertation (two years full-time / 3 – 4 years part-time). | http://www.aut.ac.nz/study-at-aut/study-areas/health-sciences/postgraduate-study/psychotherapy/contact-information |
| | Graduate diploma in Health Sciences (Psychotherapy and Counselling) | AUT University | Foundational knowledge and introductory skills in psychotherapy. One year full-time. Pathway to Master of Psychotherapy. | http://www.aut.ac.nz/study-at-aut/study-areas/health-sciences/psychotherapy |

| Therapy | Training | Provider | Information | Link to source |
|--|--|---|--|---|
| Solution-Focused Brief Therapy (SFBT) | Workshops | Brief therapy Institute of Sydney | One and two day workshops that are customised for teams. | http://www.brieftherapysydney.com.au/btis/ |
| | Solution focused theory and skills | Canterbury University | One semester. Distance learning course. | http://www.canterbury.ac.nz/courseinfo/GetCourseDetails.aspx?course=COUN679 |
| Systemic Therapy / Family Therapy | Postgraduate certificate in family and systems theory | University of Otago | Theory paper E436. | http://www.otago.ac.nz/courses/papers/?paper-code=PSME436 |
| | | | Applied paper E437. | http://www.otago.ac.nz/courses/papers/?paper-code=PSME437 |
| | National workshops | Solutions unlimited NZ | Five days intensive training with optional online training package. | http://www.solutions-unlimited.co.nz/support.html |
| | Three-day family therapy workshop | Craig Whisker NZ | Workshops delivered each month across New Zealand. | craigwhisker@clear.net.nz |
| | Three-day family therapy workshop | Werry Centre NZ (Craig Whisker) | Introductory and refresher for more skilled therapists. | http://www.werrycentre.org.nz/ |
| Training for brief interventions (BI) | | | | |
| Brief Intervention | Depression care | IMPACT evidence based depression care centre, University of Washington, USA | 17.5 hours of 13 online modules on depression skills training, theory and application. | http://aims.uw.edu/impact-improving-mood-promoting-access-collaborative-treatment |
| | Suicide Prevention Question, Persuade, Refer (QPR) NZ | QPRNZ online training packages/ modules and face to face training | Modules on suicide prevention and intervention for practitioners and first responders. | http://www.qpr.org.nz/suicide-prevention-training-courses/qpr-foundation-training.aspx |
| | Suicide Prevention in NZ | Lifeline Aotearoa 2 workshops - SafeTALK and ASIST | Half-day training on understanding suicide. Two-day applied suicide intervention skills training aimed at first responders. | http://www.lifeline.org.nz/Suicide-Prevention_2009.aspx |
| | Postgraduate certificate in Specialty Care paper HSC8605 | Whitireia Community Polytechnic | For practice nurses. Six online modules on identification and management of common mental health presentations in primary care. | http://www.whitireia.ac.nz/courses/Pages/PostgraduateCertificateinSpecialtyCare.aspx For further information on other courses visit: http://moodle.whitireia.ac.nz/pluginfile.php/285234/mod_resource/content/4/story.html |

| Therapy | Training | Provider | Information | Link to source |
|---|--|--|---|---|
| BI Alcohol ABC and Smoking Cessation | Short online courses | Ministry of Health, New Zealand | Accessed via Ministry of Health website and patient dashboard in GP practices. Login identification is required to access course details. | http://learnonline.health.nz/ |
| BI Substance Use | Online: Screening, Brief Intervention, Referral to Treatment (SBIRT) USA | Office of Alcoholism & Abuse Services | Online brief module. | http://www.sbirtraining.com/ |
| | Online webinars | ATTC: Addiction Technology Transfer Network Center USA | See website for details of courses. Funded by Substance Abuse and Mental Health Services Administration (SAMHSA) USA. | http://attcnetwork.org/calendar/search.aspx |
| BI Substance Use | Guide to assessing risk and harm related to alcohol, tobacco, other drugs and gambling | Matua Raki | Model of basic approaches and recommendations of BI that includes the 'five minute to half hour' intervention for a range of addictions. | http://www.matuaraki.org.nz/resources/brief-intervention-guide-addressing-risk-and-harm-relating-to-alcohol-to-bacco-and-other-drugs-and-gambling/394 |

| Therapy | Training | Provider | Information | Link to source |
|--|--|---|---|---|
| Training for primary care interventions | | | | |
| | Primary mental health (POPLPRAC 702) | University of Auckland, Department of General Practice and Primary Health Care, School of Population Health | Postgraduate, inter-disciplinary course for GPs, nurses and primary health practitioners. Courses are stand-alone or part of a postgraduate certificate, a postgraduate diploma or master's degree. | https://www.fmhs.auckland.ac.nz/en/faculty/for/future-postgraduates/post-graduate-study-options/programmes/courses/all-courses/poplprac/702.html |
| | Mental Health and Illness in Primary Care | The University of Otago, Department of Primary Health Care and General Practice (Wellington) | Postgraduate diploma and a master's degree and offered every two years. Foundation course for common mental health presentations. Distance learning options are available. | http://www.otago.ac.nz/wellington/departments/primaryhealthcaregeneralpractice/index.html |
| | The Best Practice Advocacy Centre New Zealand (bpacnz) | Continuing Medical Education, for example, CME Depression supported by BPAC software and journal articles | For GPs and practice nurses with online journal access for common mental health and addiction presentations. Accessed via Ministry of Health website and patient dashboard in GP practices. | http://www.bpac.org.nz/BPJ/2009/adultdep/management.aspx |
| Training in the cultural context | | | | |
| Māori | Hauora Māori - National Certificate - National Diploma | Tipu Ora Services | Based in Rotorua with training centres in other parts of New Zealand. | http://www.tipuora.org.nz/pte/ |
| | Takarangi Competency Framework training | Team-based training by facilitator | Takarangi Competency Framework provides training in cultural competencies for working with Māori people. | http://www.matuaraki.org.nz/initiatives/takarangi-competency-framework/159 |
| Pasifika | Engaging Pasifika | Online learning, live teaching and post training support in forums | Core knowledge, skills and attitudes required to deliver effective mental health and addiction services for Pasifika people. | http://www.leva.co.nz/training-careers/engaging-pasifika |

| Therapy | Training | Provider | Information | Link to source |
|----------------------------------|--|--|---|--|
| Asian | Culturally and Linguistically Diverse (CALD) courses | Supported by Ministry of Health and provided by Waitematā DHB Courses are free to those practitioners who meet the eligibility criteria | CALD refers to migrants and refugees from Asian, Middle Eastern, Latin American and African (MELAA) backgrounds. Resources developed for the New Zealand health workforce to develop cultural competencies. | http://www.ecald.com/ http://www.ecald.com/Courses/Eligibility-and-Enrolment |
| Training for peer support | | | | |
| | Certificate in Peer Support (Mental Health) | Mind and Body Learning and Development Auckland | Six modules and one practicum, 840 hours of learning. | http://mindandbody.ac.nz/?page_id=471 |
| | Peer Employment Training | Counties Manukau District Health Board (CMDHB) | Training peer support workers at CMDHB. 10 days training through Recovery Innovations NZ, and Connect Supporting Recovery. See 'Events' page for details. | http://changingminds.org.nz/ |
| | Peer/Buddies | Kites, Wellington | Training for 'buddies' currently employed in DHB services. Pre-requisites required. | http://www.kites.org.nz/ |
| | Peer support workshops | Peer Zone NZ | Provides professional development opportunities for peer workers and other support workers. | http://www.peerzone.info/ |
| | Intentional Peer Support Training | Connect Supporting Recovery (Connect SR) NZ | Contact provider for details of workshops. | http://connectsr.org.nz/ |
| | Intentional Peer Support Training | Balance NZ | Contact provider for details of workshops. | frank@balance.org.nz |

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Table 3: Let's get talking: Practice support – Supervision (Publication date: October 2016)

Supervision competencies

| Therapy | Resources to support competency | Link to source |
|---|--|---|
| Generic supervision competencies | <p>Balint groups – competencies for supervision commonly used in primary care settings.</p> <p>International USA site requires login for more information on credentialing for supervisors.</p> <p>Te Pou/Dapaanz (Addiction Practitioners Association Aotearoa New Zealand) – specific competencies for addiction practitioners.</p> <p>Te Pou resources on generic professional supervision.</p> | <p>http://www.balintaustrianewzealand.org/accredited-leadership/</p> <p>http://americanbalintsociety.org/content.aspx?page_id=22&club_id=445043&module_id=125849</p> <p>http://www.tepou.co.nz/resources/aronui-supervision-guide-for-addiction-practitioners-supervisors-and-managers/591</p> <p>http://www.tepou.co.nz/initiatives/supervision/119</p> |
| <p>Acceptance and Commitment Therapy (ACT)</p> <p>Dialectical Behaviour Therapy (DBT)</p> <p>Eye Movement and Desensitization Reprocessing Therapy (EMDR)</p> <p>Interpersonal Therapy (IPT)</p> <p>Family Therapy</p> <p>Psychotherapy</p> | <p>Refer to generic CORE supervision competencies – UCL (UK).</p> | <p>https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Supervision_of_Psychological_Therapies</p> |
| Mindfulness | <p>Training for teaching mindfulness based stress reduction (MBSR)</p> | <p>http://www.umassmed.edu/cfm/training/principles-standards/</p> |
| Motivational Interviewing (MI) | <p>Motivational interviewing treatment integrity (MITI) training manual.</p> <p>The Video Assessment of Simulated Encounters (VASE) - revised for measuring the degree of competency of motivational interviewing knowledge and skills.</p> <p>National Institute on Drug Abuse (NIDA) and Substance Abuse and Mental Health Services Administration (SAMHSA). Supervisory tools for enhancing MI proficiency.</p> | <p>http://research2vrpractice.org/miti-4-1-now-available/</p> <p>http://www.improvingmipractices.org/online/course/info.php?id=25</p> <p>http://www.motivationalinterviewing.org/sites/default/files/mia-step.pdf</p> |

| Therapy | Resources to support competency | Link to source |
|---|--|---|
| Solution- Focused Brief Therapy (SFBT) | <p>Core supervision skills, a grounding in SFBT and adherence to the skills and principles of SFBT. See resource on solution-focused supervision authored by Carole Martin at Northwest Solutions, UK.</p> <p>Generic CORE supervision competencies can also be used – UCL (UK).</p> | <p>http://www.northwestsolutions.co.uk/sf-supervision-res.php</p> <p>https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Supervision_of_Psychological_Therapies</p> |

Supervision training

| Training | Provider | Information | Contact |
|---|--|---|---|
| Certificate in Supervision | WelTec Wellington | Generic training. | http://www.weltec.ac.nz/SUBJECTAREAS/counsellingAlcoholandDrugStudies/CertificateinSupervisionHumanSciencesL5/tabid/394/Default.aspx |
| Supervision skills for Health and Social Service Professionals | Coaching and Mentoring Centre Auckland (Unitec certificate) | Generic training: peer supervision, coaching and mentoring workshops. Two days training. Dapaanz approved. | http://www.coachingmentoring.co.nz/training |
| Supervision skills | Vibrant Training Christchurch | Generic training: one and two day workshops. | http://www.margaretmorrell.co.nz/ |
| Postgraduate Certificate in Professional Supervision | Faculty of Education and Social Work, University of Auckland | <p>Generic training:</p> <p>PROFSUPV 700 The Practice of Professional Supervision (30pts) (Three two-day blocks approximately one month apart).</p> <p>PROFSUPV 701 Advanced Approaches in Professional Supervision (30pts) (Two two-day blocks approximately one month apart).</p> | http://www.education.auckland.ac.nz/en/for/future-postgraduates/fp-study-options/pg-programmes-and-courses/pgcertps.html |

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A suite of talking therapy tools from Te Pou

Te Pou
o Te Whakaaro Nui