

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: EP289

Course Title: Clinical Supervision in Addictions Services

Prerequisite Courses: N/A

School: School of Health, Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety

Previous Course Code & Title: N/A

Course First Offered: May 2015

# of Credits:	1
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Course Description

In this course, the unique issues of clinical supervision and addictions services will be discussed. The learner will discover opportunities to facilitate professional resiliency and capacity in the context of chronic challenges such as recidivism, dual diagnoses, concurrent disorders, and trauma. Through the exploration of clinical supervision, learners will come to know how to respond to ethical and legal complexities and how to work skillfully with supervisees who may be in recovery themselves or with paraprofessional supervisees. This course is designed specifically for people working as clinical supervisors in addictions services.

Course Goal(s):

The goal of this course is to provide learners with the necessary skills for clinical supervision within addictions services.

Learning Outcomes:

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

1. Identify three theoretical models of clinical supervision specific to addictions services.
2. Apply these models to their work and adapt them, as necessary, to conform to their current situation.
3. Describe the impacts of this work on the counsellors whom they serve to better support their resiliency and longevity in the field.
4. Contrast their own personal/professional experience with that of others.
5. Outline models of clinical supervision specific to addictions counselling as a means of becoming more effective in the supervisory relationship.

Course Topics/Content:

- Introduction to theoretical models of clinical supervision specific to addiction counselling
- The scope of practice of a clinical supervisor in addiction counselling and how that differs from other forms of clinical supervision
- Qualities of effective clinical supervisors in addiction counselling
- Issues and challenges specific to addiction counselling including:
 - working with the supervisee in recovery, the paraprofessional supervisee, and the mandated client,
 - mandated clinical supervision,
 - harm reduction,
 - supervisory recovery status as a credential,
 - countertransference, projection, and identification
 - addressing trauma, dual diagnoses, client relapse, multicultural and diversity
- Legal and ethical issues including
 - dual relationships,
 - duty to warn,
 - duty of care,
 - disclosure and informed consent,
 - boundary issues, and
 - competing professional agendas
- Assessment and evaluation of counsellor competencies specific to addictions counselling
- Mechanisms for effective feedback, support, and professional development
- Supporting ourselves/supporting others ~ addressing your own professional resiliency

Text and Resource Materials:

Learners will be provided with a package of handouts including an extensive bibliography for future research.

Required: N/A

Recommended:

Powell, D. J. (1993). Clinical supervision in alcohol and drug abuse counseling. New York: Lexington Books.

Course Level:

	First Year	x	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Praxis Exercise				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	N/A
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	50%	Other	%
Quizzes/Test	%	Simulations	50%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: N/A

100% attendance in all classes is required.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Globally-Minded

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.