EASTERN WASHINGTON UNIVERSITY  
School of Social Work  

SOWK 566 - Supervision  
3 Credits  
Spring, 2007  

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Course Description  
This advanced practice course focuses on developing leadership knowledge and skills with staff. This course emphasizes clinical supervision of direct practice focusing on function and process in social service agencies. As supervisors, advanced generalist social workers must have mezzo- and macro-level practice skills. Supervisors play a key role in the provision of positive staff/client relationships through development of staff knowledge and skills that improve service delivery to populations at risk. Supervisors are responsible for assuring that effective, culturally responsive and empowerment based service delivery is supported at the organizational level and provided by staff to clients. Students will gain knowledge in Situational Leadership and developmental model(s) of supervision. Students will also gain knowledge of evaluating programs as it relates to the activities of staff. Knowledge and skills needed for special issues that supervisors encounter will be addressed including organizational expectations, differential learning styles and requirements of staff for supervision. Case examples will be used throughout the course to apply conceptual material to practice situations.  

Course Rationale  
The advanced generalist social worker must acquire skills for practice at the mezzo/macro level in the supervision of staff. MSW’s who are competent practitioners will often find themselves in leadership positions, which do not often come with structure, direction or training regarding effective supervisory practice. The skills for direct practice are not always consistent with the skills needed for effective supervision. MSW’s who become supervisors must have the knowledge and skills to effectively lead staff with a model that promotes dignity, respect and social justice. They must also have the ability to provide vision for program intent and implementation of solid management practices.  

Content Areas  
Content areas for this course include:  
1. Prominent models of supervisory practice that incorporate an empowerment orientation.  
2. Application of supervisory knowledge and skill in assuming a leadership role with staff who are racially, culturally, ethnically, developmentally diverse, or are of another gender, sexual orientation or socioeconomic status.  
3. Supervision of staff who must practice skillfully with issues of diversity including racial, and/or cultural, ethnicity, socioeconomic status, age, gender, disability, sexual orientation and lifestyles.  
4. Social work values in supervisory practice.  
5. Strategies for evaluation of practice (as a supervisor and of staff)  
6. Social work ethics and the influence of external forces (organization, community, political)  
7. Challenges of supervision  
8. Knowledge and strategies on working with staff to promote skills and opportunities for collaborative, boundary spanning work with other organizations in order to better to coordinate services to populations at-risk.  

Course Objectives  
Students will have successfully completed this course when they have demonstrated knowledge and skills to:  
1. Recognize and support the significance of the supervisor’s role within an organizational context as leaders, change agents and decision-makers.  
2. Understand the developmental supervisory continuum of teacher, coach, mentor, and consultant.  
3. Understand the critical component of writing as effective communication.  
4. Use strategies with staff to promote collaboration skills, and boundary spanning with other organizations to better coordinate services to effectively practice with people who are deemed at-risk.
5. Apply an empowerment model in the evaluation of staff performance and development.
6. Recognize diversity of staff in learning styles, performance and approaches to a task, clients or delivery of client services.
7. Operationalize the developmental approach with supervisees which focuses on solutions, paralleling the solution focused process with families.
8. Develop strategies for systems thinking.
9. Integrate a theoretical framework, which blends situational leadership and developmental supervision into a supervisory model of practice.
10. Gain awareness of personal/professional supervisory style and philosophy.
11. Operate as a supervisor within a team.
12. Apply values of supervisory practice.

Methodology
This course will include lecture, practice simulations, situational leadership opportunities, examples (case samples) of challenges and strategies, writing assignments and class and small group discussion.

Class Format
This course brings together the leaders of tomorrow in the field of social work and provides a context for operationalizing empowerment into supervisory practice. That means the process of reciprocity, open communication, mutual trust, respectful interchange, shared responsibility and cooperation is essential for establishment of a learning context. Because reciprocity and open communication are empowerment principles, it is important that we all provide a safe context for challenging values, practicing skills and testing knowledge.

Class topics are covered in the reading assignments and are generated through class contributions. Expanding skills through practice simulations and engaging in reflective analysis through small group discussion will provide a process to examine values, experiences and the evolution of professional identity and practice. Writing exercises, a critical skill in direct practice supervision, will be included.

Opportunities provided in this course in terms of active participation and assuming responsibility for the “leadership learning” is essential, however as in supervision, there is practice wisdom in developing sensitivity to cues of when to lead and when to step back.
Consistency in this class is an important feature in maintaining a learning environment and, therefore, attendance is expected. To maximize the learning, you must read what is required and be prepared to participate.

Required Text

Assignments:
1. Leadership Plan final 10
   LDP Draft 5
2. Leadership Development Project: 25
3. Supervisory Philosophy: 25
4. Homework Assignments: 20
5. Class Participation: 15

Total: 100 points

**Violations of academic integrity will be penalized. Violations of academic integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your University related work and the program of study. Students committing academic dishonesty will be reported to the appropriate University officials and may fail this course.**

SWKG – Supervision
Pggregory/d:supervision
Revised: 03-07
Student Grades

In this selective course, grades will be determined by instructor feedback, self-evaluation, peer review. Grades will follow guidelines set by the School of Social Work. The schedule is as follows:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<td>100 – 99</td>
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<td>78 – 76</td>
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<td>75 – 73</td>
<td>2.9</td>
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<td>72 – 70</td>
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1. This is a two part assignment: **A Leadership Development Plan** (15 points) and **Project** (25 points).

Expectations will be that this plan and development project incorporate material from:


In addition to other resources that will enhance and support your Project.

a. **Leadership Development Plan (LDP):**

   ✓ The goal of this assignment is to build learning plans that assure continued professional growth. The LDP is designed to identify and set goals for areas of growth and a process for measuring development.

   ✓ You will establish self-identified goals regarding acquisition of knowledge and/or skills which leads to effective supervisory practice. Actions leading to the achievement of these goals are also identified. These goals and actions should be reflected in the plan as achievable in this quarter.

   ✓ In developing the LDP, you must show evidence of referring to professional literature on supervision and the three literature sources above. Please reference this literature appropriately in your LDP.

   ✓ The LDP must also reflect your level of development toward assuming supervisory status.

   ✓ The LDP must identify challenges or barriers you might anticipate in completing goals or activities identified. *It is a given that a challenge to achievement might be time. If that is the one and only challenge, you might consider the words “doable and achievable” and/or the inspiration or personal motivation toward the goals.*

   ✓ These activities, which demonstrate your goal achievement efforts, must be doable within this quarter and be the basis for the **Development Project during the next 10 weeks.**

      ✗ The S.M.A.R.T. formula might be helpful in developing your LDP.

      ▪ **Specific:** What exactly do you want to learn about supervisory practice and leadership skills in your field of emphasis? What motivates your learning? What is your emotional connection to your learning goals? The more precisely you define your learning goals, the clearer they are in your minds eye. Specific means particular, definite and precise. The more definite you are about what you want to learn, the better able you are to outline the steps necessary to get there.

      ▪ **Measurable:** If you have identified a particular learning task or a new skill, you can calculate your progress toward improvement. What will you be doing differently because of what you have learned. What will be the measurement to calculate your progress? How will others measure your progress?

      ▪ **Attainable:** Is your learning goal within your reach. It is good to create challenging goals for yourself, in order to stretch. Attainable goals create their own momentum, as you get excited about your progress. Unattainable goals can actually de-motivate. Start where you are, and review your past performance.

      ▪ **Realistic:** What are the facts of your situation: your strengths, your resources, the amount of time available, your developmental needs, your...
support? What factors in your environment are favorable for success? Is it directed toward attainment and acquisition of knowledge, skills and values at the level where you are on a developmental continuum progressing toward supervisory practice and/or leadership roles.

- **Timely:** By when? Setting time limited goals is liberating not limiting. **The end of this quarter!!**

✓ Students will bring a draft plan to class for feedback. In class exercise will assist with formulating the final product. *(Draft 5 points Final 10 points)*.

**Criteria for grading include:** In review of your assignment ask yourself the following questions: Does this plan demonstrate consistency across goals; professional development achievement including both concepts of leadership and supervision. Does it reflect social work values and ethics of practice? Does it demonstrate a full range of learning strategies (observing, reflecting, doing)? Does it focus on strengths? Is building on strengths clear and incorporated into goals and activities? Is it clear and straightforward? Can I see what you are trying to achieve and do the activities attached make sense? Do major themes follow a progression of direction, thinking and activity? Do you have a plan for measuring progress? Is there accurate grammar, sentence structure and spelling?

**b. Development Project:** *(25 points)*

✓ Goals established in the Leadership Development Plan will be the basis for design and completion of a **final project**.

✓ This project will exhibit, though detailed description, the process toward achievement of goals and completion of tasks or activities in the acquisition of skills and/or knowledge. The Project must identify the goals selected. It must describe the tasks and activities that align with the achievement of goals identified in the **LDP**. Essential elements of this Development Project include:

- Original LDP
- Identification of the goals and or activities as developed during the Project phase of this assignment.
- Documentation of the how or what of the activities (ie: interviews with supervisors, journaling, etc.)
- Process of measuring progress toward achievement of goals. Include tools.
- Summary and next steps
- Reflection section:
  - Process for completion of tasks or activities and achievement of goals.
  - Challenges or barriers for completing any of the goals or tasks including decision making for alternatives.
  - Identification of areas of personal growth in professional identity
  - Analysis of your process in identifying goals that would meet your professional growth needs. Analysis of how you approached this project for skills acquisition and how you might continue to use this process for professional development.
- Reference page or other resources used to support or enhance the development of the Project.
- Project should be placed in a notebook or bound to include all documentation (ie journaling, evaluations, pre/post tests, diagrams) *(25 points)*

Your completed plan should **clearly demonstrate** to the reader that this was an extended process, over the course of the quarter. The most important criteria for evaluating this project are 1) clarity, precision and thoroughness; 2) relevant application of knowledge and understanding; 3) demonstration that leadership growth and development has occurred. Length is not a criteria for grading.

2. **Supervisor Philosophy:** *(25 POINTS - Must be contained within 2.5 to 3 pages – 12 font – 1 inch margins – single spaced; identification of references is required and not included in 2.5 to 3 page limit) The purpose of this assignment is to serve as a daily guide in the development of supervisory relationships. It must have imbedded
social work values and principles as identified in the NASW Code of Ethics http://www.naswdc.org/pubs/code/code.asp

Outline and Questions to consider in developing your supervisory philosophy:

- **Brief Description of your Philosophy:** (Insert the best name for it here) State in a single paragraph a summary of your supervision philosophy. Cite here your basic assumptions about clients and supervisees. Identify 5-8 basic principles that apply to the parallel process of how you consider social work practice with clients and your philosophy of supervision.

- **Influence:** What leaders, theories or models most influence your approach to supervision? Note the ways that these theoretical assumptions, models or leaders have influenced your philosophy and practice of supervision.

- **Self of supervision:** In what ways have your personal values, beliefs, and life experiences affected your philosophy and practice of supervision? * See Leadership Challenge Workbook

- **Isomorphism:** In what ways does the manner in which you engage with clients have influence and similarities to how others would think about supervision? In what ways different?

- **Developmental stages of supervision:** What developmental stages do you conceptualize in the supervision process? What is your thinking regarding knowledge and skill acquisition of supervisees and in what ways would you use your supervisory role in attainment of necessary skills for practice with vulnerable clients. Note how your supervision philosophy is sensitive to development, culture, family-of-origin, gender, ethnicity, and other challenges that may create distance in misunderstanding between you and your supervisees.

- **Changes and components of supervision:** What is your belief about change? How do you approach change and how do you think about your influence in how others approach change?

- **Ethics and other influences on the supervisory relationship:** How would you consider decision making when faced with ethical issues or dilemmas presented by staff and/or in the context of the supervisory relationship?

- **Description of Methods.** Note specific methods you would employ in the application of your philosophy and provide support that these methods facilitate achievement of supervision goals or best practice in supervisees.

- **Accountability/Assessment.** How do you plan to evaluate your progress in supervision? How do you think you might incorporate supervisee feedback into the supervision process?

- **Knowledge of current supervision literature.** Cite current professional literature on supervision that has influenced or supported your thinking.

3. **Class Participation:** **See Class Format above.**

**Personal and professional accountability for this course and in the classroom** is demonstrated by actively engaging in the following guidelines:

- Demonstration of personal responsibility of learning by:
  - Attending classes as scheduled
  - Submitting assignments on time that reflect commitment to learning and the intent of the assignment
  - Bringing relevant and illustrative examples to classroom discussions
  - Completing the reading assignments

- Engagement in the learning process by:
  - Joining in class discussions
  - Actively participating in case simulations
  - Asking relevant questions to clarify understanding
  - Participating in discussions that are self-reflective.
  - Being present for classmates in their knowledge and skill development.

- Creating a respectful context and environment for learning by:
  - Providing thoughtful, appropriate strengths based feedback to others during practice sessions
  - Listening to and considering the viewpoints and ideas of others.

- **Critical thinking is about creating questioners vs. believers**

Because what we think determines what we do in our practice, learning to reason more effectively is essential as it applies to life affecting decisions in practice.

**Definition:**
Critical thinking involves the careful examination and evaluation of beliefs and actions. It requires paying attention to the process of reasoning, not just the product. It involves the use of standards such as clarity, accuracy, relevance, and completeness. It requires evaluating evidence, considering alternative points of view, and being genuinely fair-minded in accurately understanding and presenting opposing views. Social Work requires skill in offering effective methods. It is precisely because social workers care that they need to rely on the best data, and the process for determining the best data, when making decisions. Critical Thinking for Social Workers: A Workbook, Leonard Gibbs and Eileen Gambrill (1996). Thousand Oaks, CA: Pine Forge.

See also attachment to syllabus Judger vs Learner Mindset from What’s Good for Families is Good for Workers: Session Two. Developed by John Alderson and Sara Jarvis, Resources for Change, Inc. and in conjunction with National Child Welfare Resource Center for Family Centered Practice.

15 points will be totaled with other assignments in the final grade for students who consistently demonstrate the above guidelines.

### Schedule and Course Outline

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>April 2</td>
<td><strong>Introductions</strong>&lt;br&gt;A Supervisor’s Job: Functions, Roles, and Tasks&lt;br&gt;Supervision as a distinct intervention&lt;br&gt;Supervision defined&lt;br&gt;Function of supervision&lt;br&gt;Supervision perspectives&lt;br&gt;What good supervisors do – what makes a good supervisor/leader&lt;br&gt;Expectations of the supervisor&lt;br&gt;Class Exercise: CPS reflection and reflections on experiences as a supervisee</td>
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<td>April 9</td>
<td><strong>Week #2 – Personal Learning Styles</strong>&lt;br&gt;Discussion: Supervision skills and the supervisory relationship&lt;br&gt;Class Exercise: Matching your supervision to the needs of those you supervise and understanding personal learning styles.&lt;br&gt;Review of Individualized Leadership Plan Assignment&lt;br&gt;Change Process – Creating a Climate for Change&lt;br&gt;Video: I Hate Paperwork&lt;br&gt;Supervisory Competency Survey</td>
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<td>April 16</td>
<td><strong>Week #3 – Developmental Supervision</strong>&lt;br&gt;Discussion: Situational Leadership&lt;br&gt;Supervisory styles and Practitioner reactions – the supervisory relationship&lt;br&gt;What do you know about yourself as a leader?&lt;br&gt;Class Exercise: Identifying your style of supervision&lt;br&gt;Leadership Development Plan Draft Due&lt;br&gt;Action Plan Worksheet</td>
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<td>April 23</td>
<td><strong>Week #4 – Models</strong>&lt;br&gt;Motivation and learning&lt;br&gt;Models of Supervision&lt;br&gt;The Work Phase and building on the supervisory relationship&lt;br&gt;Supervision Philosophy - Supervision Philosophy Grading Criteria&lt;br&gt;Leadership Development Plan Due</td>
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| May 7    | Week 6 – Authority and Power                                          | The Supervisory Relationship and the use of authority and power in multicultural settings.  
|          |      | - Cultural and gender differences                                     |  
|          |      | - Organizations and authority                                         |  
|          |      | - The role of ethics. Ethical decision-making                          |  
|          |      | - The supervisory role in identifying diversity issues between supervisee and clients. |  
|          |      | - Promoting autonomy and empowerment in supervision                    |  
|          |      | Case Practice Exercise: Power Dynamics                                 |
| May 14   | Week 7 – Multicultural Supervision                                     | Text: H, C, & M chpt 6  
|          |      | **Video:** Multi-Cultural Supervision                                  |  
|          |      | **Discussion:** Multicultural supervision.                            |  
| May 21   | Week 8 – Methods of Supervision                                        | Text: H, C, & M chpt 10  
|          |      | **Assignment Due**                                                     |  
|          |      | **Video:** Don’t You Think I know Anything??                           |  
|          |      | **Case Practice Exercise:** Case consultation and supervision methods |  
|          |      | **Class expectations:** mid-term reflection, revision and review of readings, research and assignments. |  
|          |      | **Supervisory Philosophy Due**                                        |
| May 28   | Week 9 – Evaluating Performance                                        | Text: H, C & M chpt. 9  
|          |      | **Assignment Due**                                                     |  
|          |      | **Discussion:** Formative Evaluation of practice                       |  
|          |      | - Evaluating learning in supervision                                   |  
|          |      | - Evaluating performance in supervision                                |  
|          |      | - Using “data” for evaluation (ie: case consultation, observation, and documentation.) |  
|          |      | **Case Practice Exercise:** The process of evaluating performance      |  
| June 4   | Week 10 - Vicarious Trauma in Supervision                               |  
|          |      | **Assignment Due**                                                     |  
|          |      | **Discussion:** Stress Reactions – Indicators of vicarious trauma       |  
|          |      | - Dealing with stress: the supervisor’s role                          |  
|          |      | - Worker Safety                                                        |  
|          |      | **Case Practice Exercise:** Supportive supervision with the distressed social worker |  
|          |      | **Development Project Due**                                           |
| June 11  | Week #11                                                                   |  
|          |      | **Discussion:** What I still need to learn to become an effective supervisor |  
|          |      | Challenges expected and thoughts regarding future growth.             |  
|          |      | Instructor evaluation                                                  |  
|          |      | Individual feedback                                                   |

**Bibliography**


The Supervision Institute, College of St. Catherine/University of St. Thomas, School of Social Work, St. Paul, Minnesota.
Individual training needs assessment for child welfare supervisors and managers. (1994) Developed by the Institute for Human Services, Columbus, Ohio.
Internet references:
Writing reference:  [http://www.ship.edu/~dlande/module/tutorial.html](http://www.ship.edu/~dlande/module/tutorial.html)
[http://info.wadsworth.com/haynes](http://info.wadsworth.com/haynes)
[www.clinical-supervision.com/Solution%20Focused%20Supervision.htm](http://www.clinical-supervision.com/Solution%20Focused%20Supervision.htm)