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


Resource links for various classes should be explored/completed and printed/saved before the class. Some of these are self-assessment tools with different themes. Links should work from anywhere.

Readings not from the text are available on BlackBoard

D. Additional Recommended Textbooks and Other Course Materials

Additional readings will be available on Blackboard.

E. Descriptions of Major Assignments and Examinations

This is an interactive, participatory class. Every assignment will be presented and discussed. This means that attendance is vital. There is not a participation grade per se, but each grade involves you participating in the discussions of each assignment. Additionally, attendance will be taken and missing more than 3 classes will result in a decrease in one letter grade for the course final grade; missing 6 or more classes will reduce the course grade by 2 letter grades.

**Perspective on Supervision Interview - 100 Points**

(addresses learning outcomes 1, 4, 5, 6, 7 and Practice Behaviors for CAP [2.1.1 (1)(2); 2.1.2 (1)], DPFC [2.1.1 (2) & 2.1.2 (1)], DPMH [2.1.1 (2) & 2.1.2 (1)], DPH [2.1.1 (2) & 2.1.2 (1)], DPA [2.1.1 (2) & 2.1.2 (1)]).

Each student will conduct an interview (or series of interviews) with a social work supervisee who has an MSW. Look for a 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, or acquaintance. Many social work supervisors in the area are willing to conduct such an interview, even if you do not know them. Family members are not acceptable.

Ask your interviewee (in your own words):

- How did you become a social work supervisor?
- What he/she likes about supervision?
- What is the worse part of supervision?
How would you train a new supervisor? What skills or knowledge do you think would be important for the new supervisor to have?

How would you describe yourself as a supervisor?

What type of orientation do you give your staff?

Find out how he/she develops staff.

Find out how he/she addresses staff who are not performing well.

Ask him/ her to reflect on an ethical issue, dilemmas and/or legal issues in supervision.

What is his/her use of relationship in supervision, importance of it, how it is developed/maintained?

How he/she handles issues of power and authority.

Cultural competency in supervision (race, class, ethnicity, national origin, gender, sexual orientation, disability, religion, immigrant status, etc.)

How he/she addresses work-related stress and/or secondary trauma.

How he / she completes performance appraisal and giving feedback.

How he/she balance educational, support, and administrative functions in supervision.

How he/she deals with conflict between employees.

Discuss your own career path and interest in supervision, with a plan for development

How he/she would describe his/her leadership style.

This should be a discussion, not a question /answer interview.

You will develop an outline with the answer to the questions, key concepts and what you learned. Then write a two-page paper about the most significant things you learned that you plan to apply to your future supervisory experience. We will have a class discussion and each class member will be expected to fully participate and present the paper.

This assignment will be discussed further in class.

**Literature Review - 100 points**

(addresses learning outcomes 4, 5, 6, 7 and Practice Behaviors CAP [2.1.3 (1) and others that vary based on students’ topics.]

Each student will conduct a literature review exploring an aspect of supervision as it applies to the student’s concentration/specialization. Examples:

- Ethical issues in the supervision of substance abuse treatment
- Supportive supervision of child protective services staff
- Group supervision in a mental health setting
- Becoming a supervisor in a macro setting
- Implementing trauma-informed care into supervision
- Developing employees
- Performance appraisal process
- Legal issues in supervision

Students will present this with a Power Point presentation and cite empirical studies of effectiveness in social work supervision. The presentation will be 10 minutes plus a 10-minute question / answer time. Students will upload the Power Point to Blackboard prior to the due date and bring a paper copy of an outline to the professor in class.

**Objective Exam - 100 Points**

(addresses learning outcomes 1-8 and Practice Behaviors for CAP [2.1.2 (1)], 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]; DPFC [2.1.2 (1), 2.1.4 (1)]; DPMH [2.1.2 (1), 2.4.1 (1)]; DPH [2.1.2 (1), 2.4.1 (1)]; DPA [2.1.2 (1), 2.4.1 (1)].
Students take an in-class, written examination made up of objective questions (multiple choice) drawn from the required course readings, lectures/PowerPoints, and student presentations. Approximately 20% of the exam is drawn from the law regulating social work practice in Texas.

**F. Grading**

There are 300 points for the semester.

- 270-300 = A
- 240-269 = B
- 210-230 = C
- 180-209 = D
- Below 179 = F

There is no extra credit offered. Additionally, attendance will be taken and missing more than 3 classes will result in a decrease in one letter grade for the course final grade; missing 6 or more classes will reduce the course grade by 2 letter grades.

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**

The only Exam is a Final Exam, so you would have to qualify for, apply for and be approved for an Incomplete prior to the Final Exam in order to be able to make it up. It is an online final and you will have 5 days to complete it.

**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,

This is an interactive, participatory class. Every assignment will be presented and discussed as part of the grade. This means that attendance is vital. There is not a participation grade per se, but each grade involves you participating in the discussions of each assignment and classroom topic. Additionally, attendance will be taken and missing more than 3 classes will result in a decrease in one letter grade for the course final grade; missing 6 or more classes will reduce the course grade by 2 letter grades.

**I. Course Schedule**

Please check email and Blackboard announcements for any changes. Classes may be changed to an online format if the professor has unavoidable conflicts.
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics</th>
<th>Text to Read before Next Session (additional readings and text assignments will be posted on Blackboard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>Introduction to Social Work Supervision</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>The Good, the Bad, the Ugly - experiences in supervision</td>
<td>Read Texas Code - posted on Blackboard</td>
</tr>
<tr>
<td>3</td>
<td>2/2</td>
<td>Laws and Regulations</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>4</td>
<td>2/9</td>
<td>Administrative Supervision-Problems in Implementation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/16</td>
<td>Supervision Interview Discussion</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/23</td>
<td>Supervision Interview Discussion part 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/2</td>
<td>Online Class</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>8</td>
<td>3/9</td>
<td>Educational Supervision-Problems in Implementation</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>3/16</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/23</td>
<td>Trauma Informed Care in Supervision</td>
<td>Chapters 6 &amp; 9</td>
</tr>
<tr>
<td>11</td>
<td>3/30</td>
<td>Supportive Supervision, Group Supervision</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>12</td>
<td>4/6</td>
<td>Performance Evaluation, Difficult Conversations, Termination</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/13</td>
<td>Literature Review Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/20</td>
<td>Literature Review Presentations</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>15</td>
<td>4/27</td>
<td>Difficulties and Problems in Supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/4</td>
<td>Final Exam Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finals Week</td>
<td>Online Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

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

**J. Expectations for Out-of-Class Study**

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

**K. Grade Grievances**
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
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. 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://wweb.uta.edu/aaofao/).

**P. 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](http://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](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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.

**Q. 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.*

**R. 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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**S. 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/.

T. 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.

U. 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/.

V. 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.

W. 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.