# RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

## SCHOOL OF SOCIAL WORK

### COURSE OUTLINE

### SYLLABUS

**19:910:540**                              **Supervision and Consultation**

**Fall 2023**

**Instructor: Associate Professor Marla Blunt-Carter, MSW**

**Office hours: (by appointment)**

**Email: mbcarter@ssw.rutgers.edu**

## 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.

## 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.

## Place of Course in Program

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

**Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the

CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior** - Social workers engage in ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice:** Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and**

**Communities**. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use

empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**:  Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** - Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; Apply knowledge of human behavior and the social environment, person-in-environment,

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** -  Social workers select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in- environment, and   other multidisciplinary theoretical frameworks in the evaluation of  outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and, apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

- 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.
- Demonstrate the ability to identify and perform the educational, supportive and administrative roles performed by supervisors.
- Be able to identify and diagnose the problems and stresses which accompany the transition from social work practitioner to social work supervisor.
- Demonstrate skills in analyzing and solving supervisory problems.
- Demonstrate an understanding of the principles associated with the assignment and delegation work and the monitoring and evaluation of the performance of workers.
- Learn how variations in age, gender, race and sexual orientation affect supervisory perceptions and practice.

- Learn how to incorporate social work values and ethics into supervisory practice and to exercise leadership in a supervisory context.
- Demonstrate an understanding of confidentiality and privacy principles as they relate to social work practice.

## School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## Required Texts and Readings

Kadushin, A. & Harkness, D. (2014). Supervision in Social Work (5th ed.). New York: Columbia University Press.

*Available for purchase at the Rutgers University Bookstore.*

## Course Attendance and Participation Policies

Students are expected to attend all classes, having read assigned materials and to be fully prepared for class discussions and assigned class activities. **Attendance is required**. As this course is offered in a synchronous-remote format with fifteen (15) classes, missing more than three (3) classes will result in a failing grade.

This course is taught in a variety of teaching and learning methods which will be utilized throughout the semester. They include, but are not limited to: lectures, classroom and online threaded discussions, videos, class presentations, role plays and handouts. The instructor will be available by Zoom and email.

All assignments 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, threaded discussions, case analyses and case presentations.
4. A mid-term 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 <u>8-10 pages</u>, double-spaced with bibliography, focusing on either:

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

**Assignments and Grading**

*SSW MSW Grading Scale:* Below is the grading scale for the MSW program:

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|---|---|
| A | 92-100 |
| B+ | 87-91 |
| B | 82-86 |
| C+ | 77-81 |
| C | 70-76 |
| F | 0-69 |

*Scores to be rounded up at .5

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

Class participation: 10%

Midterm Exam = 30%

Class Presentation = 20% (to be assigned)

Final Paper = 40%

**Academic Resources**

**Library Research Assistance**

**Julia Maxwell** is the social work the social work librarian on the New Brunswick Campus  julia.maxwell@rutgers.edu ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu  856-225-2830.  They are all available to meet with students.

**Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

https://rlc.rutgers.edu/student-services/writing-tutoring

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment.

http://www.ncas.rutgers.edu/writingcenter

**Additional Online Resources**

*APA Style*

Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/

APA Style Guide http://www.apastyle.org/learn/faqs/index.aspx

Purdue OWL Mechanics, grammar, organization

https://owl.english.purdue.edu/owl/section/1/

**Course Evaluation**

Rutgers University issues a survey that evaluates both the course and 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.

**Academic Integrity**

As per Rutgers University Academic Integrity Policy, "Students are responsible for

understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"**Plagiarism**: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration:

receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

**Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines).

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this

letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Course Outline**

Course Units, Weekly Topics, Readings and Assignments

**Week 1: Introduction of course and participants, review of course objectives, requirements and assignments**

Review: Identify a favorite supervisory experience and a most difficult one. Be prepared to discuss in class.

* NO READINGS ASSIGNED

**Week 2: Overview of the ecology, history, ethics, principles and models of supervision**

Required Readings

* Dolgoff, R. (2005) An Introduction to Supervisory Practice in the Human Services. Boston: Pearson Education, Inc. Chapter 3, pp. 24-38.
* Kadushin and Harkness - Chapter 1
* Stanley, T. (2011). "Being an Extraordinary Supervisor". Supervision 72 (11). p.8-11.

**Week 3: Overview of the ecology, history, ethics, principles and models of supervision (con't)**

- Kadushin and Harkness Chapter 7
- NASW CODE OF ETHICS (2019) - available online at [www.naswdc.org] - discussion on ethics with class participation related to supervision and consultation.
- Stanley, T. (2008). "Ethics in Action". Supervision 69 (4). P.14-16.

**Session 4: Administrative and Educational Functions of Supervision**

Required Readings

- Cheme, F. ((2016). "Hiring So You Won't be Firing". Supervision 77 (11). P. 9-11
- Dolgoff (2005).Chapter 9 & 14 pp. 103-119 & pp. 167-182
- McClatchy, S. (2013). "Hiring the Best". Supervision 74 (10), p. 16-17.
- Weinbach, R. (2008). The Social Worker as Manager: A Practical Guide to Success. Boston: Pearson. Chapter 7, p. 163-195.
- Lindo, D. (2010) "New Employee Orientation is Your Job". Supervision 71 (9) P. 15.11-15.

**Class Presentation Assignments Distributed**

**Session 5: Administrative and Educational Functions of Supervision (**con't)

Required Readings

- Forte, J. (2018). "Give Feedback to Get Performance" Supervision 79 (1) P. 9-11
- Golensky, M. (2013). "I've Been Thinking About…Performance Reviews" Nonprofit World, 31 (1), p. 8-
- Kadushin and Harkness Chapters 2 & 3
- Outlaw, D. (2015). "Motivate Workers with Training Opportunities" Nonprofit World, 33 (37), P. 14-15
- Stanley, T., (2012). "Delegating for Success". Supervision 73 (4), P. 7-10).
- Stanley, T. (2014). "Poor Performance and Due Process Supervision 75(10) p. 9- 12.

**Session 6: Topics: Supportive Supervision, Volunteer Supervision, Group Supervision, and Supervisory Style and Technique**

Required Readings

- Hernandez, B., Stanley, B. & Miller, L. (2014). "Job Embeddedness and Job Engagement: Recommendations for a Supportive Social Work Environment". Administration in Social Work 38 (4) p. 336-347
- Rafe, S. (2013). "Motivating Volunteers to Perform". Nonprofit World 31 (5), p. 18-19.

- Kadushin and Harkness - Chapters 6 and 9
- Kaufman, R. (2017). "How to Harness the Power of Praise". Supervision 78 (9) p.13-15.

## Session 7: Diversity and Inclusion in Supervision

<u>Required Readings</u>

- Houlihan, A. (2016). "The New Melting Pot: Effectively Lead New Generations in the Workplace". Supervision 77 (6). P.3-5. *
- Lusk, M., Terrazas, S. & Salcido, R. (2017). "Critical Cultural Competence in Social Work Supervision" Human Services Organizations: Management, Leadership & Governance. 41 (5) p.464-476.
- Brimhall, K. & Barak,M. (2018). "The Critical Role of Workplace Inclusion in Fostering Innovation, Job Satisfaction and Quality of Care in a Diverse Human Service Organization". Human Service Organizations: Management. Leadership & Governance, 42 (5) p.474-49
- Ogbonna, E. & Harris, L. (2006). The Dynamics of Employee Relationships in an Ethnically Diverse Workforce. Human Relations 59 (3), 379-407.

## Session 8: Supporting Health and Well-being

### **Mid-Term Take Home Examination Due**

<u>Required Readings</u>

- Lizano, E. (2015)." Examining the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis". (2015). Human Services Organizations: Management, Leadership & Governance. 39 (3) p.167-181.
- Bell, R. (2010). "A Three Step Process to Save Troubled Employees from Themselves." Supervision 71 (11). P.3-6.
- Ramsey, R. (2013). "Dealing With Disengaged Workers". Supervision 74 (11). P. 9-12.

## Session 9: Supporting Health and Wellbeing-Part 2

- Brudney, J. & Meijs, L. (2014). "Models of Volunteer Management: Professional Volunteer Management in Social Work". Administration in Social Work 38 (3) p. 297-309.
- Ramsey, R. (2013). "Supervising Volunteers is Different". Supervision 74 (12), p. 3-5.
- Stanley, T. (2011). "Watch out for Job Burnout". Supervision 72 (9) p. 9-12.

## **Mid-Term Take Home Examination Due**

**Session 10: The Supervisor as Leader**

<u>Required Readings</u>

- Benzel, D. (2008). "Lead Through Listening". Supervision 69 (6). P.14-15.*
- Goleman, D. (2000). "Leadership That Gets Results". Harvard Business Review, 78 (2): 78-90.
- Kumlie, J. & Kelly, N. (2018). "Leadership Versus Management". Supervision 79 (1), P.6-8.
- Evans, N. & Barone, M. (2016). "Innovative Leadership: Why EQ is as Important as IQ". Supervision 77 (10). P. 3-5.
- Fisher, E. (2009). "Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies". Administration in Social Work 33 (4). P. 347-367.

<u>REVIEW FINAL PAPER ASSIGNMENT</u>

**Session 11: Administrative Effectiveness, Time Management, Supervision in Various**

**Practice Settings**

<u>Required Readings</u>

- Mathis, R. (2013). "The Organized Supervisor: Four Steps to Better Organization." Supervision 74 (5), P.24-26.
- Ramsey, R. (2016). "Ten Ways Supervisors Get More Done". Supervision 77 (12). P.17-19.
- Summers, N. (2010). Managing Social Service Staff for Excellence: Five Keys to Exceptional Supervision. Hoboken, NJ: John Wiley and Sons. Chapter 4, P. 55-73.

**Session 12: Labor Issues in Supervision**

<u>Required Readings</u>

- Mathis, R.L. & Jackson, J.H. (2011). Human Resource Management. Cincinnati, OH: South-Western College Publishing Chapters 5 & 16. *
- Stanley, T.' (2010). "Union Stewards and Labor Relations" Supervision 71 (2). P. 3-6.
- Zachary, M. (2009). "Labor Law

**Session 13: Maintaining a Harassment and Discrimination Free Work Environment**

**Class Presentations Begin**

<u>Required Readings</u>

- Nefer, B. (2008). "Supervising Friends: A Delicate Balance". Supervision 69 (10). P. 12-14.
- Zachary, M (2018) "Addressing Forms of Workplace Violence – Assaults and Abusive Behavior". Supervision 79 (10) p. 1-11
- Ramsey, R. (2013). "What to Do About Bullying in the Workplace". Supervision 74 (2), p.3-5.
- Shier, M., Nicholas, D., Graham, J. & Young, A. (2018). "Preventing Workplace Violence in Human Services Workplaces: Organizational Dynamics to Support Positive Interpersonal Interactions Among Colleagues". Human Services Organizations: Management, Leadership & Governance, 42 (1) p.4 – 18.

**Session 14: Class Presentations**

**Final Paper Due**

**Session 15: Class Presentations & Course Wrap Up**