

School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

Social Work 842: Consultation and Supervision in Social Work, Section 001
Spring 2019 Full Time Program

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Credits: 2

Canvas Course URL: <https://canvas.wisc.edu/courses/140253>

Office Hours: By Appointment

Class Time: Tuesdays, 1:20 pm – 3:15 pm

Location: SW Room 110

Instructional Mode: Face to Face

I. 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: Graduate or professional standing

How credit hour is met: This class 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 about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

This course focuses on the role and function the social work supervisor in the Human Service 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. This course will teach you about leading within human service organizations, from effectively interviewing and hiring new employees to providing expert supervision to ethical dilemmas.

The substantive areas to be addressed include: knowledge and 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 workforce. 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 assignments 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 mastery of a working knowledge of supervisory and consultative roles and functions relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Students are required to complete all outside readings for each week prior to each class including review of assigned websites. Students will accomplish the learning competencies in this course through a variety of classroom tools including lectures, videos, guest speakers, small and large group discussions, written assignments and/or student presentations.

Week I: January 22, 2019
<ul style="list-style-type: none">• Syllabus review
Class Prep:

- ✓ **Read:** Supervision in Human Service Agencies, Patricia Stow Bolea
- ✓ **Complete:** Discussion Post by Friday, January 25, 2019
- ✓ **Complete:** *Personality Test: <https://www.personalityperfect.com/test/free-personality-test/>
*Bring a copy of personality test results to class on January 29, 2019

Week 2: January 29, 2019

- Introduction to Course; Ice Breaker exercise
- Leadership Styles, Leadership in Organization
- Group Discussion of personal and professional values
- Theoretical Models of Supervision and Leadership
- Interdisciplinary team and Social Work role

Class Prep:

- ✓ **Read:** Kadushin and Harkness - Chapter 1
- ✓ **Bring a copy of personality test results to class**

Week 3: February 5, 2019

- Supervisory Relationship and Boundaries
- Transitioning from a staff role to supervisory role
- Managing multiple relationships
- Intervention at the Organizational Level

Class Prep:

- ✓ **Read:** Kadushin and Harkness - Chapter 3
- ✓ **Read:** Claudia Dewane: Supervisory Beware: Ethical Dangers in Supervision (2007)

Week 4: February 12, 2019

- Onboarding: Interviewing, Hiring, Orientation and Retention
Guest Lecture: Emily Tofte

Class Prep:

- ✓ **Read:** Kadushin and Harkness - Chapter 2

Week 5: February 19, 2019

****Due Today: Implicit Attitudes Professional Reflection Paper**

- Diversity in the Workforce: Navigating cultural competence in supervision
Guest Lecture: Jael Currie

Class Prep:

- ✓ **Read:** [https://ncwwi.org/files/Org Environment/Leadership Diversity Inclusion - insights from scholarship.pdf](https://ncwwi.org/files/Org_Environment/Leadership_Diversity_Inclusion_-_insights_from_scholarship.pdf)

Week 6: February 26, 2019

- How do you grow people: Educational Plans, Competency Assessment
- Discussion: Group Projects – Create an In Service Training

Class Prep:

- ✓ **Read:** Kadushin and Harkness - Chapter 4

Week 7: March 5, 2019

****Due Today: Group Project Presentations**

- Developmental stages of team formation
- Cultural competent supervision

Class Prep:

- ✓ Read: Kadushin and Harkness - Chapter 5
- ✓ Read: <http://tsne.org/achieving-diversity-nonprofit-workplace-step-step-guide>

Week 8: March 12, 2019

- Group Project Preparation

Spring Break
March 16-24, 2019

Week 9: March 26, 2019

- Organizational issues, assessment of organization
- Presentation of Group Projects

Week 10: April 2, 2019

- Use of Self
- Ethical Dilemmas
- Ethical Dilemma decision making models

Class Prep:

- ✓ Read: Kadushin and Harkness - Chapter 6
- Read: Claudia Dewane, Use of Self

Week 11: April 9, 2019

****Due Today: Ethical Dilemma Professional Reflection Paper**

- Self-Compassion, Burnout and Secondary Trauma

Class Prep:

- ✓ Read: Packet from Kristin Neff
- ✓ Watch: Power of Vulnerability Brene Brown (TedTalk)

Week 12: April 16, 2019

****Due Today: Interview with a Social Work Supervisor**

- Clinical and Group Supervision
- Discussion re: In Class Role Play – Difficult Feedback

Class Prep:

- ✓ Read: Kadushin and Harkness - Chapter 9

Week 13: April 23, 2019

****Due Today: In Class Role Plays**

- Evaluation of staff
- Encouraging Self Evaluation/Peer Review
- SMART Goals and other goal setting
- Providing difficult feedback

Class Prep:

- ✓ Read: Kadushin and Harkness - Chapter 8

Week 14: April 30, 2019
**Due Today: Journal Article Paper
<ul style="list-style-type: none"> • Action Plans • Performance Improvement • Documentation • Termination <p>Class Prep:</p> <ul style="list-style-type: none"> ✓ Read: Kadushin and Harkness - Chapter 10 ✓ Read: Managing Performance Problems Handout

V. TEXT AND READING MATERIALS

Textbook: Supervision in Social Work: 5th edition, Alfred Kadushin and Daniel Harkness, Columbia University Press

All other materials and links are available at Canvas. 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:

Attendance and Participation	15 %
Assignments	
Implicit Attitudes Professional Reflection Paper	10%
Group Project: Education	25%
Ethical Dilemma Professional Reflection Paper	15%
Interview with a Social Work Supervisor	15%
In Class Role Play: Difficult Feedback	10%
Journal Article Paper	10%

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 safer environment for learning. In addition to class attendance expectations, you are also expected to participate in 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 listen to others.

Assignment	Point Value	Due Date
Participation and Attendance	15	Ongoing

Implicit Attitudes Professional Reflection Paper	10	Week 5 – February 19, 2019
Group Project: Education	25	Week 8 – March 12, 2019
Ethical Dilemma Professional Reflection Paper	15	Week 9 – April 9, 2019
Interview with a Social Work Supervisor	15	Week 12 – April 16, 2019
In class role-play: Difficult feedback	10	Week 13 – April 23, 2019
Journal Article Paper	10	Week 14 – April 30, 2019

All assignments and references must be documented in APA format. All papers are to be typed, double-spaced, 12-point font, and 1-inch margins.

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; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Does not meet minimal expectations in all areas

VII. COURSE POLICIES

Expectations

Students are expected to:

- Attend class each session, actively participating in the in-class exercises and discussions.
- Read critically (and think about) all required readings before coming to class. Many students find it useful to take notes.
- Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
- Be respectful of the instructor and other class members--a diversity of views and opinions may be articulated during discussions.
- Conduct yourselves as professionals during class and during interactions with the instructor regarding SW842 outside of class. This includes such conduct as:
 - Turning off (or silencing) cell phones (and pagers) during class.
 - Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.

- Write email correspondence to the instructor and other students in a manner that would be considered professional, respectful, and timely.
- Use laptops and other electronic devices only for taking notes. Taking handwritten notes is strongly recommended and has been associated with better learning outcomes compared to note-taking on laptops (see the 2014 article “The Pen is Mightier than the Keyboard” by Mueller and Oppenheimer: <http://pss.sagepub.com/content/25/6/1159>).

The instructor is expected to:

- Co-create a classroom environment that facilitates learning.
- Assure that course objectives are being met.
- Hold regular office hours.
- Be available to address student questions through emailed correspondence.
- Give reasonable guidance on preparing for the exams and assignments.
- Provide prompt feedback on evaluation materials for the course

Attendance Policy

Prompt arrival to all courses is required.

- Instructor may take actions they deem appropriate if a student is consistently tardy.
- Instructor may also consider a significantly late arrival or early departure as an absence.

To ensure a quality educational experience, students must attend and participate in all classes.

- Attendance will be taken at each class and students' level of participation noted. Attendance and participation will count toward your class participation grade.
- Excused & Unexcused Absences:
 - The first unexcused absence will result in a student's grade being dropped by 5 percentage points (out of 100; i.e., ½ grade).
 - The second unexcused absence will place the student at risk for failing the course.
 - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence. In order for an absence to be excused, you must notify the instructor prior to class.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students will be required to write a two page report on the topics covered in class based on the required readings as well as additional readings provided by instructor.
- 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 should contact the instructor prior to the start of 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 cancelled due to inclement weather, students will be expected to check email to determine how to engage in the class material for that day.

- If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

Late Assignment Policy

Any requests for extensions on assignments must be made and approved at least 24 hours in advance of the due date. Unapproved late assignments may not be accepted and will be docked 5 percentage points (on a 100-point scale) for each day past due. If you are not able to be in class the day an assignment is due, you are still responsible for turning in your assignment on the due date.

Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to the instructor’s attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive on a particular assignment in this course, you may appeal the grade by documenting in writing your reasons for the appeal with specific attention to the three points raised above and submitting the appeal to the instructor within one week of when the assignment is returned.

Student Wellness

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- Gender and Sexuality Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus:

- Report: <https://doso.students.wisc.edu/bias-or-hate-reporting/>
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW Madison Police Department: <http://uwpd.wisc.edu/>
- Office of Equity and Diversity: www.oed.wisc.edu/

Disability Accommodations

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 me 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. 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. For more information, please contact the McBurney Center at <https://mcburney.wisc.edu/>; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

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 cancelled due to inclement weather, students should check their email for instructions for how to engage in class material for that day

* 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.

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 NASW 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, in the field and in the preparation of course assignments.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see <https://writing.wisc.edu/Handbook/QuotingSources.html>.

Writing Resources

The Writing Center, www.writing.wisc.edu has a wealth of resources for students. Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center's work load/time of the semester.) The website also has information about free writing workshops and instructional materials on effective writing, APA style, etc.

Appendix A

*K=Knowledge; V=Values; S=Skills; C&A=Cognitive and Affective Processes

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1: Demonstrate ethical and professional behavior 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.)</p> <p>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.</p> <p>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.</p>	<p>Lecture, reading, and discussion on personal values, professional values, and ethics. (K, V, S, C&A)</p> <p>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&A)</p> <p>Lecture, reading, and discussion of inter-professional teams and social work's role. (K, S, C & A)</p> <p>Discussion of life-long learning and how to promote and environment of educational growth for supervisees. (K, V)</p> <p>Discussion of leadership in organizations and styles of leadership. (K, S, C & A)</p> <p>Assignments: Personality Test, Ethical Dilemma Professional Reflection Paper, Group Project Presentation, Interview with a Social Worker (K, V, S, C&A)</p>	<p>Week 1 Week 2</p> <p>Week 10</p> <p>Week 2 Week 7</p> <p>Week 6</p> <p>Week 2</p> <p>Page 15 - 17</p>

<p>2.1.2 Engage Diversity and Difference in Practice 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.</p> <p>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 status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>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.</p> <p>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.</p>	<p>Lecture, reading, and discussion related to dimensions of diversity at the organizational level. (K, S, C & A)</p> <p>Lecture, reading on providing culturally competent supervision. Assignment/Activity: Discovering unknown biases. (K, V, S, C&A)</p> <p>Status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>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.</p> <p>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.</p> <p>Assignment: Implicit Attitudes Professional Reflection Paper , Interview with a Social Worker (K, V, S, C&A)</p>	<p>Week 5</p> <p>Week 5</p> <p>Week 5</p> <p>Week 5</p> <p>Page 14</p>
<p>2.1.6 Engage with Individuals, Families, Groups: Engage with Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers</p>	<p>Lectures, readings, videos, small/large group discussions related to organizational approaches to engagement. (K, S, V, C&A)</p>	<p>Week 9</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Lectures, readings, videos, small/large group discussions related to clinical supervision in social work. (K, S, V, C&A)</p>	<p>Week 12</p>
<p>2.1.8 Intervene with Individuals, Families, Groups: Intervene with Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component</p>	<p>Lecture, reading, videos, and group discussions focused on leadership. (K, V, S, C&A)</p> <p>Lecture, reading, videos, and group discussions focused on education and ethical and clinical dilemmas</p>	<p>Weeks 1, 2, and 14</p> <p>Week 6 Week 10</p>

<p>of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</p> <p>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.</p> <p>They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>(problem solving). (K, V, S, C&A)</p> <p>Lecture, reading, videos, and discussions focused on intervention at the organizational level including supervision. (K, V, C&A)</p> <p>Lecture, reading, assignment on providing difficult feedback. Lecture on creating a team</p> <p>Assignments: Role Play, Professional Reflection Paper (K, V, S, C&A)</p>	<p>Week 12</p> <p>Week 4 Week 13</p> <p>Page 16 & 18</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups: Evaluate Practice with Groups, Organizations, and Communities</p> <p>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.</p> <p>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.</p>	<p>Lecture, readings, and class discussions relevant to evaluating work at the organizational level. (K, C&A)</p> <p>Lecture, readings, videos, and class discussions relating to implementation of performance improvement processes at the individual and organizational level</p> <p>Assignment: Performance Improvement Plan and Intervention Strategies for Supervisee (scenario provided) (K,S, C&A)</p>	<p>Week 9 Week 13</p> <p>Week 5 Week 14</p>

Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.		
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Appendix B
Professional Reflection Paper - Implicit Attitudes

10 points

Due: February 19, 2019

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 on attention to grammar, spelling, organization, clarity and jargon-free writing.

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
Sophisticated incorporation of your own experience/test out comes into your hypothesis of how this may impact your supervisor practice	3
Total	10

Appendix C
Group Project: Create an In-Service Training for Staff

25 Points
Due: March 12, 2019

In groups of three, you will prepare and present a 20-30 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

Rubric

Information was detailed and explained clearly and concisely.	5
Visual aid or Power Point was easy to read and understand.	5
Presentation was at least twenty minutes long.	3
Presenters engaged the audience	5
Group provided one complete, written Works Cited list.	3
Group provided a written log detailing how group members contributed to the project.	2
Group should review the presentation at least once before delivery in class	1
All assignment requirements were fulfilled.	1
Total	25

Appendix D
Reflection Paper – Ethical Dilemma

15 points

Due: April 9, 2019

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 on attention to grammar, spelling, organization, clarity and jargon-free writing.

Rubric

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
Professional, academic writing in APA format with introduction, conclusion	3
Total	15

Appendix E Interview with a Social Worker

15 points

Due: April 16, 2019

Choose a social work supervisor who agrees 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 if they do not wish for it to be shared. The supervisor you interview should not be your current supervisor. It is important that you feel free to critique their statements/practices.

The following topics should be explored, with attention to what they have learned from their supervisory experience:

- Use of relationship in supervision, importance of it, how it is developed/maintained
- 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 in supervision
- Mediating between supervisees and the larger system
- How they would describe their leadership style

In order to prepare for these interviews, you will need to develop specific questions pertaining to each of the above topics.

Organization of the Paper (3-5 pages)

- **Introduction:** How did you find this interviewee? Present their credentials, description of their work place, the population they work with, and their expertise.
- **Body of paper:** Clearly cover all key points referenced above. The majority of your narrative should focus on a critical analysis of what you observed and learned from your interviews and how it relates to class readings, presentations and discussions, as well as other published literature and sources in social work and supervision.
- **Conclusion:** Give a summary of your thoughts about this interview. What did you learn about the profession? What did you find surprising? What did you find inspiring? Did anything they say discourage you? Did it change your view of the profession? You should also provide a conclusion/discussion of how compatible this supervisor's responses are with your own expectations for future supervisory practice

This paper should be written as an academic paper with proper spelling, grammar and APA citations when you reference the reading. Attach the list of the specific questions you asked as an appendix.

Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and on attention to grammar, spelling, organization, clarity and jargon-free writing.

Rubric

Developed clear, thoughtful and focused questions pertaining to interview topics	3
Narrative included a detailed reflection and analysis of what was observed and learned from the interview.	5
Narrative addressed all the topics outlined in the assignment.	5
Grammar, spelling, and organization; appropriately cited sources; followed instructions	2
Total	15

Appendix F Role Play – Difficult Feedback

10 points

Due: April 23, 2019

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 in class for the grading, as well as the feedback between peers.

Appendix G
Journal Article Paper

10 points

Due: April 30, 2019

Find a journal article on a topic relevant to social work supervision and write a 3-5 page paper that discusses, evaluates and critiques the article. Compare and contrast the article's points/stance with those of other published sources or other knowledgeable persons such as supervisors working in the field. Discuss or provide examples of how the concepts in the article could be applied in real life work settings.

This paper should be 3-5 pages. This paper should be written as an academic paper with proper spelling, grammar and APA citations when you reference the reading.

Rubric

Thoughtful reflection that demonstrates critical thinking, a cohesive discussion and the integration of readings/sources, class discussion and personal/professional experience	4
Article review is well written, demonstrates a thorough understanding of topic and its relevance to social work supervision.	4
Grammar, spelling, and organization; appropriately cited sources; followed instructions	2
Total	10