



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

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SSS 733

Theory and Practice of Supervision and Consultation In Social Work

Spring, 2008

(3 credits)

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I. COURSE PURPOSE

This course addresses the renewed emphasis placed by professional licensing and accreditation bodies on the need for competent supervision as an essential component of clinical and community-based social work practice. It provides an integrated approach to supervision in social work applicable to a variety of clinical and non-clinical practice settings and various models of practice. It utilizes an interactional framework as a conceptual foundation to examine the theoretical bases of the supervisory functions-- administration, education, and support. This conceptualization is based on new and emerging developments in professional practice and on the historical evolution of supervision. It draws heavily from social-psychological frameworks, adult learning theory, competency/strengths based approaches, evidence-based practice and organizational theory. Emphasis is placed on the organizational and mediating role of the supervisor, models of negotiation, and the development of methods and tools for the competencies appropriate to worker mission engagement and learning needs. The course is geared to build theoretical and supervisory practice models for specific settings to meet changing worker and client needs. Consultation, differentiated from supervision, is focused on model construction, particularly for emerging roles in consultation in both for-profit and non-profit settings.

II. EDUCATIONAL OBJECTIVES

Students will be able to:

1. Critically examine the historical development of supervision in social work and the contribution of this indirect practice to the profession.
2. Identify and define current issues and trends in supervision.
3. Develop an understanding of the theory and practice knowledge that undergirds the administrative, educational, and supportive dimensions of supervision.
4. Critically examine and analyze the current theories and models of supervisory practice.
5. Explore the mediating role of the supervisor as middle manager.
6. Examine the process phases and phase-specific issues of supervision.
7. Develop understanding of the differential learning needs of practitioners and their learning styles and skill in utilizing appropriate instructional modalities to meet practitioner needs.
8. Become more sensitive to ethical issues related to supervisory and consultation processes.
9. Develop sensitivity and skill in dealing with cross-cultural issues in supervisory practice.
10. Become more sensitive to the subtle distinctions between supervisory and therapeutic processes in social work.
11. Appreciate the significance of taking the role (understanding the frame of reference) of the supervisor and the supervisee.
12. Develop skill in formulating competency based educational objectives with on identified learning outcomes.
13. Develop an understanding of the range of clinical as well as community-based competencies-- skills, tools, and modalities--of supervisory practice.
14. Develop specific skills in the core supervisory competencies of contracting for supervision--including assessing learning styles, negotiating learning goals, and designing learning tasks.
15. Enhance their skills in dealing with worker issues that intrude on the practice situation.
16. Develop a model of supervision appropriate to a specific practice setting and worker level and based on critical evaluation of supervisory approaches.

17. Examine the role of the social worker in consultation and analyze the emerging models of consultation.

III. COURSE REQUIREMENTS

Texts and Readings

Students are encouraged to supplement these with others selected according to areas of special interest, particularly from current social work journal literature. These readings should have relevance to the students' concentration. Additional relevant readings will be suggested for class consideration. Assigned readings are available through the Mullen Library.

A. Required Readings

Dolgoff, R. (2005). An introduction to supervisory practice in human services. Boston, Mass.: Allyn and Bacon.

Joseph, M. V. & Conrad, A. P. (2003). Practice theory and skill development for supervision in the helping professions: A Resource book. (2nd Ed.) DC: PEN Press.

Kadushin, A. & Harkness, D. (2002). Supervision in social work. (4th Ed.). NY: Columbia University Press.

Recommended Books and Periodicals

Cohen, R. I. (2004). Clinical supervision: What to do and how to do it. Belmont, Ca. Brooks/Cole.

Falvey, J. E. (2002). Managing clinical supervision: Ethical practice and legal risk management. Pacific Grove, Ca.: Brooks/Cole

Falvey, J. E.; Caldwell, F.F.; & Cohen, C. R. (2002). Documentation in Supervision – The focused risk management supervision system (FoRMSS). Pacific Grove, Ca.: Wadsworth Publishing Co.

Hudson, F. M. (1999). The handbook of coaching. San Francisco, Ca.: Jossey-Bass Publishers.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (1998). The adult learner. (5th Ed.) Houston: Gulf Publishing Company.

Munson, C. E. (2002). Handbook of clinical social work supervision. (3rd Ed.) NJ: Haworth Press.

Taibbi, R. (1995). Clinical supervision. Milwaukee, WI: Families International, Inc.

Towle, C. (1954). The learner in education for the profession. Chicago: University of Chicago Press.

Periodicals

The Clinical Supervisor

Harvard Educational Review

B. Course Assignments

Each student will be responsible for:

Learning Contract. The student's goals for the seminar will be discussed and formulated in a brief written statement (form attached). The direction for the semester will be set within a framework of the learning needs of the students and the course curriculum.

1. Oral class participation, including regularly summarizing portions of the reading assignments and sharing these with the class.
2. Planning at least one class session with the instructor. The purpose is to allow for more meaningful student participation and skill development in the educational function of supervision.
3. Proposal for final paper which includes the plan of the paper, preliminary literature review, theoretical and value framework, methodology, implications for the profession and for theory building in supervision. (Length: approximately six pages.)
4. A formal term paper. (Length: 12 to 15 pages).

Option 1. Model of supervision which focuses on the student's interest and future practice needs. The model should be carefully analyzed and critiqued. See suggested guidelines for content of paper.

Option 2. Issues paper which focuses on a special issue in supervision. See suggested Guidelines for content of paper. This option requires original research, through an interview format or a brief questionnaire on a small sample. This provides a source

of empirical data as well as the creative use of the assignment to generate further research questions/hypotheses.

The proposal is due **Class #6**

The final paper is due **Class #12**

The APA manual of style is required for all written assignments.

- C. Grading Policy. Each of the above will constitute a portion of the final grade. Oral contributions will be evaluated on the basis of clarity, accuracy, and comprehensiveness.

The University Grading System will be utilized (see policy in NCSSS Bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by seminar participation and the assignments.

Attendance and constructive class participation	10%
Class presentation	20%
Assignment Proposal	20%
Term Paper	50%

- D. Attendance and Participation. Seminar objectives will be achieved through group discussion, presentations by the instructor, the proposal, and the term paper. Student experience in supervision, case materials, and role plays will be utilized. The course is structured to facilitate the student in developing a philosophy of supervision and models of practice which are congruent with shifting practice needs and which call for the creative, self-directed supervisor. In view of the dynamic nature of supervision theory, students are encouraged to participate in building the course curriculum. Students are expected to attend all class sessions and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Assigned readings and assigned tasks are expected to be completed prior to each class session. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons. See the NCSSS Bulletin and student handbook for other expectations relative to student responsibilities and comportment.

- E. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and

password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

CLASS SCHEDULE

Class INTRODUCTION

- 1 Overview of course and planning
- The nature of supervision in an historical context
- Introduction to the integrative model
- Supervision and Consultation differentiated
- Supervision and Field Instruction differentiated

Required Readings

Joseph, M. V. and Conrad, A. P. (2003). Practice theory and skill development in the helping professions. Historical overview of supervisory practice; The theory base of the integrative model, pp. 3-8.

Kadushin, A. & Harkness, D. (2002). Supervision in social work. Chapter 1. History, definition, and significance.

Munson, C. E. (2002). Handbook of clinical social work supervision. Introduction, Chapter 1. History of Supervision.

Recommended Readings

Babcock, C. G. (1953, December). Social work as work. Social Work, 9, 1-38.

Berl, F. (1979). An attempt to construct a conceptual framework for supervision. In Munson, C. E. (Ed.), Social work supervision, pp. 94-107.

Schour, E. (1953, December). Helping social workers handle stress. Social Casework, 35, 199-225.

Stiles, E. (1979). Supervision in perspective. In C. E. Munson (Ed.), Social work supervision, pp. 83-93.

Class SOCIALIZATION INTO THE SUPERVISORY ROLE

- 2 Direct practice and supervisory practice differentiated
 Qualifications and competencies for supervisory functions
 Role transition and related issues
 Preparation for the supervisory role
 Ethical issues in supervision

Required Readings

Code of Ethics. (1999). DC: NASW. Entire Code and particularly Standard 3.01: Supervision and consultation.

Conrad, Ann P. (2007). Ethical competence in social work supervision: Key considerations for effective practice. Supervision of health care social work practice. Washington, D.C.: National Society for Social Work Leadership in Health Care.

Joseph, M. V. & Conrad, A. P. (2003). A Resource Book, pp. 9, 41-51.

Munson, C. E. (2002). Handbook of clinical social work supervision, Chapter 3, Values and Ethics; Chapter 4, Supervisor Styles.

Reamer, F. G. (1989). Liability issues in social work supervision. Social Work. 34 (September), 45-448.

Recommended Readings

Abramczyk, L. W. (1980, February). The new MSW supervisor: problems of role transition. Social Casework, 83-89.

- Akin, G. & Weil, M. (1981, October). The prior question: How do supervisors learn to supervise? Social Casework, 427-479.
- Austin, M. J. (1981). Supervisory management for the human services. Chapter 1, Making the transition from worker to supervisor, pp. 1-10.
- Cohen, B. (1987, May/June). Ethics of social work supervision re-visited. Social Work, 194-196.
- Congress, E. P. (1992). Ethical decision making of social work supervisors. The Clinical Supervisor, 10 (1), 157-169.
- Dolgoff, R. (2005). An introduction to supervisory practice in human services. Chapter 1. The Supervisor's Job: Functions, Roles, and Tasks. Boston, Mass.: Allyn and Bacon, pp. 1-12.
- Falvey, J. E. (2002). Managing clinical supervision: Ethical practice and legal risk management. Pacific Grove, Ca.: Brooks/Cole. (Read selectively.)
- Jacobs, C. (1991). Violations of the supervisory relationship: An ethical and educational blind spot. Social Work 36 (2), 130-135.
- Patti, R. J. & Austin, M. J. (1977, Fall). Socializing the direct service practitioner in the ways of supervisory management. Administration in Social Work, 1, 267-280.
- Shulman, L. (1993). Chapter 3. Preparatory and beginning skills in supervision. In Interactional supervision. Washington, D.C.: NASW, pp. 35-77.
- Walsh, J. A. (1990). From clinician to supervisor: Essential ingredients for training. Families in Society: The Journal of Contemporary Human Services, 72 (2), 82-87.

Class SUPERVISION: AN ADMINISTRATIVE PROCESS

3

The organizational context of supervisory practice
 Organizational theories
 Organizational life cycle
 The middle management role of the supervisor
 Organizational leadership
 Mission engagement

Required Readings

- Code of Ethics. (1999). DC: NASW. Standard 105: Cultural competence and social diversity.
- Joseph, M. V. & Conrad, A. P. (2003). A Resource Book, pp. 9-10,15-19.

Kadushin, A. & Harkness, D. (2002). Chapter 2.

Munson, C. E. (1993). Handbook of clinical social work supervision, Chapter 11, Administrative Activities.

Recommended Readings

Hawthorne, L. (1979). Games supervisor's play. In C. E. Munson. (Ed.), Social work supervision, pp. 196-205.

Jackson, B. W. & Holvino, E. (1990). Developing multicultural organizations. Washington, D.C., International Counseling Center.

Kadushin, A. (1979). Games people play in supervision. In C. E. Munson. (Ed.), Social Work Supervision, pp. 182-195.

Perlmutter, F. D. (1983, Fall/Winter). Caught in between the middle management bind. Administration in Social Work, 7, 147-161.

Shulman, L. (1993). Chapter 10. Working with the system. In Interactional supervision. Washington, D.C.: NASW, pp. 287-310.

Class SUPERVISION: AN ADMINISTRATIVE PROCESS

4

Administrative functions of the supervisor
 Work assignment and planning
 Case selection and case review
 Life cycle issues
 Multi-cultural issues in the organization

Required Readings

Haj-Yahia, M. M. (1998). Culturally sensitive supervision of Arab social work students in western universities. Social Work, 42 (2), 166-174

Joseph, M. V. & Conrad, A. P. (2003). A Resource Book, pp. 39-40.

Kadushin, A. & Harkness, D. (2002). Chapter 3.

Munson, C. E. (1993). Clinical social work supervision, Chapter 11. Administrative activities, pp. 157-182.

Recommended Readings

Austin, M. J. (1981). Supervisory management for the human services, Chapter 6, Managing by objectives, pp. 125-156; Chapter 7, Deploying staff, pp. 157-198.

Granvold, D. K. (1978, Summer). Supervision by objectives. Administration in Social Work, 2, 198-208.

Shulman, L. (1993). Chapter 9. Helping staff cope with trauma. In Interactional supervision. pp. 258-286.

Class THE EDUCATION COMPONENT OF SUPERVISORY PRACTICE

5

Adult learning model
 The use of peer learning
 Agency specialists as learning resources
 Competency-based educational model
 Learning objectives
 Learning contract
 Multi-cultural issues in educational supervision

Required Readings

Joseph, M. V. & Conrad, A. P. (2003). A Resource Book, pp. 22-24.

Kadushin, A. & Harkness, D. (2002). Chapter 4.

Knowles, M & Holton III, E. F. & Swanson, R. A. (1998). The Adult Learner (5th Ed.). Houston: Gulf Publishing Co. (Read selectively).

Munson, C. E. (2002). Handbook of clinical social work supervision. Chapters 7, 10, 12.

Recommended Readings

Arkava, M. L. & Brennan, C. E. (1976). Competency based education for social work. NY: CSWE.

Brannon, D. (1985, Summer). Adult learning principles and methods for enhancing the training role of supervisors. The Clinical Supervisor, 3, 27-42.

Class THE EDUCATIONAL COMPONENT (continued)

6

Differential learning styles
 Differential supervisory styles
 Mission engagement and models of leadership

Required Readings

Joseph, M. V. & Conrad, A. P. (2003). A Resource Book, pp. 24-26.

Kadushin, A. & Harkness, D. (2002). Chapter 4.

Recommended Readings

Archer, R. P. & Peake, T. H. (1984, Winter). Learning and teaching psychotherapy: Signposts and growth stages. The Clinical Supervisor, 12, 61-74.

Middleman, R. & Rhodes, G. (1985). Chapter 7. The design and redesign of supervision. In Competent Supervision.

Towle, C. (1954). The learner in education for the professions.

Wasserman, Harry (1980). Teaching treatment methods. In A. Rosenblatt & D. Waldfogel, (Eds.). Handbook of clinical social work, San Francisco: Jossey-Bass Publishers, 301-318.

Wijnberg, M. H. & Schwartz, M. C. (1977, Fall). Models of student supervision: The apprentice, growth, and role systems models. Journal of Education for Social Work. 13, 107-114.

Class THE SUPPORT COMPONENT

7

The supportive function of supervision
Differentiation between supervision and therapy
The supportive function with diverse cultural groups

Required Readings

Kadushin, A. & Harkness, D. (2002). Chapter 6.

Dolgoff, Chapter 10.

Class SUPPORTIVE COMPONENT

8

Parallel processes
Self awareness of the supervisor
The role of the supervisor in burnout prevention

Required Readings

Dolgoff, Chapters 12, 13.

Class PHASES OF THE SUPERVISORY PROCESS

- 9** Overview of phases
Beginning phase--issues and problems
Worker orientation

Required Reading

Dolgoff, R. (2005). Chapter 3. An introduction to supervisory practice in human services. Boston, Mass: Allyn and Bacon, pp. 24-37.

Class COMPETENCIES AND TOOLS FOR THE SUPERVISOR:

- 10** Restructuring the client situation and skill development
Contract--a competency-based process
The supervisory conference
Process recording as a teaching device
Tapes and audio visual materials
Skills in dealing with cross-cultural issues

Required Readings

Dolgoff, Chapter 11.

Kadushin, Chapter 9.

Class COMPETENCIES AND TOOLS (Continued)

- 11** The group modality--its use and process
Peer group supervision--uses and misuses
Live supervision

Required Reading

Kadushin, Chapter 10.

Class THE EVALUATION PROCESS

- 12** The process of worker evaluation
Worker participation in evaluation
Tools for measuring worker effectiveness

Required Readings

Dolgoff, Chapter 14.

Kadushin, Chapter 8.

Class SOCIAL WORK CONSULTATION

13

Consultation differentiated from supervision
Consultation in social work: historical and contemporary perspectives
Types of consultation
Models of consultation

Required Readings

Dolgoff, Chapter 15.

Class THE PROCESS OF CONSULTATION

14

Structure and process, Stages and dynamics, Problems and issues, Tools
and techniques for consultation
Review of Student Papers

Course Evaluation

Mid-Semester Proposal Guidelines

Purpose and Plan of the Paper (10 points)

Preliminary Literature Review (25 points)

Theoretical and Value Framework of the supervisory model or related issue (25 points)

Methodology (10 points)

Implications for:

The Profession of Social Work (15 points)

Supervision Theory Building (15 points)

Guidelines for Supervision Model Paper (Final Paper—Option 1)

1. Introduction

Provide a brief introduction that sets the context of your paper
Clearly present the focus of your work.
Why there is a need for the content you are presenting?
The reasons why your focus is timely.

2. Purpose of the paper and its organization

- a. Purpose
- b. Organizing framework of the paper
- c. Methodology—how you studied the issue
 - i. Library research
 - ii. Interviews
 - iii. Surveys

3. Review of the literature

- a. Your framework for selecting literature
- b. Analysis of the literature—shows the state of the art for your subject area
 - i. Historical context of the content you selected
 - ii. Theoretical content
 - iii. Empirical content
 - iv. Your critique, including gaps in the literature
 - v. Summary of your analysis

(Be sure to cite references throughout the literature review and clearly differentiate your opinion/critique from those of the authors cited.)

4. Present your supervisory model

- a. What is its unit of attention—volunteers, BSW workers, new graduates, experienced professionals?
- b. Which supervisory functions are emphasized—administration, education, support, or all of these?
- c. What is the theory base of your model?
- d. Which values are emphasized?
- e. Which supervisory modalities, methods, tools, specific skills and techniques are used to implement the model?

5. Implications of this model for social work supervision and/or for the profession

- a. What is its contribution to social work supervision?
- b. What limitation/issues are part of this model?
- c. What recommendations do you have for future study and model building in your particular area of concern?

6. Conclusion

Conclude with a brief statement summarizing the purpose of your paper, what was done, and any future directions you would recommend.

Note: This outline provides a guide for your scholarly work. It is not intended to be used rigidly. All papers should contain the necessary components of a serious paper on the selected topic, such as would be found in professional journal articles.

All papers require documentation (references and bibliography) and must be presented using the APA Manual of Style.

**Guidelines for Supervision Issue Paper
(Final Paper—Option 2)**

1. Introduction

Provide a brief introduction that sets the context of your paper
Clearly present the issue on which you will focus.

Why there is a need for attention to the issue you have selected?
Why is this issue particularly timely?

2. Purpose of the paper and its organization

- a. Purpose
- b. Organizing framework of the paper
- c. Methodology—how you studied the issue
 - i. Library research
 - ii. Interviews
 - iii. Surveys

3. Review of the literature

- a. Your framework for selecting literature
- b. Analysis of the literature—shows the state of the art for the issue you have selected
 - i. Historical context of the issue
 - ii. Theoretical content
 - iii. Empirical content
 - iv. Your critique, including gaps in the literature
 - v. Summary of your analysis

(Be sure to cite references throughout the literature review and clearly differentiate your opinion/critique from those of the authors cited.)

4. Methodology--present your method of studying the issue

- a. Empirical research—small sample, how selected, how data was obtained, how data was analyzed, limitations

OR

- b. Library research—scope of your study, system or framework designed to study the literature, limitations, etc.

5. Findings

- a. Provide a brief presentation of your findings.
- b. Be sure to include an interpretation of these

6. Implications of the Findings

- a. What implications do the findings have for contemporary social work supervision?
- b. What contribution does this study make to this area of concern?
- c. What recommendations can you make for future study?
- d. Are there any limitations to this methodology?

7. Conclusion

Conclude with a brief statement summarizing the purpose of your paper, what was done, and any future directions you would recommend.

Note: This outline provides a guide for your scholarly work. It is not intended to be used rigidly. All papers should contain the necessary components of a serious paper on the selected topic, such as would be found in professional journal articles.

All papers require documentation (references and bibliography) and must be presented using the APA Manual of Style.

