Supervisory administrative, supportive and educational functions in a range of social work settings are presented. Knowledge and skills for the new supervisor are emphasized.

Course Objectives
Upon successful completion of the course, students should be able to:

- Define and understand the supervisory, educative and supportive roles of the supervisor and apply these concepts to practice examples.
- Demonstrate knowledge of critical ethical and legal supervisory principles and obligations.
- Evaluate several critical issues (boundaries, diversity, and performance appraisal) as they affect the supervisory process.
- Identify research that informs supervisory practice and use evaluation as an ongoing process in supervisory practice.
- Apply the principles of adult learning to supervisory social interventions and consultative practice situations.
- Identify the key characteristics of supervision and consultation and articulate their similarities and differences.

Expanded Course Description
Supervision involves much more than a promotion to a new position, utilizing the same skills needed in direct practice. Supervision and management include administrative, supportive and educational functions and skills that may alter depending upon the social work setting and organizational climate. The ethical and legal dimensions of supervision are explored as well as the impact of diversity upon the supervisory process. Process consultation has some similarities with supervision and management, and offers a skill
set that can assist with the supervisory process. A developmental and ecological perspective is emphasized.

**Required Readings**


Other online sources:


SoWo 799 Readings will be scanned and placed on the Blackboard site under Course Documents. All course lectures, syllabus, assignments, and external links to useful web sites are or will be available on Blackboard, at [http://blackboard.unc.edu](http://blackboard.unc.edu)

**CLASS ATTENDANCE:**

It is expected that students will attend all classes or **notify the instructor in advance** and make arrangements to obtain class notes from other students if there is a compelling reason (illness, family emergency) to miss a class. The instructor will not place notes in student boxes or leave messages concerning what was covered or what is due. The Class Participation and Contribution grade is explained below.
TEACHING METHODS
This course utilizes several methodologies: lecture, discussion, in-class exercises, role plays, and small group work. The development of a supportive learning environment, reflecting the values of the social work profession, is essential for learning. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

Written assignments have a fair amount of flexibility so that students can pursue learning around areas of particular interest. If you have ideas or suggestions for how a particular assignment might be adapted or changed to be more challenging or interesting for you, please bring those ideas to my attention before completing the assignment.

HONOR CODE:
It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work.

All written assignments should be listed with the student’s PID (not their name) and contain a signed pledge stating, “I have not given or received unauthorized aid in preparing this written work.” Credit will not be awarded for unpledged work.

POLICY ON LATE PAPERS:
A paper is considered late if it is handed in any later than the start of class on the day it is due. Late papers will lose 2 points per day, including weekends. Students who are experiencing unusual circumstances are expected to meet with the instructor about those situations prior to the due date of the paper.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
Students with disabilities that affect their participation in the course should notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered, and should obtain a supporting letter from the UNC Department of Disability Services (http://disabilityservices.unc.edu).

APA FORMAT:
The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The following web sites provide additional information:

- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about documentation using APA style)

- [http://www.bartleby.com/141/](http://www.bartleby.com/141/) (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)

- [http://www.fas.harvard.edu/~wricntr/resources.html](http://www.fas.harvard.edu/~wricntr/resources.html) (The Harvard Writing Center, links to on-line reference material and many other useful sites for authors)

- [http://www.unc.edu/depts/wcweb/](http://www.unc.edu/depts/wcweb/) (The UNC Writing Center offers some on-line and tutorial help at Phillips Annex (919) 962-7710) The UNC Writing Center is primarily focused toward undergraduates, however.

The School of Social Work has two staff members who have some time allocated to work with MSW students to provide editing assistance, and direct students to cites that may help with that student’s specific writing needs. If you have an interest in utilizing these services, contact the instructor, or Student Services.

**Class Assignments**

(1) **Class Participation (15%)**

Students are expected stay current with class readings and be prepared to discuss the concepts, theories and practice skills identified in the readings. Your participation is vital to the success of the class and sharing your experiences will make our learning that much richer. Try to apply class materials to your practicum, employment or other life experiences.

(2) **Supervisory Genogram/Timeline (20%)**

During the course of your professional careers, all of you will have both beneficial and problematic experiences with supervisors and managers. These situations can have profound effects on your comfort with effective supervision, either as a supervisor or supervisee. Prior experiences may provide inspiration for how it should be done or what to avoid. Previous relationships, for good or ill, become part of your world-view, your perspective about supervision and management.

The purpose of this assignment is to consciously consider all the real or “quasi” supervisory relationships you have been a part of, and how that relationship affected you. You are also asked to reflect on the reasons the relationships worked out (or not!) as they did.

- On a sheet of paper, present a timeline (an example is contained in this syllabus).
- In chronological order, consider supervisory or significant “mentors” in your learning.
- Describe the qualities that this person modeled, both helpful or less helpful.
- Clarify what you learned from each person about work behaviors, what you needed at that time as a supervisee, and how this relationship fostered your
growth directly or taught you what you didn’t want to do in the future, either as a supervisor or supervisee. The format is up to you within some parameters. The genogram/timeline should be typed, no longer than 3 pages. If your work experience is extensive, choose those relationships that were significant to your perspective and learning to keep within the page limits.

**Due Date: September 5, 2008**

(3) **Identifying Models and Methods of Supervision (30%)**

The purpose of this assignment is to apply what you have learned in class about models and methods of supervision to real life situations.

- Interview three people in your field placement, employing agency, or other human service agency you have access to visit (as a volunteer, through a family connection, etc.). Choose people who work in different function areas or units within the agency. They may be at differing hierarchical levels within the organization, but they must be in some level of supervision or management.
- Write questions for the interview that will help you ascertain what models or methods of supervision are utilized by each person interviewed. Think through the questions carefully. Be sure they do not lead your respondent to certain answers. Keep in mind that the practice world may not use the same terminology used in the classroom, so choose your words well. Recall your learning from earlier interview courses or direct practice courses that may help you develop questions that are open enough to elicit broad responses, but specific enough to keep you and your interviewee on target.
- Write summaries of each interview. You may want to name the interviewees by initials only or use pseudonyms.
- Based on the information obtained, and your own experiences, consider whether each interviewee’s model or method of supervision and management seems to work effectively in the particular organization where your interviewee works and why you have that reaction. Your opinion is important, but more points are given when you show that your reactions are supported in the literature. (For example, does the supervisor tend to think developmentally about her employees as individuals, or does everyone receive the same supervision? Does a higher-level manager tend to focus on those functions that seem to fit most appropriately with management, or does the manager still spend considerable time micromanaging cases?)
- The last part of the paper should be a short reflection section in which you consider what this exercise has taught you about your own qualities, strengths, and needs in terms of your ability to supervise and/or manage people or programs within the social work profession.
- The paper should be 6-8 typed pages or less, including a reference page (with appropriate citations in APA format) and should contain:
Due citations This has will This problem. specific may supervision Identify (4) Due describe administrative, educational, or support problem, an ethical dilemma, or a situation specific to board/agency or external collaborative relationships. This paper should describe the issue, and identify and articulate the salient points that make the issue a problem.

This is a research paper, therefore, it is expected that citations from scholarly literature will be used as support for reasons why this issue is important and what effect this issue has on agency effectiveness, staff retention, and/or client service. You should consider:

- any ethical and or legal considerations connected to this issue,
- the effect of organizational culture on the issue
- identify other organizations in the literature that have dealt with this problem in positive ways
- identify other organizations in the literature that have dealt with this problem in positive ways
- How will staff or clients be included in the process of changing this issue

This paper should be 10-12 pages long, including a reference page (with appropriate citations in APA format) and should include:

- A comprehensive summary of the issue
- Research to support the importance of this issue from a supervision and management perspective, as well as identification of strategies used by other agencies. Provide at least 7 scholarly citations found outside textbooks or assigned readings. (You may cite texts and assigned readings, but these citations will not be counted toward the requirement.)
- Specific strategies to reduce or eliminate this problem
- Strategies to include staff and clients in addressing the problem
- Reference page

Due Date: November 14, 2008
Grading System: H: 94-100; P: 80-93; L: 70-79; F: 69 and below.

Policy on Academic Dishonesty
Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide (http://ssw.unc.edu) for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating, “I have not given or received unauthorized aid in preparing this written work.”

If reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. See the Honor Code (2003) at http://instrument.unc.edu.
SoWo 799 Course Outline

August 22  Session 1: Course Overview and Introduction
What is supervision?
What is management?
What makes a good supervisor? (research and personal experience)

Readings:
Haynes, et.al, Chapter 1, Introduction to supervision, pp. 1-19.
Haynes, et.al, Chapter 11, Becoming an effective supervisor, pp. 276-294.

In-Class Activities:
• Assessing a new group from a supervisory perspective
• Develop learning goals
• Norms

August 29  Session 2: Roles and Responsibilities of Supervisors
Functions
The supervisory relationship
Communication and feedback in supervision and management

Readings:
Haynes, Chapter 2, Roles and responsibilities of supervisors, pp. 20-53.
Haynes, Chapter 3, The supervisory relationship, pp. 54-80.
Schein, Chapter 3, Communication processes, pp 21-38.
Related Readings: NY Office of the Professions – Social Work
Practice Guideline 5 - Using and Providing Supervision
http://www.op.nysed.gov/swsupervision.htm
Practice Guideline 4 - Maintaining Appropriate Professional Boundaries
http://www.op.nysed.gov/swboundaries.htm
http://www.childwelfare.gov/pubs/usermanuals/cps/cpsm.cfm

September 5  Session 3: Models of Supervision and Management
SUPERVISION GENOGRAM/TIMELINE DUE TODAY
Closed and/or open systems
Models of management
Situation leadership
Readings:

Situational Leadership
http://www.chimaeraconsulting.com/sitleader.htm

In-Class Activity:
Practice situations requiring different supervisory responses

September 12 Session 4: Consultation in Social Work
Models of consultation
Process consultation
Consultation within one’s current position

Readings:
Schein, Chapter 1, What is Process Consultation? pp. 1-12.

September 19 Session 5: Working in a Group
Teams, working groups, and supervisory units
Group development
Seeing one’s unit/division/agency as a ‘group’

Readings:
Haynes, Chapter 4, Methods of supervision, pp. 81-105.
Schein, Chapter 4, The process of building and maintaining a group, pp. 40-59.
Schein, Chapter 5, Group problem solving and decision making, pp. 60-75.
Schein, Chapter 6, Group growth and development: Norms and culture, pp. 76-83.

In-Class Activity:
Staffing a planning committee
Group analysis

September 26 Session 6: Organization Culture and Supervision
Vision, mission, and mores
Collaboration within and outside the organization
Women in management

Readings:
• Chapter 3, Constructing a comprehensive model of social work supervision within a cultural context, pp. 33-48.
• Chapter 2, The context of social work administration, pp. 13-26.
• Chapter 9, The administrator and interorganizational relations, pp. 115-130.

In-Class Activity: Inter- and intra-organizational ecomap

October 3 Session 7: Employee Selection, Retention, Evaluation, and Termination
The role of accountability in supervision and management
Negative supervision and its effects on the organization
Feedback that works: gathering data

Readings:
Haynes, Chapter 10, Evaluation in supervision, pp. 243-274.
Schein, Chapter 8, Appraising performance and giving feedback, pp. 94-105.

In-Class Activity: Feedback exercises

October 10 Session 8: Becoming a Multi-culturally Competent Supervisor
MODELS OF SUPERVISION PAPER DUE
Challenges of cross-cultural supervision
Self awareness
Safety vs. discomfort

Readings:
Haynes, Chapter 6, Becoming a Multi-culturally Competent Supervisor, pp. 132-150.

In-Class Activity: Professional experiences
How to open the conversation
October 24    Session 9: Challenges in the Supervisory Relationship
   Difficult supervisees
   Conflict in supervision
   Crisis situations

Readings:
The International Child & Youth Care Network:  Supervisee Resistance.
   http://www.cyc-net.org/cyc-online/cycol-0102-supervision.html
Schein, Chapter 13, Influencing process through confrontive interventions: Agenda
   management, pp. 148-158.
Schein, Chapter 14, Confronting through the use of feedback, pp. 159-166.

In-Class Activities:
   Role plays with challenging situations

October 31    Session 10: Legal Issues in Supervision
   Grievances
   Legal precedents in social work

Readings:
Haynes, et.al., Chapter 8, Legal issues in supervision, pp. 182-224.

November 7    Session 11: Ethical Issues in Supervision
   Programmatic ethical dilemmas
   Ethical issues with individuals/ group process
   Moral courage in supervision and management

Readings:
Haynes, et. al, Chapter 7, Ethical issues and multiple relationships, pp. 151- 181.
   practice settings.
   http://www.socialworkers.org/pubs/code/code.asp

Related Readings: NY Office of the Professions – Social Work
Practice Guideline 2 - Maintaining Confidentiality
   http://www.op.nysed.gov/swconfidential.htm
Practice Guideline 4 - Maintaining Appropriate Professional Boundaries
   http://www.op.nysed.gov/swboundaries.htm
Practice Guideline 9 - Engaging in Telepractice
   http://www.op.nysed.gov/swteleprac.htm
November 14 Session 12: Managing Crisis Situations
SUPERVISORY ISSUE RESEARCH PAPER DUE
Crisis situations with clients
Crisis situations with staff/ self
Secondary trauma symptoms
Self care

Readings:
Haynes et.al., Chapter 9, Managing crisis situations, pp. 225-242.

In-Class Activities:
Consideration of Secondary Trauma Symptoms (STS), sources of stress, and stress reduction techniques

November 21 Session 13: Developing Leaders
What does leadership mean?
One’s own professional development

Readings:
Schein, Chapter 7, Leading and influencing, pp. 84-93.

In-Class Activity:
Evaluation and feedback
Check out