

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CDSC 110

Year: 2024-2025

Course Title: Clinical Supervision Foundations II

Credit Hours: 1

I. Course Description: This course will focus on clinical supervision in substance use disorder treatment. This 16-hour classroom training is Part 2 of the OASAS-approved Clinical Supervision Foundations, and fulfills the Clinical Supervision training requirement as stated in the Substance Use Disorder Counselor Scope of Practice. This course will review the role of the supervisor, definitions of clinical supervision, models of supervision, the supervisory alliance, modalities and methods of supervision, assessment resources, performance evaluation, and counselor development. This course is offered online only. Participants must complete the free, 14 hour on-line *Clinical Supervision Foundations I (CSFI)* course prior to taking this course and submit their certificate of completion prior to beginning this class. Contact the Chemical Dependency Counseling program chair with any questions. 1 Cr. (1 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This is a required course in the Chemical Dependency Counseling Certificate.
2. This course is required in the Credentialed Prevention Professional (CPP) and Credentialed Prevent Specialist (CPS) micro-credentials.
3. The pre-requisite course, <i>Clinical Supervision Foundations I (CSFI)</i> , is accessed at healthKnowledge.org .
4. The required text is available as a free download at https://attcnetwork.org/centers/global-attc/product/clinical-supervision-foundations-course-participant-workbook

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the primary goals of clinical supervision, and barriers associated with roles/responsibilities
2. Articulate characteristics of various clinical supervision models in individual and group contexts
3. Recognize conflict in clinical supervision, and identify methods for minimizing/resolving conflict
4. Demonstrate an understanding of contextual/cultural factors that can impact the supervisory relationship
5. Provide performance-based feedback to others, and develop learning goals using Technical Assistance Protocol (TAP) 21 and the Performance Assessment Rubrics

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs N/A

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Chemical Dependency Counseling

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

(PLO Assess individuals, groups, and families for AOD problems, and communicate findings, utilizing problem solving approaches, critical thinking, and professional writing).

- (SLO) Provide performance based feedback to others, and develop learning goals using TAP 21 and the rubrics

(PLO) Effectively communicate and interact with people across diverse cultures.

- (SLO) Demonstrate an understanding of contextual/cultural factors that can impact the supervisory relationship.

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Supervisory Alliance
2. Direct Supervision
3. Professional Growth
4. Parallel Process
5. Performance-Based Feedback

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance/Participation	15%
2. Small Group Exercises	25%
3. Professional Development Plan	25%
4. Final Exam	35%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. *Clinical Supervision Foundations II Training Manual*. <https://attcnetwork.org/centers/global-attc/product/clinical-supervision-foundations-course-participant-workbook>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Anderson CE. <i>Supervision of Substance Abuse Counselors Using the Integrated Developmental Model</i> . Clinical Supervisor. 2000; 19:185–195.
2. Center for Substance Abuse Treatment. <i>Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice</i> . Technical Assistance Publication (TAP) Series 21. HHS Publication No. (SMA) 15-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2006
3. Center for Substance Abuse Treatment. <i>Clinical Supervision and Professional Development of the Substance Abuse Counselor</i> . Treatment Improvement Protocol (TIP) Series 52. HHS Publication No. (SMA) 144435. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009.
4. Falender CA, Shafranske EP. <i>Clinical supervision: A Competency-Based Approach</i> . Washington, DC: American Psychological Association; 2004.
5. Porter J, Gallon SL. <i>Clinical Supervision II: Addressing Supervisory Problems in Addictions Treatment</i> . Salem, OR: Northwest Frontier Addiction Technology Transfer Center; 2006.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: https://www.naadac.org/assets/2416/clinical_supervision_workbook-sneak_peek.pdf
<https://casatondemand.org/2019/10/24/becoming-a-clinical-supervisor-tips-and-taps-and-trainings-galore/>
<https://www.internationalcredentialing.org/creds/cs>

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.