



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2016

Course Title: Social Work Supervision

Course Prefix/Number/Section: SOCW 6358-001

Instructor Name: Marta A. Mercado-Sierra, Ph.D.

Faculty Position: Assistant Professor in Practice

Faculty Profile: <https://www.uta.edu/profiles/marta-mercado>

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Office Hours: Tuesdays and Thursdays 12:30-2:00pm and by appointments

Day and Time of Class (if applicable): Online **Location:**

Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Description of Course Content

Introduces the roles, functions, and contexts of social work supervision. Covers administrative and clinical perspectives on the social work supervisor as manager, educator, mentor, mediator, and leader in human service organizations. Prerequisite: Community and Administrative Practice (CAP) students: SOCW 6371 or concurrent enrollment. Direct Practice (DP) students: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Student Learning Outcomes

EPAS POLICIES AND RELATED PRACTICE BEHAVIORS

Community and Administrative Practice (CAP)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Advanced Skills and Behaviors

1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.
2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Advanced Skills and Behaviors

1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Advanced skills and behaviors

1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Advanced Skills and Behaviors

1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Advanced Skills and

Behaviors

1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.
2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Advanced Skills and Behaviors

1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

Direct Practice with Families and Children

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Direct Practice with Mental Health

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

Direct Practice with Health

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.

Direct Practice with Aging

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

STUDENT LEARNING OUTCOMES

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

1. Assess and help supervisees' assess adult learning styles; devise supervision and evaluation strategies for diverse adult learners;
2. Compare the evolution and role of supervision in social work with other models for professional credentialing and accountability, including the impact of different models on the empowerment of clients and professionals;

3. Articulate requirements for the licensure and regulation of social workers, as set forth in 22 Texas Administrative Code, Chapter 781.
4. Apply theory and skills of social work supervision to design supervisory plans and evaluation for supervisees with different needs, including consideration of differences between supervisor and supervisee, such as race, ethnicity, age, gender, and challenges;
5. Critique practice situations with respect to the ethical and legal obligations of supervisors, including issues of diagnosis and reimbursement, professional boundaries, impairment of colleagues, client's rights, privileged communication and duty to warn, mandated reporting, and vicarious and direct legal liability.
6. Analyze supervision in a practice setting consistent with the student's specialization, with emphasis on the balance among the administrative, educational, and supportive functions of social work supervision.
7. Cite and apply empirical studies of effectiveness in social work supervision.

C. Required Textbooks and Other Course Materials

Kadushin, A. & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York: Columbia Univ. Press.

Title 22 Texas Administrative Code, Chapter 781. Retrieve from

<http://docstrend.com/file/6ll/sw-rules-22-texas-administrative-code-chapter-781.html>

D. Additional Recommended Textbooks and Other Course Materials

Additional required and recommended materials are available on BlackBoard.

E. Descriptions of Major Assignments and Examinations

Assignments & Examinations	Learning Outcomes and CORE & Practice Behaviors	Value		Due Date*
		Points	%	
Time Availability for Web Conference Survey: Complete the Time Availability for Web Conference Survey. You will select time periods you have available to participate in web conferences throughout the semester. The survey is available under Bb's Main Menu.	-	100	1%	9/2
"Self ID" Form: Complete and post the "Self ID" Form in the corresponding Bb content folder.	-	100	1%	9/2
Acknowledging Sources Quiz: Complete the UTA's Library Acknowledging Sources (Plagiarism) tutorial (http://library.uta.edu/plagiarism/index.php) and then take the quiz on Blackboard. You may take this quiz as many times as you prefer before the due date. Note: Make sure you take the quiz posted in the corresponding Bb Content Unit Folder (Do not take the quiz at the end of the tutorial session).	-	100	6%	9/6
Getting to Know your Peers Forum: Participate in the Peer Presentation Forum in the corresponding in Unit 1 content folder. You will have the opportunity to introduce yourself and meet your class peers. I highly encourage you to participate in this forum since we will be	-	-	2%	9/6

working and learning from each other throughout the semester.				
<p>Discussion Forums: Participate actively in 4 discussion forums of 6 available during the semester. If students decide to participate in all 6 forums, only the highest 4 grades will be considered in the final grade. The main objectives of these forums are to analyze, discuss and apply course content, share ideas and learn from each other. These threaded discussions will help you reflect and think critically for a more in-depth learning experience. The topic of each forum is specified in the Course Outline. Each forum will have a value of 100 points. Besides your post (70 points) you must respond to the amount of peers requested in each forum (30 points). Note that you will only be able to read and respond to peers' postings after you submit your post. Forums will be available in corresponding unit content folder.</p> <p>You must meet the following criteria:</p> <ul style="list-style-type: none"> • Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings, other materials and peers' posts. • Respond to main prompt on or before Saturdays (11:59pm). Note: This will give you time to read and respond to peers' posts, as well as for them to respond to yours • Refer and cite unit's content and concepts. • Post reactions to peers' postings by Tuesday (11:59pm). <p>Write approximately 200 words in initial post and 100 words in each response to peers.</p> <p>Notes: If you post past the due dates you will not be able to receive full points for corresponding entry.</p>	<p>Learning Outcomes: 1-8</p> <p>Practice Behaviors: CAP [2.1.2 (1)], 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]</p> <p>DPFC [2.1.2 (1), 2.1.4 (1)]</p> <p>DPMH [2.1.2 (1), 2.4.1 (1)]</p> <p>DPH [2.1.2 (1), 2.4.1 (1)]</p> <p>DPA [2.1.2 (1), 2.4.1 (1)]</p>	500	25%	See Course Outline

<p>Quizzes (8): Take 4 quizzes in the corresponding unit folder. Each quiz will consist of multiple choice or short answer items of the assigned material. Each quiz has a value of 100 points each. <i>The lowest quiz grade will be dropped at the end of the semester.</i> Note: you will not be able to make up a quiz passed due date.</p>	<p>Learning Outcomes: 1-8</p> <p>Practice Behaviors: CAP [2.1.2 (1)], 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]</p> <p>DPFC [2.1.2 (1), 2.1.4 (1)]</p> <p>DPMH [2.1.2 (1), 2.4.1 (1)]</p> <p>DPH [2.1.2 (1), 2.4.1 (1)]</p> <p>DPA [2.1.2 (1), 2.4.1 (1)]</p>	300	10%	See Course Outline
<p>Perspective on Supervision Paper: Students will write a short paper (1,500-1,800 word count) based on an in-depth interview (or series of) with an MSW-level social work supervisor in your area of specialization/concentration. A selected supervisor may be the student's current or former field instructor, on-the-job supervisor, co-worker, fellow student, or acquaintance. Family members are not acceptable. Ask your interviewee to reflect on an ethical issue or dilemma in supervision. Discuss your own career path and interest in supervision, with a plan for development. See the cited course objectives for additional material to be covered in the interview and paper. A guideline and a rubric will be provided. Submit the paper on Blackboard Safe Assign on or before due date.</p>	<p>Learning Outcomes: 1, 4, 5, 6, 7</p> <p>Practice Behaviors: CAP [2.1.1 (1)(2); 2.1.2 (1)]</p> <p>DPFC [2.1.1 (2) & 2.1.2 (1)]</p> <p>DPMH [2.1.1 (2) & 2.1.2 (1)]</p> <p>DPH [2.1.1 (2) & 2.1.2 (1)]</p> <p>DPA [2.1.1 (2) & 2.1.2 (1)]</p>	100	25%	10/11
<p>Final Exam: Students will take a written examination made up of objective questions (multiple choice or short answer) drawn from the required course readings and materials. Approximately 20% of the exam is drawn from the law regulating social work practice in Texas. The exam will be available 2 weeks prior to the due date for students to complete.</p>	<p>Learning Outcomes: 1-8</p> <p>Practice Behaviors: CAP [2.1.2 (1)], 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]</p> <p>DPFC [2.1.2 (1), 2.1.4 (1)]</p> <p>DPMH [2.1.2 (1), 2.4.1 (1)]</p> <p>DPH [2.1.2 (1), 2.4.1 (1)]</p>	100	30%	12/12

	DPA [2.1.2 (1), 2.4.1 (1)]			
End of Course Assessment: Participate in the End of Course Assessment for 5 extra credit points on your final exam. You will find the link under Bb's main Menu. You will have the opportunity to offer feedback on course content and assignments, as well as offer recommendations for future sessions. The main goal is to gather your opinion and learning experiences to develop the content and assignments for future sections. <i>Please note that this activity is not to evaluate my performance as an instructor.</i> A guide will be available in the under Bb's main menu.	-	5 extra credit points	-	12/12

**All examinations and assignments to be completed or uploaded on Blackboard are due no later than 11:59pm.*

F. Grading

General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research, and appropriateness of the final 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 3 weeks of the due date. Unless prior permission is granted, late assignment is penalized 1/2 letter grade per week or part thereof (e.g. an "A" paper earns at best a "B+").

If you have questions about your grade, check the grade book on Blackboard. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Please, do not email about your grades from an email account other than uta.edu.

The semester grade is based on the breakdown of:

Assignments & Examinations	Percentage
Time Availability for Web Conference Survey	1%
"Self ID" Form	1%
Acknowledging Sources Quiz	6%
Peer Presentation Forum	2%
Discussion Forums (5)	25%
Quizzes (3)	10%
Perspective on Supervision Paper	25%

Final Exam	30%
End of Course Assessment	(5 extra credit points on final exam)

SUGGESTIONS TO EARN A GOOD GRADE:

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

- First, read the assigned material, and view the powerpoints.
- Second, ask your question regarding the course materials in class, through an email to the professor or the Q&A session on Blackboard.

Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc..”

The course materials, assigned readings, powerpoints on lectures and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with instructions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

In addition, you will find the grading rubric for your major assignment on Blackboard. This will help you guide your work and understand your professor’s expectations. It’s essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator or UTA’s English Writing Center.

Each week, you should:

1. Check Blackboard at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
1. View the powerpoints available in the “Course Material” folders to expand upon and explain the information. Content in the instructor’s powerpoints usually supersedes content in the required and recommended course textbooks.
2. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document and are available in the appropriate unit folder in Bb’s “Course Materials”.
3. Complete the assignments for each unit. These are designated in the course outline in this document.
Examinations and assignments will be taken and submitted via Blackboard unless instructed otherwise. Major assignment links will be available in the assignment tab under main menu and individual quizzes are located in the corresponding folder in the “Course Materials” tab.
4. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (martam@uta.edu).

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.

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. If approved, a specific date for completion of the work will be determined by the

instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of "F" for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) <http://library.uta.edu/plagiarism/index.php>
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) <http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis) <http://sia.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) <http://www.indiana.edu/~wts/pamphlets.shtml>

Note: Final grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exams

Assignments, quizzes and discussion forums are not accepted past due dates. Unless prior permission is granted, late assignment is penalized 1/2 letter grade per week or part thereof (e.g. an "A" paper earns at best a "B+"). 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.

H. 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 an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

At The University of Texas at Arlington, taking attendance is not required. Rather, 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.

Much of what students learn in the classroom, including cyber classrooms, is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others' ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.

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.

I. Course Schedule

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained. Modifications to assignments and the class schedule will be made after consultation with students. Note: please access our Blackboard course site for additional required and recommended readings and course materials.

Units	Topics, Readings, Class Activities and Core Competencies	Major Assignments and Examinations	Due Dates*
1 8/26-9/6	<p>INTRODUCTION AND COURSE OVERVIEW: presentation of syllabus; review of major assignments and grading policy; description of class organization and expectations</p> <p>Activities:</p> <ul style="list-style-type: none"> Take the survey on time availability for web conferences Complete the Self ID form Watch the Acknowledging Sources Tutorial (plagiarism) Access: http://library.uta.edu/plagiarism/index.php Take the <i>Acknowledging Sources Tutorial Quiz</i> posted in Unit 1 Content Folder (do not take the one at the end of the tutorial) Participate in forum "Getting to Know our Peers" 	<p>Time Availability for Web Conferences Survey</p> <p>Self-ID Form</p> <p>Acknowledging Sources Quiz</p> <p>Forum: Getting to Know our Peers</p>	<p>9/2</p> <p>9/2</p> <p>9/6</p> <p>9/6</p>
2 9/5-13	<p>Topic: Historical perspectives and schools of thought in social work supervision</p> <p>Required materials: Kadushin & Harkness, Chap. 1</p> <p>O'Donoghue, K. & Tsui, M-S. (2015). Social work supervision research (1970–2010): The way we were and the way ahead. <i>British Journal of Social Work</i>, 45, 616-633.</p>	<p>Quiz 1</p>	<p>9/13</p>

<p>3 9/12-20</p>	<p>Topic: Supervisory roles of administration, education, support & assessing supervisory styles and preferences</p> <p>Required materials: Kadushin & Harkness, Chap. 2</p> <p>What is your leadership style?: http://psychology.about.com/library/quiz/blleadershipquiz.htm</p> <p>Scott Bayliff on Clinical Supervision: http://www.youtube.com/watch?v=0WUHSJTdZhc&feature=related</p>	<p>Discussion Forum 1</p>	
<p>4 & 5 9/19-27 9/26-10/4</p>	<p>Topic: Supervisory tasks and roles: Administrative supervision</p> <p>Required materials: Kadushin & Harkness, Chap. 2 & 3</p>	<p>Discussion Forum 2</p>	

<p>6 & 7 10/3-11 10/10-18</p>	<p>Topic: Supervisory tasks and roles: Educational supervision</p> <p>Required materials: Kadushin & Harkness, Chaps. 4 & 5</p> <p>Assess your own learning style at: http://www.personal.psu.edu/bxb11/LSI/LSI.htm</p>	<p>Discussion Forum 3</p>	
<p>8 10/17-25</p>	<p>Topic: Supervisory tasks and roles: Supportive supervision</p> <p>Required materials: Kadushin & Harkness, Chap. 6</p> <p>Professional Boundaries Quiz (scoring not required): http://www.professionalboundariesinsocialwork.com/#/boundaries-quiz/4549871196</p> <p>Video: <i>Boundary Dilemmas in Supervision</i> (30 min., CWC# 1312)</p>	<p>Discussion Forum 4</p>	

<p>9 10/24-11/1</p>	<p>Topic: Ethical and legal issues in social work supervision: diagnosis and reimbursement, professional boundaries, impairment of colleagues, client's rights, privileged communication and duty to warn, and mandated reporting</p> <p>Required materials: NASW Code of Ethics, (Please access on NASW website; review for points applicable to supervision: http://www.socialworkers.org/)</p> <p>Texas Code of Conduct and Professional Standards of Practice</p> <p>Title 22 Texas Administrative Code, Chapter 781. Review Subchapter D from: http://docstrend.com/file/6ll/sw-rules22-texas-administrative-code-chapter-781.html</p> <p>Beddow, L. (2010). Surveillance or reflection: Professional supervision in 'the risk society.' British Journal of Social Work, 40, 1279-1296.</p> <p>Video: <i>Ethics in action</i>. By Corey, Corey & Haynes. Brooks/Cole.</p>	<p>Perspective on Supervision Paper</p>	<p>11/1</p>
<p>10 10/31-11/8</p>	<p>Topic: Handling problems and stress in a supervisory role</p> <p>Required material: Kadushin & Harkness, Chap. 7</p>	<p>Discussion Forum 5</p>	
<p>11 11/7-15</p>	<p>Topic: Managing differences in supervision (race, gender, age, culture, etc.)</p> <p>Required materials: Hyde, C.A. (2004). Multicultural development in human services agencies: Challenges and solutions. <i>Social Work</i>, 49 (1), 7-16.</p> <p>Video: <i>Challenges in Cross Cultural Supervision</i> (53 min., CWC# v1313)</p>	<p>Quiz 2</p>	<p>11/15</p>
<p>12 11/14-22</p>	<p>Topic: Evaluating supervisees</p> <p>Required material: Kadushin & Harkness, Chap. 8</p>	<p>Quiz 3</p>	<p>11/22</p>
<p>13 11/21-29</p>	<p>Topic: Group supervision</p> <p>Required material: Kadushin & Harkness, Chap. 9</p>	<p>Discussion Forum 6</p>	

14 11/28- 12/6	Topic: Supervision challenges and innovation Required materials: Kadushin & Harkness, Chap. 10	Quiz 4	12/6
15 11/28 - 12/6	Topic: Overview of professional structure of social work supervision: Education, certification, licensure, regulation, and legal mandates Required materials: TSBSWE: http://www.dshs.state.tx.us/socialwork/default.shtm Title 22 Texas Administrative Code, Chapter 781. Review Subchapter A, B, C, F, G & H from: http://docstrend.com/file/6ll/sw-rules-22-texasadministrative-code-chapter-781.html		
16	UTA's Final Exam Period	Final Exam End of Course Assessment	12/13 12/13

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 courserelated activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances

See BSW Program Manual at: <https://www.uta.edu/ssw/documents/bsw/bsw-program-manual.pdf>
Or MSW Program Manual at: <http://www.uta.edu/ssw/documents/msw/msw-program-manual.pdf>

L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>
Subject Guides..... <http://libguides.uta.edu>
Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus> Ask a
Librarian..... <http://ask.uta.edu>

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course.

Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.