I. Catalog Course Description

Analysis of supervisory roles in human service organizations. Covers the three functions of supervision - supportive, educational and administrative. Course designed primarily for the first line supervisor but covers concepts and theories applicable to general supervision and management.

II. Course Overview

This advanced elective prepares students for the role of supervisor in human service organizations with particular emphasis on supervision of social workers providing direct service to clients. Theoretical and technical approaches to the educational, administrative and supportive functions of the supervisor, as well as issues of monitoring and evaluating worker performance are addressed. Issues posed by differences of gender, age, race, ethnicity and sexual orientation between supervisor and worker are also addressed.

III. Place of Course in Program

This course is an advanced year elective. Prerequisite is satisfactory completion of the Professional Foundation Year.

IV. Course Objectives

At the conclusion of the course, students will:

1. Learn the purpose and function of supervision in organizational contexts in relation to clients, workers, and the social work profession in both a clinical and managerial context.
2. Demonstrate the ability to identify and perform the educational, supportive and administrative roles performed by supervisors.
3. Be able to identify and diagnose the problems and stresses which accompany the transition from social work practitioner to social work supervisor.
4. Demonstrate skills in analyzing and solving supervisory problems.
5. Demonstrate an understanding of the principles associated with the assignment and delegation work and the monitoring and evaluation of
the performance of workers.
6. Learn how variations in age, gender, race and sexual orientation affect supervisory perceptions and practice.
7. Learn how to incorporate social work values and ethics into supervisory practice and to exercise leadership in a supervisory context.
8. Demonstrate an understanding of confidentiality and privacy principles as they relate to social work practice.

V. Required Texts, Supplemental Texts & Required Readings

A. Required Texts


Available for purchase at the Rutgers University Bookstore, Ferren Mall, Albany Street, New Brunswick.

B. Supplemental Texts


C. Required Readings

All readings listed are required. Required readings, other than those from the required texts, are denoted by an R* indicating they are available electronically through the Rutgers University IRIS system under the course or instructor name; or, by a J* indicating they are also available electronically through the Rutgers University IRIS
system via the electronic journals.

VI. Course Requirements

It is expected that students will attend all classes, read assigned material and be fully prepared for discussion and/or presentation of assigned activities. NOTE: Students are expected to notify the instructor prior to any absence. Each unexcused absence over three (3) will result in a reduction of one letter grade; for example, with 4 absences the highest grade possible is a B, with 5 the highest possible is a C. All papers are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor and may be subject to reduction in grade.

1. Sessions will be conducted primarily on an interactive discussion basis, which incorporates readings.

2. Students will be expected to share incidents from their professional and/or fieldwork experience, which reflect effective or ineffective supervisory performance with application of conceptual course material to the incident.

3. Students will be expected to participate in class exercises including role plays, case analyses and case presentations.

4. A mid-term take home examination will be required.

5. A class presentation will be assigned.

6. With respect to a final assignment, there will be a term paper of 10-15 pages, double-spaced with bibliography focusing on either:

   a. An analysis of the behavior and performance of an actual supervisor whose practice is known to the student.

   b. A full elaboration on one of the topics in the course outline (the Instructor’s prior approval of the specific topic is required).

Additional detail as to the assignments will be provided to students as the semester progresses.

VII. Grading

Grades for Supervision and Consultation will be based on the following:

Class participation: 15%
Midterm Exam = 30%
Class Presentation = 15% (to be assigned)  
Final Paper = 40%  

VIII. Course Evaluation  
Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

IX. Course Outline  

Session 1. **Introduction** of Course and Participants.  
Discussion of course objectives, outlines, textbooks, assignments, etc.  
Overview of the ecology of social work supervision.

Session 2. **Historical Overview**: Values, Ethics, Confidentiality and Principles of Supervision.  

Kadushin and Harkness  
Chapter 1 "History, Definition, and Significance," pp. 1-44.

Munson  
Chapter 2 "History of Supervision", pp. 49-94.  
Chapter 3 "Values and Ethics", pp. 95-114.

NASW CODE OF ETHICS - available online at [www.naswdc.org] - discussion on ethics with class participation related to supervision and consultation.


Session 3. **The Contexts and Models of Social Work Supervision and the Transition to Supervisor**  


Kadushin and Harkness  
Chapter 7 "Problems and Stresses in Becoming and Being a Clinical Supervisor" pp.279-328.
Session 4. Administrative Functions of Supervision

Kadushin and Harkness
Chapter 2 “Administrative Supervision.” pp. 45-78.

Chapter 3 "Administrative Supervision: Problems in Implementation “. pp. 79-128.


Munson
Chapter 7 "The Role of Authority & Structure," pp. 185-208

Role Play Exercise

Session 5. Administrative Functions of Supervision (Cont.) and Educational Functions of Supervision


Dolgoff
Chapter 9 & 14 pp. 103-119 & pp. 167-182 R*


Kadushin and Harkness
Chapter 4 "Educational Supervision: Definition, Differentiation, Content and Process.” pp. 129-174.


Session 6. Educational Functions of Supervision (Cont.)

Kadushin and Harkness
Chapter 5 “Principals and Problems in Implementing Educational
Session 7. Supportive Functions of Supervision

Kadushin and Harkness
Chapter 6 "Supportive Supervision," pp. 217-278.


Munson


Role Play Exercise

Mid-Term Take Home Examination Issued

Session 8. Group Supervision

Kadushin and Harkness
Chapter 9 “A Group Conference in Supervision “pp. 403-441.

Shulman
Chapter 8 “Supervision of Staff Groups pp.213-257. R*

Mid-Term Take Home Examination Due

Session 9. Supervisory Style and Technique

Munson
Chapter 4 "Supervisor Styles," pp. 115-134.
Chapter 6 “Technique in Supervision,” pp. 149-184.

Munson
Chapter 11 “Administrative Activities” pp. 295-352


Munson:
Chapter 13 “Supervision in Different Settings”, 375-412.
Chapter 14 “Supervision in Unique Circumstances”, 413-472


Session 12. The Supervisor as Leader


Session 13 Evaluation of Supervisory Practice

Kadushin & Harkness
Chapter 8 “Evaluation”, 329-388

Munson
Chapter 9 “Evaluation of Practice”, 239-261
Session 14  The Supervisory Role in Employee Relations, 
Maintaining a Discrimination and Harassment 
Free Workplace, and Promoting Equal Opportunity

Management. Cincinnati, OH: South-Western College Publishing 
Chapters 5 & 16. R*

Ogbonna, E. & Harris, L. (2006). The Dynamics of Employee 
Relationships in an Ethnically Diverse Workforce. Human 
Relations 59 (3), 379-407. J*

Examination of the Historical and Contemporary Role of Labor 

Session 15. Course Summary and Review – Final Term Paper Due

X. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.
XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847 (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XII. Bibliography


