Course Description
This course focuses on learning patterns, principles, and methods of supervision.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: MSW student

How credit hour is met: This course meets for one 2-hour class period each week and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for approximately 4 hours each week.

Course Overview
This course focuses on the role and function of the social work supervisor in the Human Services agencies, within the context of Advanced Generalist Macro Practice theory and concepts. This course will examine the historical background, theoretical concepts and practical applications of supervisory methods and practice, and will analyze the legal, ethical, social and policy context of agency work. Concepts, theories and models of macro and individual level practice and advance practice skills for addressing complex practice and organizational situations are examined.

Regardless of your chosen level of intervention – direct practice, community or group, organizational or policy – your future work as a masters prepared professional social worker will regularly involve experiences of consultation and supervision within the field of social work. Social workers in supervisory positions are increasingly accountable for the effective and efficient functioning of the administrative components of their units. Ultimately, the supervisor is responsible for the quality of services delivered to clients/consumers in the community, and the class will address supervisory roles and responsibilities in the context of promoting social justice and advancing the well-being of oppressed and/or marginalized groups. that span the micro-macro spectrum, and thus require your ability to draw upon skills across that spectrum. This advanced course is designed to further develop your competencies in the principles and methods of supervision and consultation.

This course is an advanced generalist macro practice elective course option for MSW students and is required for students in the Title IV-E Child Welfare program. will teach you about leading within human service organizations, from effectively interview and hiring new employed to providing expert supervision to ethical dilemmas.
The substantive areas to be address include: knowledge of the impact of the supervisory process as it relates to the unequal states of employees and client groups; demonstration of critical thinking and the ability to evaluate and critique ideas; work that demonstrates the ability to use theoretical concepts, to think in logical sequence, and to organize ideas into a conceptual whole.

Content will include the importance of creating a learning environment in which supervisees can grow professionally, to assure competent services and steps for assuring a diverse work force. The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students develop an understanding of advanced generalist macro practice theories and concepts, as they relate to supervision. Students will work to develop a mastery of a working knowledge of supervisory and consultative roles and functions relevant to the competencies described in Appendix A.

IV. Course Content

**WEEK 1: January 25th, 2018**
Topics  Introduction to Course; Syllabus Review  
Leadership Styles, Leadership in Organization  
Group Discussion of personal and professional values  
Group Activity: personality style and supervisory style  
http://www.personalityperfect.com/16-personality-types/

Class Prep:  Required:  
Review Syllabus on canvas prior to class.

**WEEK 2: February 1st, 2018**
Topics  Theoretical Models of Supervision and Leadership  
Discussion of interdisciplinary team and social work role  
Group exercise on Supervision Styles

Class Prep:  Required:  
Read: Kadushin and Harkness Chapter 1

**WEEK 3: February 8th, 2018**
Topics  Supervisory Relationship and Boundaries  
Transitioning from a staff roll  
Managing multiple Relationships
Intervention at the Organizational Level

Class Prep: Required:
Read: Kadushin and Harkness Chapter 3
Read: Claudia Dewane: Supervisory Beware: Ethical Dangers in Supervision (2007) (Reading on Canvas)

WEEK 4: February 15th, 2018
Topics Onboarding: Interviewing, Hiring, Orientation and Retention
Guest Lecture: Yonah Drazen

Class Prep: Required:
Read: Kadushin and Harkness Chapter 2

WEEK 5: February 22nd, 2018
Topics Diversity in the Workforce: Navigating cultural competence in supervision

Class Prep: Required:
Read: http://ncwwi.org/files/Org_Environment/Leadership_Diversity_Inclusion_insights_from_scholarship.pdf (Also on Canvas)

Assignment #1 Due: Implicit Attitudes Professional Reflection Paper (10 points)

WEEK 6: March 1st, 2018
Topics How do you grow people: Educational Plans, Competency Assessment
Assignment #2 Discussion: Group Project – Create an In-Service Training

Class Prep: Required:
Read: Kadushin and Harkness Chapter 4

WEEK 7: March 8th, 2018
Topics Developmental stages of team formation
Cultural competent supervision

Class Prep: Required:
Read: Kadushin and Harkness Chapter 5

WEEK 8: March 15th, 2018
Topics Organizational issues, assessment of organization
Assignment #2 Due: Presentation of Group Projects

Class Prep: Required:
Group Project Preparation

WEEK 9: March 22nd, 2018
Topics Use of Self
Ethical Dilemmas
Ethical Dilemma decision making models

Class Prep: Required:
Read: Kadushin and Harkness Chapter 6
Read: Claudia Dewane, Use of Self (On Canvas)

SPRING BREAK: March 29th, 2018

WEEK 10: April 5th, 2018
Topics: Self Compassion, Burnout and Secondary Trauma

Class Prep: Required:
Read: Packet from Kristin Neff (On Canvas)
Watch: Power of Vulnerability Brene Brown TED Talk
Assignment #3 Due: Ethical Dilemma Professional Reflection Paper

WEEK 11: April 12th, 2018
Topics: Clinical and Group Supervision
Assignment #4 Discussion: In Class Role Play- Difficult Feedback
Role Play example/discussions

Class Prep: Required:
Read: Kadushin and Harkness Chapter 9

WEEK 12: April 19th, 2018
Topics: Evaluation of staff
Encouraging Self Evaluation/Peer review
SMART Goals and other goal setting
Providing difficult feedback
Assignment #4 Due: In Class Role Plays (10 points)

Class Prep: Required:
Read: Kadushin and Harkness Chapter 8

WEEK 13: April 26th, 2018
Topics: Action Plans
Performance Improvement

Class Prep: Required:
Read: Kadushin and Harkness Chapter 10
Read: Managing Performance Problems Handout (On Canvas)
Assignment #6 Due: Self Evaluation (10 points)

WEEK 14: May 3rd, 2018
Topics: Documentation
Termination

Class Prep: Required:
Assignment #7 Due: Performance Improvement Plan (15 points)

V. Texts and Reading Materials for the course

All other materials and links are available at Canvas (https://canvas.wisc.edu/courses/87775) Students are also required to search out and read supplemental material pertinent to their specific assignments.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Evaluation Methods: Six assignments contribute to the grade, with relative weights as follows: 15% Participation and Attendance; 10% Implicit Attitudes Professional Reflection Paper; 25% Group Project: Education; 15% Ethical Dilemma Professional Reflection Paper; 10% In Class Role Play: Difficult Feedback; 10% Self-Evaluation; 15% Performance Improvement Plan

Class Participation and Attendance (15%)
Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations (as outlined above), you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>15</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implicit Attitudes Professional Reflection Paper</td>
<td>10</td>
<td>Week 5 - February 22, 2018</td>
</tr>
<tr>
<td>Group Project: Education</td>
<td>25</td>
<td>Week 8 - March 15, 2018</td>
</tr>
<tr>
<td>Ethical Dilemma Professional Reflection Paper</td>
<td>15</td>
<td>Week 9 – March 29, 2018</td>
</tr>
<tr>
<td>In class role – play: Difficult feedback</td>
<td>10</td>
<td>Week 12 – April 19, 2018</td>
</tr>
<tr>
<td>Self-Evaluation of Performance</td>
<td>15</td>
<td>Week 13 - April 26, 2018</td>
</tr>
<tr>
<td>Performance Improvement Plan Paper</td>
<td>10</td>
<td>Week 14 – May 4, 2018</td>
</tr>
</tbody>
</table>

More details on all assignments are in the appendices.

Grading: Each assignment will be graded with a numerical score. The final grade will reflect the total points earned on all assignments. The assignment of letter grade to numerical score is based on the following general standard:

- **A** 94-100: outstanding work, surpasses minimum expectations in most areas
- **AB** 88-93: surpasses minimum expectations in some areas, but not in others
- **B** 82-87: meets minimum expectations
- **BC** 76-81: meets minimum expectations in some, but is below min. expectations in others
- **C** 70-75: below minimum expectations in most areas, not acceptable graduate-level work
D 64-69 clearly unacceptable in all areas
F <64 insufficient information for grading, multiple absences, or academic misconduct.

Some comments on grading:
- You may appeal a grade on a particular assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the assignment is returned.
- It is expected that written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

VII. Course Policies

Attendance Policy

Promptness. Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

Absence. To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted.
- excused absences:
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  - Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an excused absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Student behavior policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Late Assignments**
All assignments are due on the date required by the instructor. Students needing an extension on assignments should discuss with instructor prior to assignment due date. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points for each day past due.)

**Academic Integrity:**
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these acts are examples of academic misconduct which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension.

**Code of Ethics, Professional Conduct & Plagiarism:**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

**Plagiarism**
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

**Accommodations for Students with a Disability**
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [https://mcburney.wisc.edu/](https://mcburney.wisc.edu/); Phone at 608-263-2741; Text messaging at 608-225-
Accommodations will not be made without a VISA. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Technology in class**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

**Incompletes**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.

**Religious Observances**
In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.
### Appendix A

NOTE: Descriptions of competencies include some material in parentheses that is covered in other courses and not necessarily covered in this course.

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1: Demonstrate ethical and professional behavior</strong>&lt;br&gt;Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. (They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas.) Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</td>
<td>Lecture, reading, and discussion on personal values, professional values, and ethics. (K, V, S, C&amp;A)&lt;br&gt;Group exercise on professional codes of ethics, ethical dilemmas in social work and how to provide responsible supervision that also encourages growth and autonomy. (K, V, S, C&amp;A)&lt;br&gt;Lecture, reading, and discussion of inter-professional teams and social work’s role. (K, S, C &amp; A)&lt;br&gt;Discussion of life-long learning and how to promote and environment of educational growth for supervisees. (K, V)&lt;br&gt;Discussion of leadership in organizations and styles of leadership. (K, S, C &amp; A)</td>
<td>Week 1&lt;br&gt;Week 9&lt;br&gt;Pg 5&lt;br&gt;Week 2&lt;br&gt;Week 7&lt;br&gt;Week 6&lt;br&gt;Week 1</td>
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<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration</td>
<td>Lecture, reading, and discussion related to dimensions of diversity at the organizational level. (K, S, C &amp; A)&lt;br&gt;Lecture, reading on providing culturally competent supervision. Assignment/Activity: Discovering unknown biases. (K, V, S, C&amp;A)</td>
<td>Week 5&lt;br&gt;Week 5&lt;br&gt;Pg 5 and 14</td>
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<tr>
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<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
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<td>status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</td>
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<td>Week 5</td>
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<td><strong>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</strong></td>
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<td>Week 5</td>
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<td><strong>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</strong></td>
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<tr>
<td><strong>2.1.6 Engage with Individuals, Families, Groups: Engage with Groups, Organizations, and Communities</strong> &lt;br&gt;Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. &lt;br&gt;&lt;br&gt;Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. &lt;br&gt;&lt;br&gt;Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. &lt;br&gt;&lt;br&gt;They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</td>
<td>Lectures, readings, videos, small/large group discussions related to organizational approaches to engagement. (K, S, V, C&amp;A) &lt;br&gt;&lt;br&gt;Lectures, readings, videos, small/large group discussions related to clinical supervision in social work. (K, S, V, C&amp;A)</td>
<td><strong>Week 8</strong> &lt;br&gt;<strong>Week 11</strong></td>
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<td><strong>2.1.7 Assessment</strong></td>
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<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
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<tr>
<td><strong>2.1.8 Intervene with Individuals, Families, Groups: Intervene with Groups, Organizations, and Communities</strong></td>
<td>Lecture, reading, videos, and group discussions focused on leadership. (K, V, S, C&amp;A)</td>
<td>Weeks 1, 13</td>
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<td></td>
<td>Lecture, reading, videos, and group discussions focused on education and ethical and clinical dilemmas (problem solving). (K, V, S, C&amp;A)</td>
<td>Week 6</td>
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<td>Lecture, reading, videos, and group discussions focused on intervention at the organizational level including supervision. (K, V, C&amp;A)</td>
<td>Week 9</td>
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<td></td>
<td>Lecture, reading, assignment on providing difficult feedback. Lecture on creating a team</td>
<td>Pg 16, Week 12</td>
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<tr>
<td>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</td>
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<td>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</td>
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<td>Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</td>
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<tr>
<td>They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</td>
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<tr>
<td><strong>2.1.9 Evaluate Practice with Individuals, Families, Groups: Evaluate Practice with Groups, Organizations, and Communities</strong></td>
<td>Lecture, readings, and class discussions relevant to evaluating work at the organizational level. (K, C&amp;A)</td>
<td>Week 8, Week 12</td>
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<tr>
<td></td>
<td>Lecture, readings, videos, and class discussions relating to implementation of performance improvement processes at the individual and organizational level</td>
<td>Week 5, Week 14</td>
</tr>
<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</td>
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<tr>
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<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<tr>
<td>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</td>
<td>Assignment: Performance Improvement Plan and Intervention Strategies for Supervisee (scenario provided) (K,S, C&amp;A)</td>
<td>Pg 18 and 19</td>
</tr>
</tbody>
</table>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes
Appendix B:  
Professional Reflection Paper - Implicit Attitudes

Reflection Paper  
10 points  
Due: February 22nd (Week 5)  
Papers must be handed in on the due date prior to the start of class via the Learn@UW Canvas Course dropbox.

Step 1: Go to the Project Implicit Website https://implicit.harvard.edu/implicit/ and take one implicit attitudes “test” within the “Social Attitudes” Section (Race, Gender, Political view, etc)

Step 2: Reflecting on both the results and experience from this activity, write about at least two things that are of potential value or relevance to your work and your potential work as a supervisor. Were you surprised by your results or was something noteworthy in the process? Is there a thought that a potential bias might influence how you supervise or make managerial decisions? How would you go about seeking consultation to address any potential bias? How will you go about resolving ethical dilemmas that arise in crisis intervention practice?

This paper should be 3-4 pages. While this is a reflection paper – this is not simply a discussion post and this paper should be written as an academic paper with proper spelling, grammar and APA citations (if you reference the readings).

You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of your experience with the online test, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity and jargon-free writing.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, academic writing in APA format with introduction, conclusion and correct citations</td>
<td>3</td>
</tr>
<tr>
<td>Thoughtful reflection that demonstrates critical thinking, a cohesive discussion and the integration of readings, class discussion and personal/professional experience</td>
<td>4</td>
</tr>
<tr>
<td>Sophisticated incorporation of your own experience/test out comes into your hypothesis of how this may impact your supervisor practice</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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</table>
Appendix C
Group Project: Create an In-Service Training for Staff

Group Project
25 points
Due: March 15th (In class on week 8)

In groups of three, you will prepare and present a twenty-thirty minute “training” on a topic related to required education for social workers in the field. You may wish to provide further information on a cultural competency issue, an ethical dilemma or confidentiality issue. All “training” presentations must include a written hand as well a reference page to best source the information presented. You will work in groups for this assignment. Please work to assure that all group members contribute meaningfully and equally to the presentation. You will provide a brief written log or description of how each group member contributed to the project. All group members must participate in the verbal presentation of material.

Assignment Requirements:

- Must be 20-30 minutes in length
- Each student must verbally present some of the content/information.
- Presentations must include some visual component (i.e. power point slides, etc)
- Any sources used during the presentation must be correctly documented according to APA documentation style
- Groups must submit a written log of all student participation in the project.

Presentation Topics: We will brainstorm a list of topics in class to help with this determination

Presentations will be graded based on the following criteria and requirements:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information was detailed and explained clearly and concisely.</td>
<td>5</td>
</tr>
<tr>
<td>Visual aid or Power Point was easy to read and understand.</td>
<td>5</td>
</tr>
<tr>
<td>Presentation was at least twenty minutes long.</td>
<td>3</td>
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<tr>
<td>Presenters engaged the audience</td>
<td>5</td>
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<tr>
<td>Group provided one complete, written Works Cited list.</td>
<td>3</td>
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<tr>
<td>Group provided a written log detailing how group members contributed to the project.</td>
<td>2</td>
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<td>Group should review the presentation at least once before delivery in class</td>
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<td>All assignment requirements were fulfilled.</td>
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Total 25 points
Appendix D
Professional Reflection Paper – Ethical Dilemma

Reflection Paper
15 points
Due: April 5th (Week 10)
Papers must be handed in on the due date prior to the start of class via the Learn@UW course dropbox.

Reflecting on the ethics reading from week 9, and choosing an Ethical Dilemma from the approved list provided in class, write about at least two things that are of potential value or relevance to your work or potential supervisory practice. What stands out to you from the readings? How will you go about resolving an ethical dilemma that an employee brings to your attention?

This paper should be 3-4 pages. Write the paper as if the reader has not read the materials. This paper should be written as an academic paper with proper spelling, grammar and APA citations when you reference the reading.

You should begin the paper with an introduction and end with a conclusion. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. This must be a polished and sophisticated academic paper. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity and jargon-free writing.

Grading Rubric

| Professional, academic writing in APA format with introduction, conclusion and correct citations | 3 |
| Thoughtful reflection that demonstrates critical thinking, a cohesive discussion and the integration of readings, class discussion and personal/professional experience | 4 |
| Clear outline of possible outcomes/path you would take as a supervisor. | 4 |
| Sophisticated incorporation of material from the readings into discussion | 4 |
| **Total** | **15** |
Difficult Feedback Role Play
10 points
Due: April 19th (In class on Week 12)

Working in pairs, students will have the opportunity to demonstrate approaches and skill in delivering “difficult feedback” to an employee. This will be a chance to demonstrate incorporation of techniques to address various concerns and fears we may have about providing critical feedback to a peer or an employee. Students will be assigned a partner and they will work together to develop two specific scenarios (which will be approved by the instructor) in which they will need to provide some critical or difficult feedback. The role plays will take place in class with the other students providing support and feedback after the role play.

The “manager/supervisor and the staff person’s reflections, as well as the rest of the observations will be a factor in the grade. Respectful and thoughtful supervision will be the most important aspect of this assignment.

In case there is not an even number of students, the instructor will make changes as needed to group composition. A rubric will be provided for the grading, as well as the feedback between peers.
Appendix F
Self-Evaluation and Goal Setting

Self-Evaluation
10 points
Due: April 26th (Week 13)
Papers must be handed in on the due date prior to the start of class via the Learn@UW course dropbox.

The purpose of this assignment is to focus students on their placement sites and practice writing an evaluation of their own performance. As employees, students will most likely have to engage in this activity, and as a manager, students will have to help their staff with this process as well. Students should reflect on their performance at their current intern site (or if necessary and discussed with the instructor- a different environment), and provide a thoughtful synthesis of their performance. Students should also include 2-3 goals for future development of themselves using the SMART goal format (as discussed in class)

This “paper” should be 2 -3 pages, double spaced. An example will be provided in class. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. Grading will be based on evidence of thoughtful consideration of performance and application of evaluation formats. Please continue to pay close attention to grammar, spelling, organization, clarity and jargon-free writing.

<table>
<thead>
<tr>
<th>Professional, academic writing in APA format with introduction, conclusion and correct citations</th>
<th>3</th>
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<tbody>
<tr>
<td>Thoughtful reflection that demonstrates critical thinking, an honest assessment, and cohesive discussion of personal/professional experience</td>
<td>4</td>
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<tr>
<td>Sophisticated incorporation of SMART goal format to create a plan for your future action and goals (this must be based on your real-life assessment of your performance).</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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Appendix G

Performance Improvement Plan

NOTE: Examples will be provided and discussed throughout the semester.
Grading Rubric will be distributed in class.

PIP
15 Points
Due: May 3rd (Week 14)

Papers must be handed in on the due date prior to the start of class via the Learn@UW Canvas Course dropbox.

The purpose of the Performance Improvement Plan (PIP) is to help supervisors and direct reports address and resolve performance issues. This guidance should be used in concert with the advice received from the department’s Human Resources Representative, Employee Relations Services and/or HR Consultancy Services. The PIP communicates the performance discrepancies, when an improved level of performance is to be achieved and the action steps that will assist the employee in meeting performance expectations. The procedures for providing a formal performance improvement plan should include:

1. **Determination of Unacceptable Performance:** Employee’s performance is determined to be unacceptable in one or more critical elements – to include operational and behavioral data

2. **Performance Improvement Plan Notice Issued:** Inform the employee in writing of the critical element(s) in which he or she is failing. Then you will show the work of the collaborative conversation you will have with the employee that includes the development of what is needed to bring performance up to a minimally successful level, what assistance will be provided, and the consequences of failing to improve during the opportunity period. You will also need to show the work of how this agreed upon and next steps.

3. **Formal Performance Improvement Plan measurements and time frame:** Inform the employee or the duration of opportunity for improvement. This period may vary, however the normal rule is 60-90 days. Be sure to document the employee’s progress and to provide any appropriate assistance.

4. **Determination of Performance Improvement:** Employee’s performance is determined to be acceptable or unacceptable in one or more critical elements.

Depending on the nature of the job and the employee’s experience, it may be appropriate to offer assistance in a variety of ways. For example, an employee may be given a checklist, paired with another employee, offered training, and/or given closer supervision. Not every employee will require every type of assistance, but once assistance is offered, be sure to follow through with it during the performance improvement plan period.