A. Description of Course Content

This course introduces the roles, functions, and contexts of social work supervision. Covers administrative and clinical perspectives on the social work supervisor as a manager, educator, mentor, mediator, and leader in human service organizations. Prerequisite: Community and Administrative Practice (CAP) students: SOCW 5312 or concurrent enrollment. Direct Practice (DP) students: SOCW 5311; SOCW 5362 or concurrent enrollment; or SOCW 5352 or concurrent enrollment.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

This course addresses competencies 1-9.
**Competency 1: Demonstrate Ethical and Professional Behavior**

Practitioners in Advanced Community and Administrative Practice (CAP) understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities. They critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy. Practitioners understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.

CAP practitioners are knowledgeable about the history of community and administrative practice in the profession and also value interdisciplinary collaborations. They understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams. They seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication.

**Competency 2: Engage Diversity and Difference in Practice**

Advanced practitioners in community and administrative practice understand how the human experience shapes diversity and difference and how they are valued influences the social, cultural, political and economic arenas. They understand how the intersections of different and multiple factors (i.e. 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) are culturally valued place different social groups in positions of power and privilege or oppression in different contexts and time. Advanced practitioners in community and administrative practice are knowledgeable of all forms and mechanisms of discrimination and oppression and the effects on diverse populations. They also understand and are aware of how diversity and difference are culturally valued influence decision-making in public policy, human service management and community development.

Advanced practitioners in community and administrative practice demonstrate cultural competence, cultural humility and skill to engage social groups (populations) in decision making related to advocacy, policy development, human services, and community development to advance social change and the wellbeing of the people. They also engage in continuous self-reflection on personal bias and values to respond with equity and inclusiveness.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced practitioners in community and administrative practice engage with groups, organizations, and geographical and non-geographical communities in ways that respect and advance fundamental human rights and social, economic, and environmental justice. They engage with client systems taking into account global effects on local issues and the reverse. In applying community practice models and administrative skills, they draw from knowledge of theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Practitioners in Advanced Community and Administrative Practice understand the value of, and need for, basing their practice in science, including both theory and methods. They assess the quality of research according to rigorous standards. They judge its applicability to particular social, economic, and cultural contexts. They seek out research across many disciplines to broaden their knowledge base. While Advanced Community and Administration practitioners are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.

**Competency 5: Engage in Policy Practice**

Advanced Community and Administration practitioners are versed in the myriad impacts of policy on well-being. They can assess policy (at any level) for its impacts on human rights, social and economic justice, and access to services.
Advanced Community and Administration practitioners develop and advocate for policies in accord with social work values. They implement policies in accord with social work values, seeking to express social work values in organizational routines.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Practitioners in Advanced Community and Administrative Practice (CAP) view engagement as an essential and dynamic component of social work practice with groups, organizations and communities. They value the importance of relationships with communities, human service organizations and the people with them. CAP practitioners critically assess and apply macro theories including systems theory and conflict theory to engage with groups, organizations and communities. They engage in evidence-informed and innovative approaches to engage diverse constituencies and practice cultural humility to understand how their personal experiences and social identities may influence their effectiveness in engaging with others. They apply participatory methods to facilitate equitable engagement with various groups, organizations and communities.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Practitioners in Advanced Community and Administrative Practice (CAP) utilize assessment tools and strategies to understand needs, strengths, relevant factors and promising approaches to work with groups, organizations and communities. They apply macro theories including systems theory and conflict theory to collect and analyze the data. CAP practitioners utilize this assessment within a participatory framework to determine goals and objectives of partnerships with groups, organizations and communities. They work together with their constituencies to select the best strategies to accomplish the goals and objectives based on their assessment, formal and informal knowledge of all partners, and priorities of the group, organization and community.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Practitioners in Advanced Community and Administrative Practice (CAP) are skilled in identifying and implementing evidence-informed interventions with groups, organizations and communities. CAP practitioners can evaluate and apply macro theories, including systems theories, conflict theories, and organizational behavior theories, to inform the effectiveness of interventions. CAP practitioners demonstrate advanced skills in collaborating with others on organizational teams and multi-sector coalitions.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Practitioners in Advanced Community and Administrative Practice (CAP) value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions. CAP practitioners distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.

For the purposes of Quality Matters Certification, the following course objectives apply:

The advanced social worker will be able to:

1. Demonstrate ethical and professional behavior skills when applying social work supervision practices
2. Identify the importance of diversity and difference in practice when applying principles of social work supervision at the micro, mezzo, and macro levels
3. Apply their knowledge to advance human rights and social, economic, and environmental justice as it relates to social work supervision
4. Use practice-informed research and research-informed practice when engaging in supervision
5. Identify issues related to policy practice as it impacts supervision regarding human rights, social justice, and social welfare and services
6. Apply contemporary models of social work supervision to those engaged with individuals, families, groups, organizations, and communities
7. Assess effectiveness of social work supervisees’ practice with individuals, families, groups, organizations, and communities
8. Apply knowledge of practice with individuals, families, groups, organizations, and communities as it relates to social work supervision
9. Evaluate social work supervisees’ practice with individuals, families, groups, organizations, and communities

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


Additional readings, resources, and other course materials are available online.

E. Descriptions of Major Assignments and Examinations

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective practice. The following assignments are intended to help you to continue to develop this knowledge and skill. These assignments should be approached professionally and seriously. All assignments must be completed to be eligible to receive a passing grade.

**DISCUSSION POSTS** (Addresses Competencies 1-9)

Students are to answer questions posted for each of the required discussion boards. These will pertain to all class materials. Discussion boards end on the due date at 11:59pm. Post early enough to allow your classmates to respond.

1. These are substantive minimum of 200+ word responses to EACH question demonstrating thoughtfulness and effort.
2. Post early enough to allow for classmates to respond to your posts.
3. Respond to at least two classmates’ postings.

**QUIZ** (Addresses Competencies 1, 2, 3, 4, 5)

There will be one quiz that covers information from the various social work web sites (TSBSWE, BEHEC, NASW, Social Work Code of Ethics, etc.)

**SUPERVISION OUTLINE** (Addresses Competencies 1-9)

Create an interview format and structure that you would like to use in your first meeting with each supervisee. Include times, frequency, and location for supervision. Describe how you would document supervision. See guidelines and grading rubric for details.

**SUPERVISOR INTERVIEW PAPER** (Addresses Competencies 1-9)

Each student will submit a paper based on an in-depth interview (or series of interviews) with a LMSW-level social work supervisor in your area of concentration. The purpose is to learn about how a supervisor navigates the objectives of the work setting and social work supervisor role. Think about a setting about which you are curious, identify and locate the site, make contact with a supervisor there and conduct the interview. This
CANNOT be your current or former field instructor, on-the-job supervisor, co-worker, fellow student, or family member. This is a 7-8-page APA-formatted paper excluding cover page and reference pages. See guidelines and grading rubric for details.

**SUPERVISION TOPIC PAPER** (Addresses Competencies 1-9)

Explore an aspect of supervision that applies to your area of concentration. These are some topic examples: ethical issues in the supervision of substance use treatment; supportive supervision of child protective services social workers; group supervision in a mental health setting; becoming a supervisor in a macro setting. Use course materials as well as references from the literature and peer-reviewed articles to inform your responses. This is a 10-12-page APA-formatted paper excluding cover page and reference pages. See paper guidelines and grading rubric for details.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Posts (10 @ 5 points)</td>
<td>50 points</td>
</tr>
<tr>
<td>Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Supervision Outline</td>
<td>5 points</td>
</tr>
<tr>
<td>Supervisor Interview Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Supervision Topic Paper</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>

**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, it is expected that you attend/engage in each class as scheduled. Missed classes/online activities will adversely affect your grade. Additional requirements:
1. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

1. Meaningful class participation is one of the requirements of the university. In this online course participation includes regularly accessing the course online meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

2. Online activities may not be made up as the purpose of the activity is to focus student engagement with peers/professor in the virtual classroom.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

G. Grading

General grading criteria for written work include logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book online. Please, do not ask when grades will be assigned before the 2-week period. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email professor about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded:

Find the “Total” (max points=100) column in Canvas Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

• First, read and view the assigned material
• Second, ask your question regarding the course materials through an email to the professor or via Canvas. The course materials, assigned readings, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the
assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, and/or UTA’s Writing Center.

Each week, you should:

1. Check Canvas to read the announcements, complete/submit assignments, monitor your threads and download course materials posted by the
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available on Canvas.
3. Complete the assignments for each These are designated in the course outline in this document.
   Assignments will be submitted via Canvas by 11:59 PM on the due date. Assignment links will be available in the “Assignments” tab in the main menu on Canvas. NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.
4. Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor via Canvas.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. Class participation includes regularly accessing the course online, constructive interaction with peers and contributions to discussions, thoughtful questions, and timely completion of assignments. Actions that undermine your participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your participation include but are not limited to failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly online and not using critical thinking skills. Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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H. Make-Up Exams

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted.

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>

7
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Read</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Module 1 &amp; 2</td>
<td>Course expectations &amp; assignments</td>
<td><strong>Due: Introductions</strong></td>
</tr>
<tr>
<td></td>
<td>History, definition, and significance</td>
<td>Reasons for taking this course</td>
<td>- Virtual class 1/20/21</td>
</tr>
<tr>
<td></td>
<td>Ethics, SW Board rules and regulations</td>
<td>Ethics, SW Board rules and regulations</td>
<td>1/20/21</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Quiz</strong></td>
<td><strong>Due: Quiz</strong></td>
<td>1/24/21</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Module 3 &amp; 4</td>
<td>Administrative supervision</td>
<td><strong>Due: Discussion post #1</strong></td>
</tr>
<tr>
<td></td>
<td>Administrative supervision: Problems in implementation</td>
<td>Read Kadushin &amp; Harkness chapter 2;</td>
<td>- virtual class 1/27/21</td>
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<tr>
<td></td>
<td></td>
<td>Materials online</td>
<td><strong>Due: Discussion post #2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Kadushin &amp; Harkness chapter 3;</td>
<td>- virtual class 1/28/21</td>
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<tr>
<td></td>
<td></td>
<td>Materials online</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Module 5, 6 &amp; 7</td>
<td>Educational supervision:</td>
<td><strong>Due: Discussion post #3</strong></td>
</tr>
<tr>
<td></td>
<td>Definition, differentiation, content, and process</td>
<td>Read Kadushin &amp; Harkness chapter 4;</td>
<td>- virtual class 2/3/21</td>
</tr>
<tr>
<td></td>
<td>Principles and problems in implementing educational supervision</td>
<td>Materials online</td>
<td><strong>Due: Discussion post #4</strong></td>
</tr>
<tr>
<td></td>
<td>Principles and problems in implementing educational supervision (continued)</td>
<td>Read Kadushin &amp; Harkness chapter 5 (pp.127-144); Materials online</td>
<td>- virtual class 2/4/21</td>
</tr>
<tr>
<td></td>
<td>Developmental model</td>
<td>Read Kadushin &amp; Harkness chapter 5 (pp. 144-158); Materials online</td>
<td><strong>Due: Supervision Outline</strong> - 2/7/21 by 1159pm</td>
</tr>
</tbody>
</table>
| Week 4 | Module 8, 9 & 10 | Supportive Supervision  
Trauma-informed supervision  
Problems and stresses in becoming and being a supervisor  
How to work with diversity in supervision  
Problems and stresses in becoming and being a supervisor (continued) | Read Kadushin & Harkness chapter 6; Materials online  
Read Kadushin & Harkness chapter 7 (pp. 206-227); Materials online  
Read Kadushin & Harkness chapter 7 (pp. 227-245); Materials online | **Due: Discussion post #5** - virtual class 2/10/21  
**Due: Discussion post #6** - virtual class 2/11/21  
**Due: Supervisor Interview Paper** - due 2/14/21 |
|---|---|---|---|
| Week 5 | Module 11 & 12 | Evaluation in supervision  
Evaluative tools  
Evaluation in supervision (continued)  
Evaluative tools | Read Kadushin & Harkness chapter 8 (pp. 246-267); Materials online  
Read Kadushin & Harkness chapter 8 (pp. 267-274); Materials online | **Due: Discussion post #7** - virtual class 2/17/21  
**Due: Discussion post #8** - virtual class 2/18/21 |
| Week 6 | Module 13 | Group supervision | Read Kadushin & Harkness chapter 9; Materials online | **Due: Discussion post #9** - virtual class 2/25/21 |
| Week 7 | Module 14 | Problems and innovations: professional supervision | Read Kadushin & Harkness chapter 10; Materials online | **Due: Discussion post #10** - virtual class 3/4/21 |
| Week 8 | Module 15 | Use of technology in supervision | Materials online | **Due: Supervision Topic Paper** - due 3/11/21 by 1159pm |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.