



COURSE TITLE/SECTION: SOCW 7351 Supervision and Consultation in Social Work
(LAA or CP Elective Course)

TIME: January 14 through May 10, 2013
Mondays from 6:00 PM to 9:00 PM

FACULTY: Brent LoCaste-Wilken, LCSW

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 Learn 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 discouraged during class time.

IV. Textbooks

Required

Bernard, J. M., & Goodyear, R. K. (2009). Fundamentals of clinical supervision. Upper Saddle River, NJ: Pearson Education, Inc.

Thomas, J. (2010). The ethics of supervision and consultation: Practical guidance for mental health professionals. Washington, DC: American Psychological Association.

Recommended

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

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

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 15% of the final grade for the course. A Participation Rubric is available on Blackboard Learn.

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 Learn throughout the course. Students are required to check in periodically to Blackboard Learn 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 ensure 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 is required to participate in live consultation exercises twice in the semester. Each student is required to role play as both Supervisor and Supervisee. Role plays are conducted in sequence from the previous class session using a pre-selected supervision theory/approach and touching upon the topic of class discussion for that day. Use articles that describe the theory/approach and provide evidence based research of its effectiveness. Post those articles to Blackboard Learn ahead of class.

The instructor and your classmates will provide feedback (supervision) following the role play. You may be asked to conduct the role play again incorporating the feedback provided.

A Role-Play Rubric is available on Blackboard Learn.

4. Leading Discussion

Each student is also be required to lead a 50-60 minute class discussion based on the required reading for the class session once during the course of the semester. Students sign up for a topic the first day of the semester. The student(s) leading the discussion are expected to demonstrate an understanding of the topic for that day and to engage the class in a lively and productive discussion. The discussion leaders will be evaluated on their ability to generate discussion and involve the 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. DO NOT read from a PowerPoint or Keynote presentation! Assume everyone has done the reading! Help your classmates out on their discussions by coming to class having read and prepared for a lively discussion of the material. Upload all articles you would have students read prior to the class presentation to Blackboard Learn.

In keeping with the nature of the class, students are required to provide feedback to the presenter as if in the role of their supervisor.

A Discussion Leadership Rubric is available on Blackboard Learn.

5. Papers

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

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 enhances the learning experience? What elements might interfere with leaning in a supervisory relationship? How does this compare with your supervisory experiences so far? What would have made your experience(s) better?

Include a minimum of 5 different reference sources that explain, support, or counter your ideas.

(This paper should be written in first person; 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. **Supervision Reflections.** For this paper, reflect on your experience both as supervisor and supervisee in your role plays or in real life. Refer to the reading to elaborate on how what you have learned from the course material related to your experiences. Discuss what resonated with you and how you are intending to apply it in your career and why. Include your reflections from class discussions, role plays and personal experiences.

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 and other resources to support your ideas.

Include a minimum of 10 difference reference sources that explain, support, or counter your ideas.

(This paper should be written in first person; 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 email in PDF format papers and other appropriate assignments to brent@oplink.net 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	Percentage
Attendance/Participation	15
Quizzes	12
Live Consultation/Role Plays	13
Leading Discussion	20
Good Supervision Paper	15
Reflections Paper	25
	100 %

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

The course schedule will be presented the first day of class.

Date	Topics	Reading(s)	Assignment(s)
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X. Bibliography

A bibliography of additional readings is available on Blackboard Learn. 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 Learn 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.