

S Y L L A B U S
SW 8803 Section 001:
Social Work Supervision, Consultation and Leadership
(2 credits)

“Supervision is practice – it is a process we use to assist one another in developing ourselves—it is through relationships that most change occurs. And it is with other people that our professional assignment – the achievement of a just society in which all people are treated with equality and dignity—can be achieved.”

Paul Abels

Purpose

This course provides an overview of models and specific skills used in social work supervision and consultation which are appropriate to both clinical and community practice settings. Interactional and structural theoretical perspectives inform the framework for supervision introduced in this course. While social work has historically viewed supervision as a necessary and inherent part of professional practice, the field today holds supervisors responsible for insuring quality control, professional growth, adherence to agency policies and concerns, and compliance with licensure demands. Supervisors are expected to mediate the pressures associated with over-burdened staff, funding constraints, escalating client need, and a volatile social policy climate. To be effective leaders, supervisors must develop skills to manage complexity, think systemically, and behave relationally.

Although the course emphasizes principles and practices of first-line supervision, it also introduces concepts and skills for supervisory leadership and supervisory management needed for effective team building, program or organizational innovation, group decision-making, and mediating intra-staff conflict as well as conflict between staff and administration.

The role of the supervisor is explored from cross-cultural perspectives. Themes of diversity as an organizational change process, and supervisory efforts to encourage diversity and promote multi-cultural competencies, are interwoven throughout the course. Ethical dimensions of supervision are critically examined, and specific legal obligations and related liabilities of supervisors are identified.

Course Objectives

Upon successful completion of this course, individuals should be able to:

1. Define supervision in terms of its three functions of education, support and administration and identify the activities for carrying out those functions.
2. Identify commonalities and distinctions between supervision in clinical and community-practice/macro contexts.
3. Demonstrate awareness of the middle management function of facilitating effective communication between staff and administration while mediating between program demands with staff capacity.
4. Understand the differential use of communication, relationship and problem solving skills in supervision and consultation.

4. Identify the role of the supervisor in coping with secondary trauma, managing stress, and mediating conflict between staff and larger systems.
5. Demonstrate knowledge of ethical principles, risk management and legal obligations in the practice of social work supervision and consultation.
6. Value and address issues of difference as these impact the supervisory relationships with particular attention to race, ethnicity, class, sexual orientation, and physical and mental ability.
7. Understand the nature and uses of power and authority within the supervisory context, including use of self and related role and boundary issues.
8. Describe the uses and dynamics of staff groups, the supervisor's role in helping group process promote competent practice and staff development, and emerging approaches to group supervision.
9. Determine the most appropriate supervisory leadership orientation for the supervisor's role, practice situation, and agency/organizational setting.
10. Know and apply principles of adult learning in supervision and consultation activities.

Course Readings

Required readings are listed by class session and are available in a reading packet in the St. Paul Campus Bookstore or by ordering online.

Course Format

The instructor will use a variety of instructional methods, including experiential exercises, lecture, discussion, simulations of actual practice, guest speakers, case studies, and peer presentations . Assignments and activities will be geared to a variety of learning styles.

Expectations of the Instructor

The instructor will facilitate a classroom atmosphere conducive to learning and risk taking with regard to the development of new skills and sensitivities. The instructor will provide a clear structure for the course and each class session through the syllabus, statements of purpose for each class, guiding discussion, providing appropriate linkages between topics, and summarizing progress throughout the semester. Student assignments will include clear expectations; barring exceptional circumstances, student assignments will be returned within one week of submission. The instructor will be available to students outside of instruction hours for consultation and feedback, and will provide feedback to students that identifies strengths and areas for improvement in a constructive manner. Performance evaluation will be based on objective criteria [when available].

Expectations of Students

- Out of respect for other learners, students are expected to turn off cell phones and pagers while class is in session.
- Social work is an applied discipline. Consequently, this class is structured around the application of didactic material to actual experience. Students are expected to participate actively in class learning

activities, drawing upon readings, assignments, field placements, and other life and work experiences.

- Students are required to attend and to participate in all class sessions, unless they have notified and received permission from the instructor in advance, and to meet all responsibilities associated with in-class group participation. Since this is a practice course, participation is very important: *students who miss more than three classes will not meet the minimum standards for receiving a passing grade in the course.*
- Students are required to complete all assigned readings before coming to class and to complete and submit assignments on time within the guidelines provided.
- Students are expected to use the University libraries and other sources for research purposes.
- Students are expected to offer the instructor clear, constructive feedback on the class.
- You are expected to listen with an open mind to ideas and views of others that are different from your own. You are also expected to articulate your own viewpoints in a clear and respectful manner so that your peers may have the benefit of your perspective.
- Acts of scholastic dishonesty, including plagiarism, can result in a penalty up to and including a failing grade for the class and could result in expulsion from the program. Students are required to know and follow the U of M Student Conduct Code, including the rules governing scholastic honesty. For complete information, visit the Office of Academic Integrity's website at <http://www.osai.umn.edu/>. Sometimes students are unclear as to what plagiarism or academic dishonesty entails. The Office of Academic Integrity website presents important information on this issue and all students in this class should consult it. Also, a discussion on plagiarism and the acceptable/unacceptable use of original material is found in the website version of the MSW Student Handbook under the chapter 'General Information and Policies Related to Graduate Study.'

Course and School Policies [SSW policies are marked by *]

Policy on Course Completion

In order to receive a grade of satisfactory completion of this course, **all** assignments described in this syllabus must be completed and submitted by the students to the instructor. Failure to complete any assignment will result in a course grade of incomplete [if negotiated with the instructor pursuant to the policy below] or a failing grade, irrespective of the total points earned for assignments completed. In order to receive a passing grade for this practice-oriented course, class attendance and participation is required unless presented by illness or other comparable circumstance. It is your responsibility to notify the instructor in advance of any such absence. *Students who miss more than three classes will not meet the minimum standards for receiving a passing grade for this course.*

Policy on Late Assignments

Late assignments will not be accepted except under the most extreme circumstances, and then only with prior approval of the professor. *Students will lose one point for each day or partial day the assignment is past due if prior approval for late submission was not sought and received from the instructor.*

Policy on Incompletes

Incomplete grades will not be considered in this course except in the most extreme circumstances. While incompletes are discouraged the instructor recognizes that sometimes factors prevent a student from completing a course on time. Incompletes are negotiated in those situations where a student *has done a substantial amount of work in the course and yet, because of some extenuating circumstance, is not able to finish the work.* ***In this course, students who do not attend more than four scheduled classes and participate in the final peer presentation are not eligible to contract for an incomplete.*** The School of Social Work's Policy on Incompletes requires the student to develop a contract with the instructor that will describe the work which remains to be completed and the date by which the work must be submitted to the instructor. ***Students must inform the instructor of the need for an incomplete by May 5th. This contract must be submitted and signed by the instructor and student by the last class session.*** A copy of the contract can be found in the MSW Student Handbook. A copy of the contract is also filed with the Director of Graduate Studies. The policy states that incomplete course grades will be converted to an F grade if not completed within two semesters.

Policy on Using Assignments for Courses Other than this Course

Students who wish to use all of part of an assignment for this course as the basis for all or part of an assignment for another course or courses (or vice versa) **must** discuss this with and receive the approval of all course instructors involved. Failure to do so may result in a lowered or failing grade for the course.

School Policy on Accommodations for Students with Disabilities*

Students with disabilities that affect their participation in the course may notify the instructor if they wish to have any special accommodations to instructional format, examination format, etc. considered.

Policy on Use of Scented Personal Products in the School of Social Work*

Please refrain from wearing scented personal care products when spending time in Peters Hall. This request is made in order to accommodate those disabled by environmental illness. Persons who wear such products in the classroom or other relatively small enclosures may be asked to leave if there are persons with allergies in the area. Your cooperation is greatly appreciated.

Policy on Use of Student Papers

At times, the professor may ask students for a copy of their paper to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

COURSE ASSIGNMENTS

The course grade is based upon performance in the following:

<u>Assignment</u>	<u>Portion of Grade</u>
Active participation in class	10 points
Topical Reflection Papers (5)	(8 points each) 40 points total
Peer Group Presentation	20 points
Supervisory Interviews Paper	30 points
POSSIBLE POINTS EARNED	100

GRADING SCALE AND CRITERIA

The criteria for grading the assignments are generally those of any graduate level course. Organization, clarity of ideas, logical coherence, ideas supported by concrete examples and source citations from relevant literature, creativity and evidence of ability to critically apply course learning are some of the general criteria for grading. **Students taking the class S/N must receive 70 points or above to receive an S.** A grade of N receives no credit.

Assignments are to be typed or word processed using correct grammar, punctuation and spelling. Assignments should be double-spaced, and use inclusive language. When appropriate, students should use the *Publication Manual of the American Psychological Association* (5th edition), as a guide for writing papers and citing sources. The grading scale used in this course is given below

95 – 100 = A	77 - 79 = C+
90 – 94 = A-	74 – 76 = C
87 – 89 = B+	70 – 73 = C-
84 – 86 = B	68 – 69 = D+
80 – 83 = B-	66 – 67 = D
	< 65 = F

Description of Course Assignments

Active Participation in Class [10 possible points]

Because this class is practice-intensive and emphasizes experiential learning, your regular attendance and active participation constitute a significant portion of your course grade. Class members are expected to come to class on time, having read assigned materials, prepared to enter into reflective discussion, and willing to participate actively in class exercises.

Five Topical Reflection Papers [possible 8 points each, for a total of 40 points]

Each three-page [typed, double-spaced] reflection paper will focus on a supervisory topic or issue of your choice from among those covered in the course readings, discussion and experiential learning exercises. Your topic might be a particular supervisory skill and its applications, or a particular issue or concept in supervision. The topical focus of each reflection paper should draw upon all of the following:

- your observations and subjective responses to in-class role-plays or other experiential learning exercises
- your past and/or present work experiences as a supervisee [including field] and/or supervisor, or your direct observations of others' experience
- relevant course readings, as well as discussion and lecture.

It is expected that your reflection paper will *integrate* critical analysis of principles and concepts with actual experience and your own personal, subjective experience and views. These reflection papers are an especially useful way of exploring use of self in supervision—that is, assessing what reactions *you* bring to a supervisory situation or encounter that might influence its outcome. These papers are to be written in first-person, using the pronoun 'I'. While a reference list is not required, cite sources within the narrative of your paper using APA style.

Peer Group Presentation [20 possible points]

This 30-minute group presentation will focus on one of the following:

- ***Skills and approaches to effective supervision in a particular kind of practice setting*** [i.e., community organizing, sheltering victims of domestic violence, child protection, mental health advocacy, individual and/or family therapy, intensive mental health case management], given the challenges particular to that practice setting and the population it serves.
- ***Skills and approaches for effective supervisory practice within a particular organizational role*** [i.e., supervisory management in the capacity of chief executive or program manager of a human services agency; group supervisor in an agency which serves clients primarily through a group work mode; campaign director in a community organizing agency]
- ***A special issue or topic which has compelling significance for supervisors*** [i.e., developing an approach whereby supervisors in a particular practice setting can address the impact of secondary trauma on frontline staff and the services they provide; how supervisors in community organizing settings can navigate unique challenges such as anti-authoritarian norms, and balancing a passion for the work with unrealistic performance demands; the negative effects of an overemphasis on the administrative function in social work supervision]

This assignment is an opportunity for you to translate the general concepts and skills you've learned in the course into more specialized, 'real world' supervisory practice guidelines. Your presentation should provide your peers with a valuable and ***engaging*** learning experience that advances their practical supervisory capability. In your actual presentation you are encouraged to utilize a variety of mediums, including live or videotaped demonstration or role play, panel discussion, case examples, Power Point slides and handouts, and any other creative approach suited to 'bringing alive' the ideas and examples your group wishes to communicate to the class. ***At least 10 of the 30 minutes should be reserved for interaction with your listeners, such as questions and answers, facilitated discussion, or a relevant experiential exercise—something that directly engages your listeners in a meaningful way.***

For this assignment, you will need to consult a variety of sources, including relevant literature, practitioners in the field, your own experience where appropriate, and your group's collective critical thinking about how information from these and other sources can best be synthesized into 'best practice guidelines' for supervisors in these particular contexts.

In addition to the 30-minute presentation, you are also expected to provide the instructor and members of the class with a 2-3 page summary stating the (a)focus of your presentation, (b)why you chose it, (c)main points you wish to emphasize, and (d) at least five recommended sources for additional information. If you use Power Point handouts, these may be used to communicate (c).

Critical Analysis of Face-to-Face Interviews with Two Social Work Supervisors [30 possible points]

Choose two MSW-level social work supervisors who agree to be interviewed in person. ***Assure them that the information they share with you will be held in confidence, except for the written narrative summary which will be shared with the course instructor, and that their real name will not be used in that summary.*** Neither of the individuals you interview should be your current supervisor. The interviews are to be conducted after the 13th class session. The following topics should be explored with them, with attention to what they have learned from their supervisory experience:

- use of self and relationship in supervision
- issues of power and authority

- crossing cultures in supervision (race, class, ethnicity, national origin, gender, sexual orientation, disability, religion, immigrant status, etc.)
- work-related stress and/or secondary trauma
- performance appraisal and giving feedback
- ethics, boundaries, legal issues
- how they balance educational, support, and administrative functions
- mediating between supervisees and the larger system
- how would they describe their use of leadership

In order to prepare for these interviews, you will need to develop specific questions pertaining to each of the above topics. Ask the same questions for each interview, but feel free to ask individualized follow-up questions. Compare the supervisory styles and philosophies of the two supervisors you interviewed. Be sure to include a description of the setting/agency and the supervisors' responsibilities. Attach the list of the specific questions you asked of both supervisors as an appendix. Your paper should be 8-10 pages plus a reference page.

A substantial portion of your narrative should focus on a critical analysis of what *you* observed and learned from your interviews, how compatible this material is with your own current expectations for future supervisory practice, and how it relates to class readings and discussions. This discussion should demonstrate your ability to critically evaluate and apply important supervisory concepts and skills, given relevant contextual factors. Cite readings and class lecture/discussions to support your analysis.

COURSE OUTLINE

Class Session 1 **Introductions**
Course Overview and Expectations
Supervision in Historical Perspective
Models of Supervision

Skills Exercise Survey of situational supervisory responses

Class Session 2 **Three Primary Functions of Supervision**
Intersubjectivity—Framework for Interactional Supervision
Preparatory Skills: ‘Tuning In’

READ: Carolyn Cousins (2004). Becoming a social work supervisor: A significant role transition. *Australian Social Work*, 57(2), 175-185 [**read and digest**]. Highlight passages to share in class discussion.

Lawrence Shulman (1993). Chapter 3: “Preparatory and Beginning Skills in Supervision” (pp.35-77). *Interactional supervision*. Washington, D.C.: NASW Press [**read and digest**].

Freda Brashears. (1995). Supervision as social work practice: A reconceptualization. *Social Work, 40*, 692-699 [read and digest].

Skills Exercises: Practicing skills of ‘tuning in’ with a supervisory ‘sticky wicket’ experienced by a member of the class.

ROLE PLAY: Use of Supervisory Authority

Class Session 3 **Use of Power and Authority**
The Primacy of the Supervisory Relationship

READ: Bennett J. Tepper (2007). Abusive supervision in work organizations: Review, synthesis, and research agenda. *Journal of Management, 33*, 261-289 [read for main ideas].

Sing-sum Tsui (2005). Chapter 7: “Power Issues between Supervisors and Supervisees” (pp.91-106). *Social Work Supervision: Contexts and Concepts*. Thousand Oaks, CA: Sage Publications [read and digest].

Raymond Fox (1989). Relationship: The cornerstone of clinical supervision. *Social Casework, March*, 146-152 [read and digest].

Skills Exercise:ROLE PLAY: “A Case of Non-Compliance.”

Assignment Due: Reflection Paper #1

Class Session 4 **Working Phase Supervisory Skills**
Cross-Cultural Supervision

READ: Sharon Hines Smith (2003). An assessment of multicultural competence in supervision: Implications for continuing education. *Professional Development: The International Journal of Continuing Social Work Education, 6* (3), 4-12 [read and digest].

Jeffrey Hird, Karen Tao, & Alberta Gloria (2004). Examining supervisors’ multicultural competence in racially similar and different supervision dyads. *The Clinical Supervisor, 23* (2), 107-122 [read for main ideas]. Available online.

Lawrence Shulman (1993). Chapter 4: “Work Phase Skills in Supervision” (pp.78-140). *Interactional supervision*. Washington, D.C.: NASW Press.

Skills Exercise: ROLE PLAY: “Non-Compliance in a Cross-Cultural Context.”

Class Session 5 **Working Phase Supervisory Skills-continued**
Identifying Commonalities and Distinctions between Clinical Supervision
and Supervision in Community Practice Settings

READ: Intensive review of Lawrence Shulman’s Chapter 4: “Work Phase Skills in Supervision.”

NASW Council on the Practice of Clinical Social Work (1994). *Guidelines for Clinical Social Work Supervision*, pp.1-15. [This is the most current *Guidelines* document available from NASW.]

[**read and digest**]. This document will be distributed by the instructor.

Mirean Coleman (2003). Supervision and the clinical social worker. *Clinical social work practice update*, pp.1-4. [**read and digest**]. This document will be distributed by the instructor.

Skills Exercise: ROLE PLAY of a supervisory ‘sticky wicket’ experienced by a member of the class.
Guest Speaker: Lessons Learned in Cross-Cultural Supervision
Assignment Due: Reflection Paper #2
MEDIA/DVD: “Learning to Think Like a Supervisor” (24 minutes)—introduces educational supervision in preparation for next week’s readings.

Class Session 6 **Educational Function of Supervision**
Distinguishing Therapy From Educational Supervision
Use of Self in Supervision—Relational Boundaries

READ: Lawrence Shulman (1993). Chapter 6: “Educational Function of Supervision” (pp.155-210). *Interactional supervision*. Washington, D.C.: NASW Press. [**read and digest**]. On E-reserve, and on hardcopy reserve at Magrath Library.

S.A. Neufeldt & L.N. Nelson (1999). When is counseling an appropriate and ethical supervisory function? *The Clinical Supervisor*, 18 (1), 125-135 [**read and digest**].

H. Itzhaky (2002). The secret in supervision: An integral part of the social worker’s professional development. *Families in Society*, 81 (5), 529-537 [**read and digest**].

Skills Exercise: ROLE PLAY: “Boundary Issues in Supervision—the Case of Vera”

Class Session 7 **Ethical Principles and Legal Obligations in Supervision**
Risk Management Strategies

READ: Frederick Reamer (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50 (4), 325-334 [**read for main ideas**].

J.G. Lynch & G. Versen (2003). Social work supervisor liability: Risk factors and strategies for risk reduction. *Administration in Social Work*, 27 (2), 57-72 [**read and digest**].

Review “Legal Issues” and “Ethical Issues” sections of NASW’s *Guidelines for Clinical Social Work Supervision*.

Recommended: M. Houston-Vega, E. Nuehring, & E. Daguio (1997). *Prudent practice: A guide for managing malpractice risks*. Washington, D.C.: NASW Press.

Learning Exercise: Case Analysis of a Supervisor’s Ethical Dilemma.

Assignment Due: Reflection Paper #3

Class Session 8 **Administrative Supervision**

READ: Alfred Kadushin and Daniel Harkness (2002). Chapter 2: “Administrative Supervision” (pp. 45-77). *Supervision in social work* (4th Edition). New York: Columbia University Press.

Felice Perlmutter, Darlyne Bailey, & F. Ellen Netting (2001). Chapter 1: “Professional Challenges for Managerial Supervisors” (pp.3-23). *Managing human resources in the human services: Supervisory challenges*. New York: Oxford University Press.

Guest Speaker: Julie Manwarren, LICSW
Executive Director, Simpson Housing
‘Balancing the Administrative and Support Functions in Supervision’

March 20	NO CLASS TODAY—spring break
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Class Session 9 **Supervision of Staff Groups Cultural Competence in Group Work Supervision**

READ: Lawrence Shulman (1993). Chapter 8: “Supervision of Staff Groups” (pp.213-257). *Interactional supervision*. Washington D.C.: NASW Press [**read and digest**]. On E-reserve, and on hardcopy reserve at Magrath Library

Jane Okech & Deborah Rubel (2007). Diversity Competent Group Work Supervision: An Application of the Supervision of Group Work Model (SGW). *The Journal for Specialists in Group Work*, 32 (3), 245-266 [**read and digest**].

Jane Okech & Deborah Rubel (2006). The supervision of group work model: Adapting the discrimination model for supervision of group workers. *The Journal for Specialists in Group Work*, 31 (2), 113-134 [**read for main ideas**].

Skills Exercise: ROLE PLAY: ‘Perceived Favoritism Surfaces in a Staff Meeting’

Class Session 10 **Evaluation and Performance Appraisal Helping Staff Cope with Secondary Trauma**

- READ:** Alfred Kadushin & Daniel Harkness (2002). Chapter 8: "Evaluation" (pp.329-388) [read and digest]
 H. Bell, S. Kulkarni, & L. Dalton (2003). Organizational prevention of vicarious trauma. *Families in Society*, 84 (4), 463-470 [read and digest].
- D. Schultz (2005). Suggestions for supervisors when a therapist experiences a client's suicide. *Women & Therapy*, 28 (1), 59-69 [read for main ideas].
- M. Horwitz (1998). Social worker trauma: Building resilience in child protection social workers. *Smith College Studies in Social work*, 68 (3), 363-377 [read for main ideas].
- Guest Speaker:** Eva Springer Solomon, LICSW
 Social Worker and Supervisor, Center for Victims of Torture
 "Responding to the Impact of Vicarious Trauma on Supervisees"
- Assignment Due:** Reflection Paper #4
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Class Session 11 Mediating Conflict Between Staff and Larger Systems

- READ:** Lawrence Shulman (1993). Chapter 10: "Working with the System" (pp. 287-309). *Interactional supervision*. Washington D.C.: NASW Press [read and digest]. Available on E-reserve, and hardcopy reserve at Magrath Library.
- Skills Exercise:** Three-part simulation focused on utilizing third-force function skills: Mediating conflict between the supervisor's staff and administrator to whom the supervisor reports.

Class Session 12 Supervisory Leadership Models of Leadership: Situational, Transactional, Transformative, and Servant

- READ:** John Lawler (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141 [read and digest].
- Emma Tickle, Joanne Brownlee, & Di Nailon (2005). Personal epistemological beliefs and transformational leadership behaviors. *Journal of Management Development*, 24 (8), 706-719 [read and digest]. Highlight passages of greatest personal significance.
- Experiential Exercise:** 'Team Participation.'

Class Session 13 Leadership Styles and Organizational Culture

READ: Hillel Schmid (2006). Leadership styles and leadership change in human and community service organizations. *Nonprofit Management & Leadership*, 17 (2), 179-194 [**read and digest**].

N. Mary (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29 (2), 105-118 [**read and digest**].

Guest Speaker: Ron Reed, MSW, recently retired Executive Director of Family and Children's Services of St. Paul

Assignment Due: Reflection Paper #5

Class Session 14 Peer Group Presentations
May 1

Class Session 15 Peer Group Presentations
Insights, Disappointments, and Areas for Future Growth:
A Review of Your Experience in this Course

SAMPLE