I. Course Description

This course is a combined model of Clinical Supervision for addiction supervisors. Students will be provided with the basic skills and theories for Addiction Supervision. This course is required for the ADS Master’s Program.

II. Rationale

Reflective decision makers are skilled individuals whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision making engages individuals in cycles of thought and action based on theoretical, ethical, and professional knowledge. The Division of Health Sciences is committed to preparing reflective leaders.

III. Instructional Methods and Activities

The foundation of specialized knowledge in addiction supervision will be presented through textbook readings, supplementary information, and resources from the instructor. Well-developed and effective interpersonal skills are at the heart of what makes an addiction counselor/ supervisor successful; given that they need the ability to collaborate with other professionals, function as a team with coworkers, receive and provide supervision, facilitate group therapy, and role model effective interpersonal functioning to their clients; these interpersonal skills will be refined through cooperative learning experiences. Collaborative learning promotes authentic shared learning as students learn with and from each other. The interactive group discussions are an essential part of this course because we will not be meeting face-to-face in a traditional classroom.

IV. Textbooks:


You can order your textbook from Barnes and Noble at USD by email at bn@usd.edu or telephone at 605-677-6291.

2. Competencies for Substance Abuse Treatment Clinical Supervisors. TAP 21-A. This manual is available online at


3. Clinical Supervision and Professional Development of the Substance Abuse Counselor. Tip 52. This manual is available online at


V. Course Objectives/Outcomes, Standards and Assessment

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<tr>
<th>Objective/Outcome</th>
<th>Standard</th>
<th>Assessment</th>
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<tr>
<td>By the end of this course, students will.....</td>
<td>NAADAC ethics Principle 4, 9</td>
<td>Discussion board postings</td>
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<tr>
<td>Describe and explain the historical perspectives of Addiction Supervision.</td>
<td>ICRC Ethics 1</td>
<td>Chapter reviews</td>
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<td></td>
<td>NIDA principles for effective treatment 3, 5, 6, 10</td>
<td>Interview and Philosophy Papers</td>
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<tr>
<td></td>
<td>USD Health Sciences Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Contrast, compare and incorporate contemporary and theoretical approaches towards understanding Supervision in the addiction field.</td>
<td>NAADAC ethics Principle 4</td>
<td>Discussion board postings</td>
</tr>
<tr>
<td></td>
<td>ICRC Ethics 1</td>
<td>Chapter reviews</td>
</tr>
<tr>
<td></td>
<td>NIDA principles for effective treatment 1,3,6</td>
<td>Interview and Philosophy Papers</td>
</tr>
<tr>
<td></td>
<td>USD Health Sciences Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Contrast, compare and discuss the issues of supervision in the addiction field.</td>
<td>NAADAC ethics Principle</td>
<td>Discussion board postings</td>
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</tbody>
</table>
All chapter objectives are stated in the textbook.

Re-do Policy: Assignments that clearly do not meet the standards set forth in the syllabus and class discussions of the assignment will be returned to the student for rework with brief and general feedback from the instructor regarding the assignment. Assignments in this category will not be graded until the student has redone the work. The student will have one week to redo the assignment from the date of being returned. Full points for reworked assignments will not be given.

Course Requirements:

The student will be assessed in this class on contribution to class discussion, involvement in class activities, attendance, performance on chapter discussion, Interview Papers, and Personal Philosophy paper. Although online classes do not require actual attendance, time spent in the class online is very important. You should plan on spending one hour online for every hour that you would spend in the actual class if you were taking it on campus. It is the responsibility of the student to initiate contact with the instructor and to make suitable arrangements for completing
all course requirements if the work cannot be completed as scheduled due to extenuating circumstances.

Course Evaluation:

1. Weekly discussion participation and reflections..............................................150 pts.

15 discussions for @ 10 points each

Our weekly discussions will take place Monday through Friday of each week (with the exception of Martin Luther King’s Day which is Monday, January 16th and Easter recesss which is Friday, April 14th). I expect you to log in to the class 2-3 times during the week to make your comments about the assigned readings and to respond to your classmates. I will also be contributing additional ideas and resources as we go through the semester in the weekly discussions based on the interests that you bring to the class. My teaching takes place in the weekly discussions. It is essential for you to actively engage in the weekly discussions in order to get the most out of this course. I will not check in to the discussion forums on the weekends. Please do not post comments over the weekends. It is sort of like walking into an empty classroom and talking to yourself! You can use your weekends for reading and working on your assignments.

There may be times when the information in this class touches personal issues. This class is intended to provoke self-exploration however; it not intended to be therapeutic. If you are in need of counseling, services are available on campus for enrolled USD students at the Student Counseling Center, 301 Julian Hall @677-5777 or through private providers.

Netiquette expectations for this course can be found in the CDE Online Manual in the USD Getting Started widget.

2. Supervisors Interview comparison.......................... ................................. 150 pts.

This Interviewing experience is an important part of learning in this course and is an opportunity to get views of Supervisors. Interview at least 3 different supervisors or program directors from at least 3 different agencies. To locate a suitable agencies, go to the Substance Abuse and Mental Health Services website at

http://findtreatment.samhsa.gov/TreatmentLocator/faces/quickSearch.jspx

In addition, the student will submit a 3-5 page typed, double-spaced reaction paper on their Supervisor’s interviews, which will include these questions.

1. How many counselors do they supervise?

2. How would they describe their style of supervision?

3. What techniques do they use for professional development of their counselors?
4. What do they feel is the role of a supervisor?

5. How do they handle Staff retention and morale?

6. How do they balance administrative and clinical supervision tasks?

7. What they like most and least about their work?

8. How their education best and least prepared them for the realities of what they do?

9. What they face as their greatest frustrations and challenges?

10. What advice they would offer you as a beginner in the field?

Add on any questions you may have about supervision as well. Use APA style and use appropriate citations when referencing the course materials. Papers must be submitted through the assignment drop box on D2L.

3. Complete an Individual Development Plan for yourself………………………………………….50 pts.

Use the form on pages 122-123 in TIP 52. Your plan should be based on competencies from TAP 21. Post your plan to the week 7 discussion forum no later than midnight Feb. 19th. Also be certain to submit your individual development plan to the assignment drop box so that I can evaluate and post a grade.

4. Counselor’s Interview ……………………………………………………………… 150 pts.

This Interviewing experience is an important part of learning in this course and is an opportunity to get views of counselors on Supervision. How they would like to be supervised, what is their learning style, and how they would supervise others. Interview at least 3 different counselors from at least 3 different agencies. To locate a suitable agencies, go to the Substance Abuse and Mental Health Services website at

http://findtreatment.samhsa.gov/TreatmentLocator/faces/quickSearch.jspx

In addition, the student will submit a 3-5 page typed, double-spaced reaction paper on their Counselor interviews, which will include these questions.

1. How many supervisors have they been associated with?

   a. How many years have they been in the field?

2. How would they describe their supervisor’s style of supervision?
3. What techniques does their supervisor use for their professional development and growth?

4. What do they feel is the role of a supervisor?

5. How often do they meet with their supervisor?

6. What should the supervisor/counselor relationship be?

7. How is the staff retention and morale at their agency?
   
a. How does their supervisor handle that?

8. What do they like most and least about their work?

9. How has their education best and least prepared them for the realities of what they do?
   
   How has their supervisor help with these realities?

10. What do they face as their greatest frustrations and challenges with supervision?

11. What advice do they offer you as a beginner in supervision?

   Add on any questions you may have about supervision from the counselor’s point of view.

   Use APA style and use appropriate citations when referencing the course materials.

   Papers must be submitted through the assignment drop box on D2L.

5. Personal Philosophy of Supervision .................................................................50 pts.

   Write YOUR own personal philosophy of supervision of counselors. This can include any life experiences or any “helping” situations that have instilled, influenced, or affirmed your personal values and beliefs. Additionally reflect upon the various theories and other materials you have read for class including your self-assessments, your chapter reflections, and what you have learned from your interviews. Please include research based material as well as your personal views on:

   _ Comparing a model that you could see yourself using, with a model that you cannot see yourself using.

   _ Describe a theory that you would be comfortable with in supervision?

   _ Your assumptions about human nature and learning.

   _ What are the major areas of focus and emphasis of supervision.
What are the most important therapeutic goals of supervision.

Define the role and function of the supervisor as part of your philosophy.

How would you define the supervisor/counselor relationship.

Which therapeutic environment/s would you most like to work.

How do you see your style of supervision?

The paper is to be 3-5 pages, double-spaced... not including front page. Use APA style and use appropriate citations when referencing the course materials or other research used.

Papers must be submitted through the assignment drop box on D2L.

Course Policies: Assignments, discussion, Paper deadlines are to be adhered to. Assignments are expected to be turned in on the day due. The instructor is not responsible for reminding you of assignments and deadlines for current or late work, it will simply be noted as late or as not turned in, the student is responsible to keep track of handing assignments in on time as noted in the syllabus. Students who fall 3 weeks behind in coursework deadlines will be removed from the course by the instructor. I intend to evaluate and grade your work within a week’s time.

Grade Breakdown:

550 - 495 = A

494 - 440 = B

439 - 385 = C

384 – 330 = D

Below 329 = F

USD Academic Honesty Policy: Your academic honesty allows for your personal standard of excellence in achieving the grade you earn or deserve, as well as in maintaining the respect of your classmates and professor. “Cheating” is defined as intentionally or unintentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. “Plagiarism” is defined as intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise. Any cheating or plagiarism necessitates consequential action, which will involve a grade of “zero” or “F” for the work submitted and reporting of the incident to the proper campus authorities. Please refer to the Student Conduct Code of the student Handbook.

USD Academic Freedom Policy:
Freedom in learning: students are responsible for learning the content of this course and a student’s academic performance will be evaluated on an academic basis. Students are welcomed and encouraged to take reasoned exception to the data or views offered in this course. If a student believes that they are graded on personal opinions or conduct they should contact the Dean of Health Sciences.

Disability Service: Any student who feels he or she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact: Ernetta L. Fox, Director Disability Services. Room 119 Service Center, 605) 677-6389

http://www.usd.edu/academics/disability-services/index.cfm

Rubric for the writing assignments.

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<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Thoroughness 40 %</td>
<td>Poor Required topics not treated in interview.</td>
<td>Fair Not all required topics treated in interview.</td>
<td>Excellent Each topic is treated very thoroughly in the interview.</td>
</tr>
<tr>
<td>Interviewee viewpoint 40 %</td>
<td>Poor Submission fails to convey interviewee’s viewpoint due to lack of summary format and/or quotations</td>
<td>Fair Summary somewhat fails to convey interviewee’s viewpoints due to lack of detail and/or quotations.</td>
<td>Excellent Entire content of summary conveys well-articulated viewpoints of interviewee and relevant use of quotations.</td>
</tr>
<tr>
<td>Surface features 20 % (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citations if necessary.)</td>
<td>Poor Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.)</td>
<td>Fair Controls somewhat well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)</td>
<td>Excellent Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)</td>
</tr>
</tbody>
</table>
Discussion evaluation Rubric: A guide to grading your class participation.

<table>
<thead>
<tr>
<th>A+ 100%</th>
<th>A 90-99%</th>
<th>B 80-89%</th>
<th>C 70-79%</th>
<th>D 60-69%</th>
<th>F &lt;60%</th>
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<tbody>
<tr>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Makes a sincere effort to interact with peers (ongoing)</td>
<td>Unlimited interaction with peers</td>
<td>Virtually no interaction with peers</td>
<td>No interaction with peers</td>
</tr>
<tr>
<td>Arrives fully prepared at every session</td>
<td>Arrives mostly, if not fully, prepared (ongoing)</td>
<td>Arrives, and therefore level of participation, are both inconsistent</td>
<td>Rarely prepared</td>
<td>Rarely participates</td>
<td>Never prepared</td>
</tr>
<tr>
<td>Plays an active role in discussions (ongoing)</td>
<td>Plays an active role in discussions (ongoing)</td>
<td>Participates constructively in discussions (ongoing)</td>
<td>When prepared, participates constructively in discussions and makes relevant comments based on the assigned material</td>
<td>Comments are generally vague or drawn from outside of the assigned material</td>
<td>Demonstrates a noticeable lack of interest in the material (ongoing)</td>
</tr>
<tr>
<td>Comments occasionally advance the level and depth of the dialogue (consistently)</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material (ongoing)</td>
<td>Demonstrates a noticeable lack of interest (on occasion)</td>
<td>Demonstrates a noticeable lack of interest (on occasion)</td>
<td>Demonstrates a noticeable lack of interest (on occasion)</td>
</tr>
<tr>
<td>Group dynamic and level of discussion are often better</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
</tr>
</tbody>
</table>

Developed by Adam Chapnick, University of Toronto

http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469
Tentative Class Schedule:

This class schedule may contain additional readings

Important Deadlines:

Due date for Supervisor’s Interview paper: Sunday February 11 at 11:59pm. Please post a copy to the week 6 discussion forum so that we can read and discuss your findings. Also make certain to submit a copy to the assignment drop box so that I can evaluate and post a grade.

Due date for Individual Development plan: Sunday, Feb. 18 at 11:59pm. Please post a copy to the week 7 discussion forum so that we can read and discuss your findings. Also make certain to submit a copy to the assignment drop box so that I can evaluate and post a grade.

Due date for Counselor’s Interview paper: Sunday March 18 at 11:59pm. Please post a copy to the week 11 discussion forum so that we can read and discuss your findings. Also make certain to submit a copy to the assignment drop box so that I can evaluate and post a grade.

Philosophy Paper of Supervision Due: Sunday April 22 at 11:59pm. Please post a copy to the week 16 discussion forum so that we can read and discuss your ideas. Also make certain to submit a copy to the assignment drop box so that I can evaluate and post a grade.

Weekly Topics:

Week 1: Introductions and Keys to Success

January 8-12

Please post a message introducing yourself. Tell us a little about yourself. Are you working in the field? And for this class, I would like you to introduce yourself by telling us about your experiences with supervision. Then, I would like you to watch the NAADAC webinar titled “Clinical Supervision- Keys to Success”. You can retrieve this webinar or PowerPoint presentation online at

http://www.naadac.org/clinicalsupervision-keystosuccess

This webinar provides an overview of what we will be covering in this course this semester. After viewing “Keys to Success”, share with the class what you thought was most interesting about this material.

Week 2: Principles

January 16-19 (We will start this week on Tuesday due to Martin Luther King’s Day Holiday on the 15th)
Read Part I in Powell and Chapter 1 in TIP 52. Consider the questions posed on page 13 in TIP 52 and share your responses. Capture one quote that caught your attention in the Powell reading and share it with the class. Why do you think this particular statement is important?

**Week 3: Models**

January 22-26

Read Part II in Powell. Complete the self-assessments in Appendix C and D in Powell and share your results with the class in the discussion forum this week. Also, at this point….which of the models described in this reading are familiar to you? Have you had experience with any of these particular models of supervision? What questions do you have about the blended model? After completing the reading for this week, begin to sketch out what your Personal Philosophy of Clinical Supervision will look like for your final paper.

**Week 4: Methods**

January 29-February 2

Read Chapters 11-14 in Powell. Identify one quote from each of these four chapters that you found useful in relation to the Personal Philosophy paper you are writing regarding clinical supervision. Share your thoughts with the class in the discussion forum. What questions do you have about the methods described in this reading?

**Week 5: More on Methods**

February 5-9

Read Chapter 2 in TIP 52. Select one of the 8 vignettes outlined in this reading and share your thoughts about what your personal approach to clinical supervision would be in this particular situation and why.

**Week 6: Supervisor’s Interviews**

February 12-16

Post your Supervisor’s Interview paper to this discussion forum no later than midnight, Feb. 12th. Then, this week, let us read about the different ideas discovered in these interviews. As you read your classmates papers, do you find similarities? Any surprises? How does this assignment help you in formulating your own Personal Philosophy of Clinical Supervision?

**Week 7: Individual Development Plan**

February 19-23
Complete an Individual Development Plan for yourself. Use the form on pages 122-123 in TIP 52. Your plan should be based on competencies from TAP 21. Post your plan to the week 7 discussion forum no later than midnight Feb. 19th so that we can, as a group, provide you feedback this week.

**Week 8: Ethical and Legal Issues**

February 26-March 2

Read Chapter 15 in Powell. Watch the NAADAC webinar titled “Clinical Supervision 201 – Ethical Dilemmas and Other Challenges” which you can find on the internet at

[http://www.naadac.org/clinicalsupervision201-ethicaldilemmasandotherchallenges](http://www.naadac.org/clinicalsupervision201-ethicaldilemmasandotherchallenges)

Select one of the “dilemmas at the boundaries” on pages 279-281 in Powell. In the week 8 discussion forum, explain how you would approach this dilemma using your personal philosophy approach to clinical supervision.

**Week 9: Spring Break.**

March 5-9

No class this week. Enjoy your break!

**Week 10: Special Issues and the Future**

March 12-16

Read Chapter 16 and 17 in Powell. On pages 243-245, Powell describes issues related to working with an impaired counselor. In the week 10 discussion forum, exchange your ideas of how you would approach working with an impaired counselor using your personal clinical supervision style. Chapter 17 is somewhat dated. What do you see as the current issues facing the provision of clinical supervision? What is looming on the horizon that will impact the provision of clinical supervision over the next 5-10 years? Share your thoughts in the week 10 discussion forum.

**Week 11: Counselor’s Interviews**

March 19-23

Post your Supervisor’s Interview paper to this discussion forum no later than midnight, March 19th. Then, this week, let us read about the different ideas discovered in these interviews. As you read your classmates papers, do you find similarities? Any surprises? How does this assignment help you in formulating your own Personal Philosophy of Clinical Supervision?

**Week 12 – Practice Video**
March 26-30

Watch the Video “The Supervisee Who Can’t Accept Direction” which you can find online at http://www.youtube.com/watch?v=SxXPqLbrYWo

Explain how you would approach this supervisee. What would you do?

Week 13: No class this week.

I am attending National Association of Poetry Therapy conference. Please use this time to prepare your Personal Philosophy of Clinical Supervision paper which is due April 23rd.

April 2-6

Week 14: Practice Video

April 9-13

Watch the video “The Reluctant Supervisee” which you can find online at http://www.youtube.com/watch?v=wfWvWDymehY

Explain how you would approach this supervisee. What would you do?

Week 15: Practice Video

April 16-20

Watch the video “The Complimentary Supervisee” which you can find online at http://www.youtube.com/watch?v=lAA4QVAfWhc

Explain how you would approach this supervisee. What would you do?

Week 16: Personal Philosophy of Clinical Supervision

April 23-27

Post your paper no later than midnight April 22rd to this week 16 discussion forum. Read at least 3 of your classmates’ papers and provide feedback! Be sure to also submit your paper to the assignment drop box so that I can post a grade.