



COURSE TITLE/SECTION: SOCW 7397 Supervision and Consultation in Social Work
(LAA or CP Elective Course)

TIME: May 31, 2011 through August 9, 2011
Tuesdays from 6:00 PM to 9:00 PM

FACULTY: Brent LoCaste-Wilken, LCSW, CEAP **OFFICE HOURS:** By Appointment

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I. Course

A. Catalog Description

Philosophy, principles and methods of supervision and consultation used in clinical practice and administrative planning.

B. Purpose

This course critically reviews the philosophy, principles, knowledge, skills and methods of supervision and consultation used in clinical practice and administrative planning.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Demonstrate understanding of the role of supervision and consultation in social work from an historical and developmental perspective.
2. Demonstrate familiarity with evidence-based practice and its relationship to supervision and consultation, with particular attention to professional autonomy and boundaries.
3. Analyze the value of supervision and consultation in promoting effective and efficient practice.
4. Identify professional and organizational requirements for supervision and consultation.
5. Develop or expand essential knowledge and skills necessary for culturally relevant supervision and consultation.
6. Analyze the structural and interactional features of supervision and consultation.
7. Critically examine the different ways that authority is used in supervision and consultation.
8. Measure the effectiveness of consultation and supervision in improving professional social work practice.

III. Course Structure

Class time will include a combination of lecture, discussions, role plays and other experiential exercises. Guest lecturers may be invited to present on specific course content areas. Blackboard Vista will be utilized as a means of providing students with additional readings, resources, and class updates.

Please show respect and consideration of others by taking responsibility for keeping pagers and cell phone interruptions to a minimum. Laptops use is prohibited during class time.

IV. Textbooks

Required

Haynes, R., Corey, G. & Moulton, P (2003). Clinical supervision in the helping professions. Pacific Grove, CA., Brooks/Cole.

Davys, A. & Beddoe, L. (2010). Best practice in professional supervision: A guide for the helping professions. London, Jessica Kingsley.

Required articles are found in the bibliography.

Recommended

Kadushin, A. & Harkness, D. (2002). Supervision in Social Work. New York, N.Y., Columbia University Press.

Kaiser, T. (1997). Supervisory relationships: Exploring the human element. Pacific Grove, CA., Brooks/Cole.

Salus, M.K. (2004). Supervising child protective services caseworkers. U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect. National Clearinghouse on Child Abuse and Neglect. Can be downloaded at: <http://www.childwelfare.gov/pubs/usermanuals/supercps/supercps.pdf>

V. Course Requirements

1. Attendance & Participation

Attendance and active participation in class discussions (which includes demonstrating that the required reading assignments have been completed prior to class) as well as participation in in-class "live consultation" will account for 50% of the final grade for the course. A Participation Rubric is available on Blackboard Vista.

2. Reading Assignments & Quizzes

The course schedule and reading assignments (Item IX below) contains weekly topics to be covered. Supplementary readings will be assigned (by

the professor or fellow students) to students via Blackboard Vista throughout the course. Students are required to check in periodically to Blackboard Vista to access acquired readings and resources for classes. Class time will be designed to clarify, and supplement the understanding of assigned readings. It is critical that students remain current with reading assignments to fully participate in class discussions.

Pop quizzes will be given from time to time to insure that the readings are absorbed. Quizzes will be in the format that best fits the material. Quizzes will NOT be open book.

3. Live Consultation\Role Plays

Each student will be required to participate in live consultation exercises twice in the semester. Each student will be required to role play as both Supervisor and Supervisee. As the Supervisee, you will be asked to present material (macro or micro) from your practicum experience for live consultation/supervision. As Supervisor, you will practice applying what you are learning from the class and readings.

A Role-Play Rubric is available on Blackboard Vista.

4. Leading Discussion

Each student will also be required to lead a 45-60 minute class discussion based on the required reading for the class session once during the course of the semester. Students will sign up in pairs and the students leading the discussion are expected to demonstrate an understanding of the topic for that day and to engage the class group in a productive discussion. The discussion leaders will be evaluated on their ability to generate discussion and involve group. You may consider developing questions, planning an experiential exercise, visual aides, video excerpts, etc. DO NOT simply outline or summarize the reading for the day – assume everyone has done the reading! Help your colleagues out on their discussions by coming to class having read and prepared for a lively discussion of the material. Upload any articles you would have students read prior to the class presentation to Blackboard Vista.

A Discussion Leadership Rubric is available on Blackboard Vista.

5. Papers

Three papers are required. A Papers Rubric that details how the paper will be evaluated is made available on Blackboard Vista.

Paper Topics

1. **Good Supervision.** Discuss your ideas, based in your own experience and the readings of what makes for good supervision: What qualities and skills does a “good” supervisor possess? What qualities does a “good” supervisee possess? What elements might interfere with leaning in a supervisory relationship?

Due 6/14/11.

(This paper should be a minimum of 4 pages, maximum 6; double

spaced in APA format, 12 point font in Times New Roman; 1 inch margins; proper APA citation and reference list)

2. **Supervisor Interview.** Interview a LCSW who is currently supervising practicum students as a part of their professional practice. You will be assigned a field placement supervisor to interview. You may not interview a supervisor who has supervised you in your own clinical placement or job past or present.
 - Step 1) Develop a list of at least 10 questions, based on the reading you have done so far regarding clinical supervision
 - Step 2) Conduct an IN PERSON interview using the questions you came up with as a guide.
 - Step 3) Write a paper summarizing the content of your interview. Then, discuss what you have learned from the process of interviewing this supervisor. In what ways did your interview inform your thought process as you think about making the transition from student to supervisor? What aspects of the readings did this interview process illuminate for you, etc?

Due 7/12/11

(This paper should be a minimum of 6 pages (not including the list of questions and reference page), maximum 8 double spaced in APA format, 12 point font in Times New Roman; 1 inch margins; proper APA citation and reference list)

3. **Supervision Reflections.** For this paper, reflect on your experience both as supervisor and supervisee in your role plays. Refer to the reading to elaborate on how what you have learned from the course material related to the role play experience and the supervisor interview. What are you learning about making the transition from supervisee to supervisor?

I strongly recommend that you write this paper as close to your in-class role play as possible rather than waiting until the due date – or at least journal about your experience immediately after your role play – so that you are reflecting on your experience while it is still fresh in your mind. You can hold on to it and add relevant references from the reading as the semester progresses.

For the final portion of your paper, discuss how this class has or will affect your supervision. How would you select a supervisee, how would you structure the supervision, what cultural aspects would you need to be thinking about, how would you begin the supervisory relationship, would you approach supervision from a particular model/theoretical perspective – which, why, and how would you implement it, etc.

Refer to the course readings to support your ideas.

Due 8/2/11

(This paper should be a minimum of 8 pages, maximum 10; double spaced in APA format, 12 point font in Times New Roman; 1 inch margins; proper APA citation and reference list)

VI. Evaluation and Grading

Grading Scale:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

Please post papers and other appropriate assignments to Blackboard Vista prior to the start of class on the due date specified. Any assignment turned in late will automatically be lowered one full letter grade per day late.

Grading Rubric

Assignments	Points
Attendance/Participation	10
Quizzes	10
Live Consultation/Role Plays	15
Leading Discussion	20
Good Supervision Paper	10
Interview Paper	15
Reflections Paper	20
	100 points

VII. Policy on grades of I (Incomplete):

The grade of I (Incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all the course requirements. Students are responsible for informing the instructor immediately of the reasons for not being able to meet the course requirements (Source: University of Houston Graduate and Professional Studies Policy). Before the incomplete is granted, students will negotiate the completion of the course in a meeting with the professor and Student Affairs as soon as possible.

VIII. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by

the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Course Schedule and Reading Assignments

Date	Topics	Reading(s)	Assignment(s)
05/31/11	Course Overview Introductions What is supervision? The good, the bad, and the evidence-based.	<ul style="list-style-type: none"> • Haynes, Corey, & Moulton (HCM) Chapter 1 • Davys & Beddoe (DB) Chapter 1 	None
06/07/11	Methods & Models of Supervision	<ul style="list-style-type: none"> • HCM Chapter 4-5 • DB Chapters 2 & 5 	•
06/14/11	The Supervisory Relationship	<ul style="list-style-type: none"> • HCM Chapter 3 • DB Chapter 3 	• Good Supervision paper due
06/21/11	Roles and Responsibilities	<ul style="list-style-type: none"> • HCM Chapter 2 • DB Chapter 9 	•
06/28/11	The Organizational & Multicultural Context	<ul style="list-style-type: none"> • HCM Chapter 6 • DB Chapters 6, 10 & 11 	•
07/05/11	Ethical and Legal Issues	<ul style="list-style-type: none"> • HCM Chapters 7 & 8 • 	•
07/12/11	Managing Crisis Situations Communication & Emotion	<ul style="list-style-type: none"> • HCM Chapter 9 • DB Chapter 8 	• Supervisor Interview paper due

07/19/11	Consultation	•	•
07/26/11	Developing Expertise	• HCM Chapter 11 • DB Chapters 6 & 7	•
08/02/11	Evaluation in Supervision	• HCM Chapter 10	• paper due
08/09/11	Group Supervision		

X. Bibliography

A bibliography of additional readings is available on Blackboard Vista. It will be updated throughout the course. Students will be posting readings in association with their “Leading Discussion” topic. Students are required to check in periodically to Blackboard Vista to access required readings and resources for classes.

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.