SOCW 742: Practice with Organizations, Administration, and Supervision (3.0 Credit Hours)

Spring 2018 - Online

Instructor: Michael J. Lawler, MSW, PhD
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Office Phone: (605) 658-6500

Inclusive Excellence

The University of South Dakota and the School of Health Sciences are committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Diversity
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Catalog Description

This course provides students with advanced, evidence-based theoretical knowledge, assessment tools and intervention strategies appropriate for larger systems. Strategies of change and sustainability of change along with conflict resolution and strategic planning are learned. Students learn how to apply skills and techniques with diverse client and collaborative systems. Students learn to develop and apply larger system theories strategies to enhance well-being, social functioning, and alleviate social injustices in the context of diverse cultures. Students learn theories and models of supervision that can be used across practice settings.

Rationale

Professional social workers often provide leadership and become program planers and administrators in human service organizations. Therefore, it is important to include content in an advanced generalist curriculum that helps social workers become leaders in the field and develop skills that will allow them to be successful in the management and administration of social service agencies. Social workers who work in formal agency, settings often provide supervision in organizations. This course is designed to help social workers understand the complexities they will encounter as they engage in this important area of social work practice. Social workers will be better prepared to analyze organizational structures and functions, provide supervision effectively, and become involved in strategic planning.

The theoretical framework adopted by the Department of Social Work influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens through which critical thoughts guides their
decisions. Students are taught to (a) ask important questions, (b) acquire and appraise evidence critically, (c) apply evidence with sensitivity to the situation, (d) analyze outcomes, and (e) adjust practice as needed.

Textbooks and Other Required Materials


Suggested Textbooks


Competencies

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course.
<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression</td>
<td>Supervision Video Organizational Change Paper</td>
<td>Knowledge objectives include:</td>
</tr>
<tr>
<td></td>
<td>Actively promotes opportunities for diverse perspectives and participation of diverse constituents</td>
<td>Organizational Change Paper Discussion Boards</td>
<td>Demonstrate understanding of social work management and the impact it has on organizational change (2.1.9)</td>
</tr>
<tr>
<td></td>
<td>Applies strengths and empowerment perspectives as practice approaches with diverse groups</td>
<td>Supervision Video Leadership Assessment &amp; Reflection Paper</td>
<td>Demonstrate understanding of human service delivery systems within community context (2.1.4, 2.1.9)</td>
</tr>
<tr>
<td></td>
<td>Identifies and applies cultural strengths for change at all levels</td>
<td>Supervision Video Organizational Paper Discussion Boards</td>
<td>Demonstrate understanding of the social work skills needed to create organizational change (2.1.4, 2.1.9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrate understanding of key principles in social work supervision (2.1.4, 2.1.9)</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstrate understanding of the principles and concepts of strategic planning (2.1.9)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrate understanding of social work values and ethics as they relate to organizations and supervision (2.1.4, 2.1.8, 2.1.9)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student will Develop in this Course</th>
</tr>
</thead>
</table>
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services | Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service | Supervision Video  
Discussion Boards  
Leadership Assessment & Reflection | Values objectives include:  
Recognize culturally competent organizations (2.1.3, 2.1.8, 2.1.9) |
| | Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients | Supervision Video  
Organizational Change Paper | |
| | Articulate the impact of policies on service delivery and conducts assessments and evaluations of implementation of policy | Organizational Paper  
Organizational Change Paper  
Discussion Boards | |
| | Identifies gaps in policies at varied levels, e.g. agency policies, public policies and regulation | Organizational Paper | |
| | Provides leadership with colleagues, client systems, and agencies for effective policy action | Supervision Video  
Leadership Assessment and Reflection Paper  
Discussion Boards | |
<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>Identifies institutions impacted by context, and articulate challenges, strengths, and opportunities for social institutions</td>
<td>Organizational Paper</td>
<td>Skills objectives include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Apply organizational structure concepts and theories (2.1.4, 2.1.9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognize how social workers can be agents of change in organizational settings (2.1.8, 2.1.9)</td>
</tr>
<tr>
<td></td>
<td>Creates ways to shape contexts that inform and improve services for client systems</td>
<td>Organizational Change Paper Discussion Boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Builds sustainable strategies for communities and social programs that inform and improve services for diverse community groups</td>
<td>Supervision Video Organizational Change Paper Discussion Boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiates innovative, resourceful, and proactive action with regard to an emerging local, regional, and societal trend or need</td>
<td>Organizational Paper Organizational Change Paper</td>
<td></td>
</tr>
</tbody>
</table>
Course Structure

Teaching methods will include lecture, discussion, multimedia presentations, and small group activities. My perspective is that we all have much to learn and much to teach. Full participation is essential to your learning in this course, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful.

You are expected to complete the readings before course participation begins. You are expected to participate in discussion forums by sharing information from your readings and/or field experiences. I ask that you contact me, in advance, if you will miss deadlines throughout the semester. Any student with significant difficulty with these requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

Course Requirements

The course requirements include the following:

1. Read the syllabus and submit a signed/dated course syllabus attestation.
2. Read the Online Student Handbook, which is located on the upper, left-hand side of the D2L course home page in the USD Getting Started box.
3. Successful completion of weekly lessons, including assigned readings; viewing presentations; watching/listening to selected online videos and other forms of multimedia; full participation in course room discussions and completion of any other assigned tasks associated with each unit of study.
4. Successful completion of:
   a. Leadership Competency Framework Pre Self-Assessment and Reflection Paper
   b. Supervision Demonstration Video
   c. Organizational Framework Paper
   d. Organizational Change Paper
   e. Discussion forums (15 weekly discussion boards)
   f. Leadership Competency Framework Post Self-Assessment and Reflection Paper
5. Active and consistent (minimum twice per week) course room attendance and participation (log-ins).

Contacting the Professor

If you need to reach me, I can be contacted via by telephone at (605) 658-6500 during regular office hours (i.e., Monday through Friday, 8 am to 5 pm). You can also meet with me via Collaborate Ultra, phone or face-to-face, but you must contact me first and set up an appointment.

Please note that the university email system is the official means of communicating with students. If you have not done so already, please set up your student email account, provide the address to the department secretary, and use your USD email address for all online correspondence. Because of privacy
concerns, I will not respond to any student at any email address other than the one assigned to that student by the university.

While I strive to be available to students, I also am a busy person. If you send me an email message, please allow me 1-2 work days to respond. This also applies to any emails sent on weekends or during holidays.

Assignments

Assignment 1: Pre-Leadership Assessment & Reflection Paper (Due January 15, 2018 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services

The purpose of this assignment is to serve as an aid in self-appraisal for professional development in leadership. The pre-assessment reflection is intended to examine your beginning level supervisory/leadership notions, expectations, strengths, and areas for growth. This assignment will also be used to help provide insight into areas that will assist you in discovering areas of exploration/growth throughout the semester. Your paper will be 1-2 pages in length. Here is the link to the assignment:


Assignment 2: Supervision Demonstration Video (Due March 5, 2018 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Working with a partner, each student will make a 10-20 minute supervision videotape. Students will role play the supervisor and their partner will be a social work employee. Students will be asked to critique their role as supervisor by writing a 2-4 page paper. Students will identify the agency/organizational setting, the supervision situation, the specifics of the supervision including (a) the style, (b) the appropriateness of the style of supervision for the employee and the situation, (c) the effectiveness of this method, (d) strengths and areas for further growth, and (e) why the student feels this is an appropriate method of supervision.

Include in the paper a discussion of the development of goals for the social work employee around their “employment” or the issue being discussed in supervision. Students will also identify how their behavior as a “supervisor” was within the ethical boundaries of the NASW code of ethics.
Briefly discuss how supervisory experiences contribute to the shaping of one’s life experiences – good and bad. Please integrate course readings and material into the paper.

- Is your supervisory style culturally sensitive?
- How might you further develop your supervisory skills?

Lastly, there are numerous formats to record your video such as Youtube, Zoom, Collaborate, etc. Please choose a format and attach the video link to D2L Dropbox.

**Assignment 3: Organizational Framework Paper (Due March 26, 2018 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)**

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Each student will contact their supervisor from his/her practicum agency or social service agency of employment at the beginning of the semester to discuss this course assignment. Each agency has different levels of confidentiality in regards to agency materials and information. Therefore, it is imperative that you gain approval to obtain the following materials to use in your paper (a) organizational chart, (b) two job descriptions including employee evaluation methods, (c) annual budget and the annual report, (d) URL of the organization’s website, (e) mission statement, (f) description of client profiles (i.e. what type of clients the agency serves), (g) employee policy and procedures, (h) plan for agency improvement, (h) list of board of directors, and (i) descriptions of programs and services.

These documents will be source materials for a brief paper of 6-8 pages discussing the agency, its functions, the line of power from employee to administrator, the type of supervision found in the agency, and a brief paragraph describing the source materials. Please integrate course readings and material into the paper. In addition, discuss the policy issues around diversity. Please you pseudonyms for agencies and personnel and do not submit any original source materials from agencies.

**Assignment 4: Organizational Change Paper (Due April 16, 2018 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)**

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Using the information from assignment #2, develop an organizational plan for change in the organization. The 8-10 page paper should include an organizational theory, mission, vision and values statement, the history of the organization and profile, a summary of strategies/planning activities for the organization over the next five years, program goals and objectives, budget, and goals and objectives for administrative and governance. Please integrate readings and course material into your paper. In
addition, please use pseudonyms for agencies and personnel and do not submit any original source materials from agencies.

Assignment 5: Online Discussion Boards (There are 15 discussion boards throughout the semester. Please be aware that discussion board participation will be due by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice

Each student will engage in weekly online class discussions regarding readings, presentations, and field experiences. The last eight discussion boards will utilize case studies from the Fauri, Wernet, and Netting (2008) textbook. The discussion boards require you to think critically and discuss the material. Please keep in mind that the discussion board is a tool to help engage with each other about the material; become exposed to different perspectives; and share your professional experiences. It is therefore important to post early in the week and to be checking the discussion board throughout the week which will allow more time to process the information and formulate thoughts. After the scheduled time for closing the discussion board has ended you may continue to discuss the material but there will not be any credit offered for late posts. Your ability to critically think, to apply reading materials, and field experiences will promote an overall better grade in this area.

- To earn full participation work (1 point) by the end of each weekly discussion board, you must post one initial post and provide numerous substantive responses, to the other posts each week. These posts should facilitate further discussion. Posts are well written and demonstrate concepts learned with applications and examples. Incorporation of material is cited according to APA.
- To earn better than average work (.75 points) by the end of each weekly discussion board, you must post one initial post and provide numerous substantive responses, to the other posts each week. These posts can facilitate further discussion. Posts are well written and demonstrate concepts learned with applications and examples. APA is appropriately applied.
- To earn average work (.50 points) by the end of each weekly discussion board, you post one initial post each week that adequately reviews the concepts and your interpretation does little if anything to further the dialogue in your post. APA is appropriately applied.
- A score of less than average work (.25 points) by the end of each weekly discussion board means that only one post was made each week. If more than one post was made the postings were only partially relevant, lacked substance, poorly written, and/or not proofed adequately.
- A score of 0 by the end of each weekly discussion board means there was failure to make any posts or postings each week that were not relevant or easily understood.
**Assignment 6: Post-Leadership Assessment & Reflection Paper (Due April 30, 2018 by 11:59 p.m. CST/10:59 p.m. MST on the date the syllabus and D2L state it is due.)**

This assignment addresses the following competencies:

- 2.1.4 Engage diversity and difference in practice
- 2.1.8 Engage in policy to advance social and economic well-being and to deliver effective social work services

The purpose of this assignment is to serve as an aid in self-appraisal for professional development in leadership at the end of the semester. The post-assessment reflection is intended to compare and contrast your supervisory/leadership notions, expectations, strengths, and areas for growth since the beginning of the semester. This assignment will also be used to help provide insight into areas that may need more focus as you transition to post-graduate experiences. Your paper will be 1-2 pages in length.

Here is the link to the assignment:


**Grading**

Assignment, their relative weights, and the corresponding due dates are listed below. In addition, all required papers are due at 11:59 p.m. CST/ 10:59 p.m. MST on the date indicated:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Leadership Assessment &amp; Reflection Paper</td>
<td>5 (5%)</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Supervision Demonstration Video</td>
<td>25 (25%)</td>
<td>March 5, 2018</td>
</tr>
<tr>
<td>Organizational Framework Paper</td>
<td>25 (25%)</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>Organizational Change Paper</td>
<td>25 (25%)</td>
<td>April 16, 2018</td>
</tr>
<tr>
<td>Discussion Boards (15 @ 1 point each)</td>
<td>15 (15%)</td>
<td>Varies (see D2L)</td>
</tr>
<tr>
<td>Post-Leadership Assessment &amp; Reflection Paper</td>
<td>5 (5%)</td>
<td>April 30, 2018</td>
</tr>
</tbody>
</table>

**Total Points** 100 (%)

Final grades will be assigned based on the percentages shown below and total points earned by each student at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>90-100 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>80-89 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>70-79 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69%</td>
<td>69 &lt; points</td>
</tr>
</tbody>
</table>
Coursework is graded according to:

1. Specific guidelines for each assignment.
2. The overall quality of work (i.e., typed and double-spaced, clarity, organization, use of and integration of class materials, readings, and correct punctuation, grammar and spelling).
3. Use of the latest standard style of APA writing and referencing. This includes but is not limited to appropriate references (minimal to no websites unless peer reviewed sites) and no plagiarism.
4. Confidentiality (DO NOT IDENTIFY CLIENTS BY NAME. Change names and limit information when necessary to protect client anonymity and confidentiality).
5. Ability to integrate theoretical concepts into practice.

The instructor will provide each student with a grade and written feedback on each writing assignment within 10-14 days of the due date/time for that particular assignment. The time frame for turnaround feedback on discussion boards is one week. If, for some unforeseen reason, there is a grading delay—with written assignment and/or discussions, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor. The instructor will provide individual feedback and grades in the Assessments/Grades section of the course.

I will also abide by all policies set forth in the syllabus and those by the Online Student Handbook, the University of South Dakota, and the South Dakota Board of Regents. Please see the graduate catalog and the MSW program student handbook for information regarding the University’s grading policy.

Please see the graduate catalog and the MSW program student handbook for information regarding the University’s grading policy.

**Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Academic Fraud, Plagiarism, Dishonesty, and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.
The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Make-Up Policy

Unless explicit arrangements have been worked out by the student with the instructor well in advance, no points will be granted for late or missed assignments.

Attendance and Class Participation Policy

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the course classroom and D2L. When a student does not log in or participate in course discussions, the student misses the interactive learning that occurs during the discussion and other members of the class miss the contribution the student might have made. Therefore, we ask that a student miss course discussions only when absolutely necessary for purposes of illness. If a student misses more than two weekly discussions, the professor may reduce the final grade.

Students are required to be prepared for every course discussion. If there are significant personal or health matters which prevent the student from attending a weekly discussion forum, or if you are involved in a University sanctioned event, you should contact your professor. Please inform the professor of any necessary absences. Three successive weekly course room discussion absences will result in a professor initiated withdrawal from this course. Professor initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. For information regarding USD grading policies, please see \texttt{http://catalog.usd.edu/index.php}.

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the \texttt{Online Student Handbook}.

\texttt{http://www.usd.edu/~/media/files/usd-online/online-orientation-guide.ashx}

This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.
Email Policy

The university email system is the formal email used to communicate with students. Please set up a student account and provide the address to the professor.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
## Course Outline

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date 2017</th>
<th>Topic/Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues Mon</td>
<td>01/9 01/15</td>
<td><strong>Pre-Leadership Assessment and Reflection Paper Due</strong>&lt;br&gt;Welcome to SOCW 742 – Practice with Organizations, Administration, and Supervision: Basics of Supervising and Setting the Stage&lt;br<em>Lecture, handouts, class discussion, PowerPoint, Discussion Board #1</em></td>
<td>Tsui, Ch. 1; Borders article</td>
</tr>
<tr>
<td>2</td>
<td>Tues Mon</td>
<td>01/16 01/22</td>
<td>Models of Social Work Supervision&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #2</em></td>
<td>Tsui, Ch. 2, 3 &amp; 4</td>
</tr>
<tr>
<td>3</td>
<td>Tues Mon</td>
<td>01/23 01/29</td>
<td>Social Work Supervision Functions&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #3</em></td>
<td>Tsui, Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>4</td>
<td>Tues Mon</td>
<td>01/30 02/5</td>
<td>Power &amp; Authority&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #4</em></td>
<td>Tsui, Ch. 7</td>
</tr>
<tr>
<td>5</td>
<td>Tues Mon</td>
<td>02/6 02/12</td>
<td>Stages &amp; Skills of Supervision&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #5</em></td>
<td>Tsui, Ch. 8</td>
</tr>
<tr>
<td>6</td>
<td>Tues Mon</td>
<td>02/13 02/19</td>
<td>Supervision Planning and Preparation&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #6</em></td>
<td>Tsui, Ch. 9</td>
</tr>
<tr>
<td>7</td>
<td>Tues Mon</td>
<td>02/20 02/26</td>
<td>Research on Social Work Supervision and Practice&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #7</em></td>
<td>Tsui, Ch. 10</td>
</tr>
<tr>
<td>8</td>
<td>Tues Mon</td>
<td>02/27 03/5</td>
<td><strong>Supervision Demonstration Video and Paper Due</strong>&lt;br&gt;Differences between Supervision and Management&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #8</em></td>
<td>Weinbach &amp; Taylor, Ch. 1, 2 &amp; 3; Fauri, Ch. 1 &amp; 16</td>
</tr>
<tr>
<td>9</td>
<td>Tues Mon</td>
<td>03/6 03/12</td>
<td>SPRING BREAK!!</td>
<td>Spring Break – No Readings</td>
</tr>
<tr>
<td>10</td>
<td>Tues Mon</td>
<td>03/13 03/19</td>
<td>Developing Knowledge Workers&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #9</em></td>
<td>Weinbach &amp; Taylor, Ch. 5, 8 &amp; 9; Fauri, Ch. 9 &amp; 10</td>
</tr>
<tr>
<td>11</td>
<td>Tues Mon</td>
<td>03/20 03/26</td>
<td><strong>Organizational Framework Paper Due</strong>&lt;br&gt;Growth in the Workplace&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #10</em></td>
<td>Weinbach &amp; Taylor, Ch. 7 &amp; 10; Fauri, Ch. 13</td>
</tr>
<tr>
<td>12</td>
<td>Tues Mon</td>
<td>03/27 04/2</td>
<td>Power versus Vision&lt;br<em>Lecture, handouts, PowerPoint, video presentation, Discussion Board #11</em></td>
<td>Weinbach &amp; Taylor, Ch. 4 &amp; 6; Fauri, Ch. 12</td>
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<tr>
<td>13</td>
<td>Tues Mon</td>
<td>04/3 04/9</td>
<td>Building an Organization of Trust&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #12</em></td>
<td>Weinbach &amp; Taylor, Ch. 11 &amp; 12; Fauri, Ch. 11</td>
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<tr>
<td>14</td>
<td>Tues Mon</td>
<td>04/10 04/16</td>
<td><strong>Organizational Change Paper Due</strong>&lt;br&gt;Open Discussion on Management, Licensure and Regulations&lt;br<em>Lecture, handouts, PowerPoint, Discussion Board #13</em></td>
<td>Weinbach &amp; Taylor, Ch. 13 &amp; 14; Fauri, Ch. 14</td>
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<tr>
<td>15</td>
<td>Tues Mon</td>
<td>04/17 04/23</td>
<td>When Leaders are the best; Clarify Values; Set an Example&lt;br<em>Lecture, handouts, PowerPoint, video presentation, Discussion Board #14</em></td>
<td>Kouzes &amp; Posner, Ch. 1, 2 &amp; 3;</td>
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<tr>
<td>16</td>
<td>Tues Mon</td>
<td>04/24 04/30</td>
<td><strong>Post-Leadership Assessment and Reflection Paper Due</strong>&lt;br&gt;Reflecting on SOCW742: Organization, Administration &amp; Supervision&lt;br<em>Lecture, handouts, class discussion, PowerPoint, Discussion Board #15</em></td>
<td>No Readings</td>
</tr>
</tbody>
</table>

1 Subject to change at the instructor’s discretion
Unit 1: Supervision - January 9, 2018 – January 15, 2018 (2.1.8)
Topics Covered – Introduction of instructor and students
Basics of Supervising and Setting the Stage

Required Reading:
Chapter 1. The History, Nature, and Definition of Social Work Supervision

Clinical Leadership Competency Framework Pre Self-Assessment Tool

Recommended Reading:

Discussion Board #1: Opens at 6:00 p.m. CST on January 8th and closes at 11:59 p.m. CST on January 15th

Leadership Pre-Assessment and Reflection Paper: Due on January 15th by 11:59 p.m. CST

January 16, 2018 – January 22, 2018, (2.1.8)
Topics Covered – Models of Social Work Supervision

Required Reading:
Chapter 2. Theoretical Models of Social Work Supervision
Chapter 3. Constructing a Comprehensive Model of Social Work Supervision
Chapter 4. The Contexts for Supervision

Recommended Reading:

Discussion Board #2: Opens at 6:00 p.m. CST on January 16th and closes at 11:59 p.m. CST on January 22nd
January 23, 2018 – January 29, 2018, (2.1.8, 2.1.9)
Topics Covered – Social Work Supervision Functions

Required Reading:
   Chapter 5. Administrative Functions
   Chapter 6. Educational and Supportive Functions

Discussion Board #3: Opens at 6:00 p.m. CST on January 23rd and closes at 11:59 p.m. CST on January 29th

January 30, 2018 – February 5, 2018 (2.1.8, 2.1.9)
Topics Covered – Power and Authority

Required Reading:
   Chapter 7. The Nature of Power and Authority

Recommended Reading:

Discussion Board #4: Opens at 6:00 p.m. CST on January 30th and closes at 11:59 p.m. CST on February 5th

February 6, 2018 – February 12, 2018 (2.1.4, 2.1.8)
Topics Covered – Stages and Skills of Supervision
Required Reading:
   Chapter 8. Stages and Skills of Supervision

Recommended Reading:
Rose, K.J. (2004). Zero tolerance for sexual harassment by supervisors in the workplace: employers don’t have a real choice. J. of Forensic Psychology Practice, 4, 1, 57-64.

Discussion Board #5: Opens at 6:00 p.m. CST on February 6th and closes at 11:59 p.m. on February 12th
February 13, 2018 – February 19, 2018 (2.1.8, 2.1.9)
Topics Covered – Supervision Planning and Preparation

Required Reading:
Chapter 9. Planning and Preparation of Supervision Sessions

Recommended Reading:

Discussion Board #6: Opens at 6:00 p.m. CST on February 13th and closes at 11:59 p.m. CST on February 19th

February 20, 2018 – February 26, 2018 (2.1.8)
Topics Covered – Research on Social Work Supervision and Practice Issues

Required Reading:
Chapter 10. The State of the Art of Research On Social Work Supervision

Recommended Reading:

Discussion Board #7: Opens at 6:00 p.m. CST on February 20th and closes at 11:59 p.m. CST on February 26th

Unit 2: Organizations and Administration - February 27, 2018 – March 5, 2018 (2.1.8, 2.1.9)
Topics Covered – Differences between Supervision and Management

Required Reading:
Weinbach & Taylor
Chapter 1. Defining and describing management
Chapter 2. What makes human services management different?
Chapter 3. Historical origins of current approaches to management
Fauri, Wernet, & Netting
Chapter 1. Introduction
Chapter 16. Organizing in Jacinto: getting in and getting started

Recommended Reading:


Discussion Board #8: Opens at 6:00 p.m. CST on February 27th and closes at 11:59 p.m. CST on March 5th

Supervision Demonstration Video: due on March 5th by 11:59 p.m. CST

**March 6, 2018 – March 12, 2018 (2.1.4, 2.1.8, 2.1.9)**
Topics Covered – SPRING BREAK WEEK

Required Reading: No Readings

Recommended Reading: No Readings

Discussion Board: No Discussion Board

**March 13, 2018 – March 19, 2018 (2.1.8, 2.1.9)**
Topics Covered – Developing Knowledge Workers

Required Reading:
- Weinbach & Taylor
  - Chapter 5. Planning
  - Chapter 8. Fostering and managing staff diversity
  - Chapter 9. Promoting a productive work environment
- Fauri, Wernet, & Netting
  - Chapter 9. Growing hope: strategic planning and Organizational change.
  - Chapter 10. The Women’s Co-op: The clash of two organizational cultures.

Recommended Reading:

Discussion Board #9: Opens at 6:00 p.m. on March 13th and closes at 11:59 p.m. CST on March 19th
March 20, 2018 – March 26, 2018 (2.1.8, 2.1.9)
Topics Covered – Growth in the Workplace

Required Reading:
  Weinbach & Taylor
  Chapter 10. Promoting professional growth
  Chapter 7. Organizing people and tasks
  Fauri, Wernet, & Netting
  Chapter 13. The coffee break: supervisor-employee relationships at risk.

Recommended Reading:

Discussion Board # 10: Opens at 6:00 p.m. CST on March 20th and closes at 11:59 p.m. CST on March 26th

Organization Paper: Due on March 26th by 11:59 p.m. CST

March 27, 2018 – April 2, 2018 (2.1.8, 2.1.9)
Topics Covered – Power versus Vision

Required Reading:
  Weinbach & Taylor
  Chapter 6. Influencing day to day activities of others
  Chapter 4. Leading
  Fauri, Wernet, & Netting
  Chapter 12. Recognizing the realities: managing bi-culturally

Recommended Reading:

Discussion Board #11: Opens at 6:00 p.m. CST on March 27th and closes at 11:59 p.m. CST on April 2nd
April 3, 2018 – April 9, 2018 (2.1.8, 2.1.9)
Topics Covered – Building an Organization of Trust

Required Reading:
Weinbach & Taylor
  Chapter 11. Managing staff problems
  Chapter 12. Financial management and technology management
Fauri, Wernet, & Netting
  Chapter 11. When community mental health meets public managed care.

Recommended Reading:

Discussion Board #12: Opens at 6:00 p.m. CST on April 3rd and closes at 11:59 p.m. CST on April 9th

April 10, 2018 – April 16, 2018 (2.1.8, 2.1.9)
Topic Covered - Open discussion on management

Required Reading:
Weinbach & Taylor
  Chapter 13. Other important management responsibilities
  Chapter 14. Becoming and remaining a successful manager
Fauri, Wernet, & Netting
  Chapter 14. Kings haven and YOU: managing volunteers

Recommended Reading:

Discussion Board #13: Opens at 6:00 p.m. CST on April 10th and closes at 11:59 p.m. CST on April 16th

Organizational Change Paper and Presentation: Due on April 16th by 11:59 p.m. CST

April 17, 2018 – April 23, 2018 (2.1.4, 2.1.8, 2.1.9)
Topic Covered - Leadership Challenge

Required Reading:
Kouzes & Posner
  Chapter 1. When Leaders are the Best
  Chapter 2. Clarify Values
Chapter 3. Set the Example
Four, Wernet, & Netting
Chapter 15. Carol’s Value Dilemmas: Implementing public services for disabled elders.

Recommended Reading:

Discussion Board #14: Opens at 6:00 p.m. CST on April 17th and closes at 11:59 p.m. CST on April 23rd

April 24, 2018 – April 30, 2018
Topic Covered – Course wrap-up

Required Reading:
No required Reading
Clinical Leadership Competency Framework Post Self-Assessment Tool

Recommended Reading:

Discussion Board #15: Opens at 6:00 p.m. CST on April 24th and closes at 11:59 p.m. CST on April 30th

Leadership Post-Assessment and Reflection Paper: Due on April 30 by 11:59 p.m. CST
Useful Resources


Growing up: The stages a charity can expect to go through as it ages. (2006). Chronicle of Philanthropy, 18(12), 44-44.


