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.


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


Recommended Books and Periodicals


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 NCSSSS 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and constructive class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>20%</td>
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<tr>
<td>Assignment Proposal</td>
<td>20%</td>
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<tr>
<td>Term Paper</td>
<td>50%</td>
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</tbody>
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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 NCSSSS Bulletin and student handbook for other expectations relative to student responsibilities and comportment.

E. **Course and Instructor Evaluation**
NCSSSS 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](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


**Recommended Readings**


**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**


**Recommended Readings**


Class SUPERVISION: AN ADMINISTRATIVE PROCESS

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

Required Readings


**Recommended Readings**


**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**


**Recommended Readings**


**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**


**Recommended Readings**


**Class THE EDUCATIONAL COMPONENT (continued)**

6

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

**Required Readings**


**Recommended Readings**


**Class THE SUPPORT COMPONENT**

7

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

**Required Readings**


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

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

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

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.
LEARNING GOALS

Focus: A brief statement of your practice background, your professional interests, and your overall learning goals.

1. Name: __________________________

2. Address: __________________________

3. Telephone: (Home) ___________ (Office) __________________
   e-mail ______________________________________________________

4. Concentration: __________________________

5. Expectations for course: (Please discuss your areas of interest in relation to this course and your expectations.)

6. Learning style: (Please give an indication of your learning style, the ways you seem to learn best.)