



SASS 521: SUPERVISION

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Intensive Weekend Program
Spring 2017

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COURSE DESCRIPTION

This course focuses models of supervision in improving outcomes to clients served in the various social service systems, and on developing the skills necessary for effective supervision (both as a supervisee and a supervisor). The course examines the context of contemporary supervision, and presents models of supervision grounded in systems theory and developmental theory and social justice theory. The course is also designed to build practical skills for organizational leadership, focusing on adaptive leadership. The knowledge and skills are applicable to a variety of human services fields.

ALIGNMENT TABLE

Course Objective	MSASS Ability	CSWE Competency	Where Addressed	Where Assessed
1. Present the roles and functions of the supervisor across the range of domains including human resource development, practice supervision, community and public relations, and promoting workplace resilience.	Ability 1: Identify as a Reflective Professional Social Worker Ability 3: Apply Social Work Methods	1. Demonstrate Ethical & Professional Behavior 1.S02 Identify the need and process for seeking supervision and consultation to guide professional judgment and behavior in an area of concentration/specialization.	Modules 1-4, 6, 10, 11	Participation in in-class activities/exercises and Journals Adaptive Leadership/ Agency Assessment Assignment
2. Present theories and concepts of the adult learner within a	Ability 6: Think Critically about Theory and Research Knowledge	4. Engage in Practice Informed Research & Research-Informed Practice	Modules 1- 3	Participation in in-class activities/exercises and Journals

supervisory context.		4.S01 Critically apply practice experience to the design and the interpretation of research. 8. Intervene With Individuals, Families, Groups, Organizations & Communities 8.S01 Formulate, defend, and demonstrate a strategy to intervene with diverse client systems and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; client systems and constituencies' goals and preferences; and client systems and constituencies' and practice contexts in an area of concentration/specialization		Adaptive Leadership/ Agency Assessment Assignment
3. Introduce students to the dynamics of organizational change and the role of the supervisor in leading change and supporting workers during transformational systems change	Ability 6: Think Critically about Theory and Research Knowledge	10. Develop As A Social Work Leader 10.S02 Be a visionary by seeing beyond the status quo; develop a vision of the future; see how systems could function better and think beyond the possible.	Modules 9, 10	Participation in in-class activities/exercises and Journals Fields of Practice Essay Questions
4. Introduce students to basic skills in strength-based, reflective, developmental and clinical supervision and multiple methods and models of supervision.	Ability 1: Identify as a Reflective Professional Social Worker Ability 3: Apply Social Work Methods,	8. Intervene With Individuals, Families, Groups, Organizations & Communities 8.S01 Formulate, defend, and demonstrate a strategy to intervene with diverse client systems and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; client systems and constituencies' goals and preferences; and client systems and constituencies' and practice contexts in an area of concentration/specialization	Modules 4, 7, 8	Participation in in-class activities/exercises and Journals
5. Provide opportunity for hands-on practice of leadership skills relevant to supervision	Ability 1: Identify as a Reflective Professional Social Worker Ability 3: Apply Social Work Methods,	10. Develop As A Social Work Leader 10.S01 Model the way by showing humility; setting the example by aligning actions with shared values; demonstrating principles and professionalism through your	Modules 1- 11	Participation in in-class activities/exercises and Journals Adaptive Leadership/ Agency Assessment Assignment

		actions 10.S02 Be a visionary by seeing beyond the status quo; develop a vision of the future; see how systems could function better and think beyond the possible.		
6. Address ethical dilemmas and commitment to ethical decision-making.	Ability 4: Uphold Social Work Values & Ethics	1. Demonstrate Ethical & Professional Behavior 1.S01 Employ and document the use of a framework for ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options in an area of concentration/specialization.	Module 5	Participation in in-class activities/exercises and Journals Identifying Ethical Dilemmas In-Class Exercise Adaptive Leadership/ Agency Assessment Assignment
7. Introduce students to a framework for supervising practice in the context of diversity	Ability 5: Integrate Cultural, Economic and Global Diversity	2. Engage Diversity & Difference In Practice 2.S02 Commit to continuous learning /improvement in diversity, inclusion, and cultural competence. 2.S03 Seek and utilize feedback from diverse sources to strengthen practice.	Module 4	Participation in in-class activities/exercises and Journals Adaptive Leadership/ Agency Assessment Assignment
8. Understand Models of Leadership in organizations & apply the style of leadership (technical or adaptive) to a concern or problem in their agency	Ability 1: Identify as a Reflective Professional Social Worker Ability 5: Apply Social Work Methods Develop as a social work leader	10. Develop As A Social Work Leader 10.S01 Model the way by showing humility; setting the example by aligning actions with shared values; demonstrating principles and professionalism through your actions 10.S)2 Be a visionary by seeing beyond the status quo; develop a vision of the future; see how systems could function better and think beyond the possible. 10.S03 Inspire and mobilize others by motivating, delegating, and persuading	Modules 9, 10 & 12	Participation in activities/exercises and journals Adaptive Leadership/ Agency Assessment Assignment

POLICIES AND PROCEDURES

Attendance Policy: Students are required to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. A message on the instructor's voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class

sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F. In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.

It is the policy of this class that any student who misses a half day or more of class will be required to withdraw from the course.

Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.

➤ Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.

➤ Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

➤ Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

STATEMENT ON DISABILITY

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

POTENTIAL COURSE ASSESSMENTS FOR LEARNING

- A. Students will demonstrate understanding of the context of supervision.
Measured by short paper analyzing the context of a specific supervision issue based on student's experience in their field or work.

- B. Students will apply knowledge of the developmental supervision model
Measured by preparation of individual or unit development plans based on their agency (or a profile of a team).

- C. Students will demonstrate the ability to think critically about ethical issues and to apply an ethical decision-making model to problems which arise in supervision
Measured by satisfactory participation in an in-class exercise or by a reflection paper on ethical supervision issues.
- D. Students will demonstrate skills in reflective supervision of case practice, including supervision around clinical issues.
Measured by a written reflection of participation or observation of supervision in their field or work.
- E. Students will demonstrate skill in giving effective performance feedback.
Measured by written reflection from observing a colleague or fellow student.
- F. Students will demonstrate knowledge and awareness of the skills needed for managing a diverse workforce and for supervising culturally competent practice with diverse communities.
Measured by a paper on supervisory challenges when managing diversity.
- G. Students will demonstrate an understanding of the process for leading change in an agency.
Measured by successfully applying principles of leading change in the paper described in A above & in a presentation of concepts relevant to a case scenario or issue at their agency.
- H. Students will demonstrate an understanding of a general model of work stress, secondary trauma and resilience
Measured by a journaling about their experiences.

GRADING DETERMINATION

Attendance & Participation	35 points
Journals	15 points
Short papers	15 points
<u>Final Project</u>	<u>35 points</u>
Total	100 Points

GRADING POLICY

Grade	Points	Meaning	Explanation
A	100 - 95	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A-	94-90	Excellent	Strong performance; often exceeds expectations
B+	89-86	Very Good	Consistently meets and occasionally exceeds expectations
B	85-83	Good	Meets expectations
B-	80-82	Somewhat Below Expectations	Sometimes falls short of expectations
C+	79-76	Often Below Expectations	Often falls short of expectations

C	75-73	Below Expectations	Unevenness or inconsistent in grasp of content and experience
C-	72-70	Well Below Expectations	Very inconsistent in grasp of content and experience
F	69-Below	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I		Incomplete	Automatically becomes an “F” by instructor if work is not completed within the specified time period
W			Official withdrawal

Late assignments will not be accepted.

ONLINE COURSE EVALUATIONS

You will receive an email one week prior to the last day of classes reminding you that end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The link for completing evaluations is:

<https://its-services.case.edu/course-evs/evaluate>

The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty uses the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

RESOURCES

Required Text for Readings:

Leonard, E. C. & Trusty, K. A. (2016). *Supervision: Concepts and Practices in Management*, 13th Edition. Boston, MA: Cengage Learning. (The electronic version is recommend as it is half the price of the printed version).

Additional Readings: All additional reading and articles can be found on Blackboard

CLASS FORMAT

The format includes lectures, exercises, and experiential activities that involve all students as active learners. Each student is expected to share experiences or ideas that will enrich class discussions, drawing on past or current practice experiences.

Assignments:

Organizational Leadership Paper for First Day of Class

Describe your field education experience and a specific situation or issue that resulted in you seeking supervision. Use the following format for reporting about that issue.

Critical Event. Choose one incident which was critical (i.e., important) to your learning. Write a paragraph description of the event or experience. Include observation of behavior, thoughts, feelings, and understanding of the event. Don't be theoretical—be concrete and specific about the event.

Reflect on this incident. How might other interpret the incident? What assumptions were you making as you experienced the event? How did my assumption affect how you described and experienced the event? How has your life experience affected how you experienced this event?

Implication of this incident. How did this event influence your values or belief system? How did this event affect your theory of human behavior? How did this event affect your moral or ethical code? How did the event inform your thinking about gender, power, discrimination or social & political systems?

Supervision. What contribution did supervision make to your learning? What was or could have been more helpful to your learning? What will you do when a learner presents you with a similar situation when you are in a supervisory capacity?

Reflective Papers due second weekend

Participation or observation of supervision session in field work or at job

- How was the session started? On a scale of 1-10 with 10 being the most professional, how would you rate this session?
- What was the structure of the session?
- Was the supervision technical or adaptive? Clinical or administrative? Personal growth; behavior changes; decision-making; better self-understanding?
- What values or ethical issues, if any, were discussed.
- Was there evidence of developmental or reflection supervision? Of teaching the supervisee?
- How as the session ended?
- What would you have done differently if you were the supervisor? Supervisee?

Participation or observation of supervision session in field work or at job where field work where performance feedback was given

- How was the session started?
- Did the session start with strengths?
- What performance issue was discussed? Personal growth; behavior changes; decision-making; better self-understanding?
- How as the session ended?
- How did you feel about the session? What would you have done differently if you were the supervisor? Supervisee?

Participation or observation of supervision session in field work or at job where field work where diversity challenge or issue was managed. Social workers recognize diversity and apply anti-discriminatory and anti-oppressive principles in practice.

- Describe the diversity issue addressed or not addressed
- Discuss how it was addressed or was not addressed
- What would you have done differently if you were the supervisor? Supervisee?

Field of Practice Essay

- You will ultimately be writing one essay of two pages. Incorporate additional journal articles in your essay (3 minimum). Chose one of these options

Category: Aging

Option #1:

There are two possible solutions to increasing the number of social workers within the aging field; training more social workers or hiring older social workers to work within the field. As a supervisor, what would be some challenges associated with both strategies?

Option #2:

Given the heterogeneity of the population, social workers in a variety of settings are more likely to provide services to the elderly. As you reflect upon the service delivery system within your own agency/field placement, what services are offered to the elderly, and how does your agency take into consideration their unique needs?

Category: Child Welfare

Option #1:

Child welfare workers are under a great deal of pressure to protect children from abuse and neglect, although their work is often perceived as punitive and uncaring to families and neighborhoods. As a supervisor working in this field of practice, what might be some strategies to improve the perception of child welfare social workers?

Option #2:

Child welfare is a highly stressful field of practice. People dedicated to this field have strong opinions regarding the nature of the work. As a supervisor do you think strongly opinionated people are a benefit or hindrance to the profession? Why or why not?

Category: Health and Mental Health

Option #1:

Managed care has been a dominant force within the health and mental health fields of practice. It remains a very controversial strategy to control costs. Given the need to ensure a high quality of care and manage cost, as a supervisor what strategies would you employ to achieve these two objectives?

Option #2:

Managed care requires social workers to have an increased knowledge of business practices. As a supervisor, do you think increased business acumen by social workers results in a more or less effective service delivery system? Explain your answer.

Category: Welfare-to-Work Programs

Option #1

Income maintenance programs are heavily guided by federal and state policies that dictate the scope of eligibility, the amount of benefit received, and the duration of the benefit received by clients. Policies also dictate the amount of reimbursement and the parameters in that reimbursement to agencies. As a supervisor, what strategies would you employ to make sure your supervisees understand the connection between policy and their practice?

Option #2

One of the major transitions of the welfare system occurred in 1996 with AFDC being replaced by TANF. The most significant change was the program shifting from an “Entitlement” to that of a “Block Grant”. What was the financial implication of this change for agencies? As a supervisor, what funding structure would you prefer, and why?

Final Assignment—Due 1 week after class

Directions: Please write a 10 to 12-page paper that addresses each of the points outlined below. Please address each section with the use of major subject headings. Your response to each question should be developed and well-reasoned. Papers should include appropriate citation, either the page numbers of the text, using the correct APA format, or outside resources.

1. Define a problem, issue or concern that is currently challenging your current field placement or agency.
2. Determine whether the problem, issue or concern is a technical problem or an adaptive challenge.
 - a. In what ways is the issue defined as a technical problem?
 - b. In what ways is the issue defined as an adaptive challenge?
3. Describe the leadership and authority structure of the agency.
 - a. Who are the formal leaders within agency?
 - b. Who are the informal leaders within the agency?
 - c. Describe the source of authority of the both the formal and informal leaders.
4. Develop an intervention to address the problem, issue or concern.
 - a. Describe the intervention
 - b. Whom will you engage in the intervention?
 - c. What resources will you need?
 - d. How will you share your intervention with others?
 - e. How does the intervention align with the values of the agency?
5. Diagnose the system.
 - a. Describe your agency’s systems that contribute to the status quo.
 - b. What are the structural implications of your intervention?
 - c. Define two structural norms or forces that help maintain the status quo

6. Diagnose the political landscape of your agency.
 - a. Identify the key stakeholders and determine how they will be impacted by the intervention.
 - b. Assess the key stakeholders underlying values and hidden alliances
7. Identify your allies and opponents.
 - a. Identify your potential allies and describe why you consider them so.
 - b. Identify your opponents and describe why you consider them so.
8. Orchestrating conflict within the agency.
 - a. Describe a method for orchestrating conflict within the agency.
 - b. Describe how you will manage the conflict.
9. Building an adaptive culture.
 - a. What recommendation would you make to help the agency identify elephants as part of the agency culture?
 - b. What recommendation would you make to help the agency develop leadership capacity?
 - c. What recommendations would you make to help the agency reward risk taking
10. Assess yourself as a system.
 - a. Identify to whom and/or what you are loyal and why.
 - b. Identify one of your triggers and how it might derail you.
 - c. Assess the scope of your authority
 - d. Assess your purpose within the agency.
11. Summarize you learning
What did you learn about your organization and yourself as a result of completing this assignment?

JOURNALS

Journals will contain the answer to the questions/exercises as identified from selected module readings plus reflection on what you learned from each module. Journals and short papers can become part of your learning portfolio.

Journals are sent electronically to the instructor for review after each weekend. If you handwrite rather than type, just scan and send them.

SASS 521 Course Outline:

	Topic(s)	In Class	Before you come to Class	Activities
Module 1	Introduction to the Course Review of Syllabus Overview of supervision Supervisors as Leaders Adaptive Leadership	Lecture: 6 key leadership factors that impact the work environment Lecture: Introduction to supervision and leadership	Read Chapters 1-3 Read Adaptive Work (2010) by Ron Heifetz. Watch Social & Economic Justice: Video Chapter 1, Theo Chocolate (a lesson from business) Complete Chapter 1, Experiential Exercise for Self-Assessment 1-1; Personal Skill builder questions 1-3, first section only (ignore everything after question 4) Complete Chapter 2, Team Skill Building 2-1, questions 1-3 only Complete Chapter 3, experiential exercise 3 Extra credit: Complete exercise 3-3	Thumb ball exercise Leadership Self Inventory Supervisor Competency Inventory Babies2homes, technical and adaptive case study <i>(Option if time permits) Small group: Lyrics from technical to adaptive supervision, building critical/creative thinking</i>
Module 2	Team Building	Lecture: Team Building	Read Chapters 7, 11 Complete Personal skill builder 7.2 Complete Experiential exercise 11: Team Assessment	Activity: Build your team
Module 3	Diversity	Managing a diverse workforce http://www.youtube.com/watch?v=hbX6-w68ipE&feature=related	Chapter 4 Complete experiential exercise 4.1 Extra credit: Complete exercise 4.4 Read <i>Best Practices in Workforce Diversity</i>	Diversity management questions in power point
Module 4	Qualities of a Successful Supervisor, The Functions of Supervision, Strength-Based Supervision	Tips for Supervisor Success (https://www.youtube.com/watch?v=x8N21sN6mwQ) (https://www.youtube.com/watch?v=7q702q1rV_U)	Read Chapters 5-6 Complete Chapter 5, personal skill builder 5-2, Personal Skill builder 5-3	Case studies in applying leadership skills to supervision Strength-based supervision discussion

		Lecture: Main Functions of a Supervisor, Strength-Based Supervision	Complete Experiential Exercise 6	questions in lecture
Module 5	Ethical Issues in Supervision	https://www.youtube.com/watch?v=26N6p9O9HcU https://www.youtube.com/watch?v=LZn9UnzliyU https://www.socialworkers.org/pubs/code/code.asp Lecture: Ethics & Supervision	Read NASW Code of Ethics Read NASW Best Practices in Supervision Write a 1 to 2-page discussion of how your field or work supervision compares to the best practices outlined by NASW.	case study application discussion from power point
Module 6	Performance Evaluation	Lecture: Discipline Lecture: Supervising the Unsuperviseable/Dealing with Apathy Video: Using humor with negative coworkers & employees (http://www.youtube.com/watch?v=gYNei77mrWc&feature=related) Lecture: Dealing with Apathy Video: Supervision & the Slacker (http://www.youtube.com/watch?v=-STfaSOPdc) Video: Confronting Negative Behavior (http://www.youtube.com/watch?v=17sycXjckVA&feature=channel&list=UL)	Read Chapter 8, 12, 15 Complete Experiential Exercise 8 Complete Personal Skill Builder 8-2 Complete Personal Skill Builder 12-2 Complete Experiential Exercise 15	Group discussion on discipline
Module 7	Developmental and Reflective Supervision	Lecture: Developmental Models of Supervision Lecture: Reflective Supervision	Chapter 10 Complete Team Skill Building 10-1, 1-6	Developmental Model Discussion questions found in PowerPoint Small Group: Reflective Supervision Discussion questions in PowerPoint
Module 8	Clinical Supervision	Lecture: Models of Clinical Supervision	Read Bogo, M., & McKnight, K. (2006). Clinical supervision in	Develop a plan of clinical supervision for yourself. What are your strengths?

		Video: Clinical Supervision-applying models of supervision	social work: A review of the research literature. <i>The Clinical Supervisor</i> , 24(1-2), 49-67. Milne, D., Aylott, H., Fitzpatrick, H., & Ellis, M. V. (2008). How does clinical supervision work? Using a “best evidence synthesis” approach to construct a basic model of supervision. <i>The clinical supervisor</i> , 27(2), 170-190.	What are your gaps? What do you need from a clinical supervisor? How can you be sure you get the clinical supervision you need?
Module 9	Learning Organizations, Learning Styles & implication for supervision, leading change	https://www.youtube.com/watch?v=IUP4WcfNyAA Lecture: Adult Learning Learner styles, implications for supervision https://www.youtube.com/watch?v=fQYW6vYSGXs https://www.youtube.com/watch?v=zXb0Bj97yDU Lecture: Leading Change	Read Is Yours a Learning Organization? <i>Harvard Business Review</i> Read Chapter 8 Complete Experiential Exercise 8, Personal Skill builder 8-2	Small group: which of the characteristics of learning organizations does your agency have? Provide an example. Prepare a 3 to 5-minute talk on what your organization and what characteristics of a learning organization they demonstrate Small group on adult learning, question in power point
Module 10	Supervision Programming Micro/Macro Practice and Evaluation	Logic Models What is a logic model: http://www.youtube.com/watch?v=pQJm6Oli1Y4 http://www.youtube.com/watch?v=ILCNfDsdI9I&feature=related http://www.youtube.com/watch?v=v7ZuMhTB-Xs&feature=relmfu https://www.youtube.com/watch?v=N2iF6-UEFt8		develop a logic for your agency/program/unit
Module 11	Managing Stress and Promoting Resilience	Lecture: Building resilience Video: from woe to wow http://www.youtube.com/watch?v=CHX-P2M8Ths Video: Positive emotions build resilience	Read Chapter 14 Complete Experiential self-assessment 14	Small group: Identify sources of stress in the field, effects of stress/impact on behavior & health, develop plan for managing stress & promoting resilience

		http://www.youtube.com/watch?v=uDyb2aKs8KA&feature=related http://www.youtube.com/watch?v=ygIiJuOTRks&feature=relmfu Video: Emotional Intelligence http://www.youtube.com/watch?v=Y7m9eNoB3NU&feature=related		
Module 12	Learning Application			

Application of Learning (presentation at end of day)

I. Exercise Objectives:

- To practice the functions associated with being a supervisor.
- To understand the administrative, educational and supportive functions of a supervisor.
- To practice the skills associated with a supervisory model.
- To demonstrate leadership ability.
- To recognize and appreciate the leadership style of others.
- To understand the horizontal integration within an organization.
- To collaborate as a team *and have fun*.

II. Directions:

As a group, you are employed by Flying Bird , a management consulting firm for non-profit organizations. As a consultation team, you have been asked by the Executive Director to develop a plan and make recommendations to Pine Bluff Treatment Services to address the opportunities and challenges facing the organization. As a group, you will collaborate to write one 10-12 page report and a make a 30 minute formal Power Point presentation to the class. Before you begin, your first task is to create your organization’s name and select a project manager. Please take your time and read through the directions and scenario carefully before developing a plan of action.

As a guide to the report and presentation, please refer and utilize the concepts outlined in Chapter 11 of *Supervision as Collaboration in the Human Services* by Austin & Hopkins. **You must incorporate Senge’s five “Learning Disciplines” of a Learning Organization and Watkins & Marsick’s seven “Action Imperatives”.**

You may write the report in any format, except for the excessive use of bullet points. The report should consist of clearly written with well-thought-out paragraphs. It should be well organized and professional. The presentation should outline the problems confronting the agency and highlight the key recommendations and the rationale for those recommendations. The report and presentation should also address the strengths, weaknesses, opportunities and threats (SWOT) facing the organization, and Executive Leadership Team. You will make specific recommendations addressing the identified issues. Each of the main concepts discussed in the book chapter need to be incorporated into the report and presentation. Each group should feel

free to add additional information to the scenario in order to add greater context, if necessary.

Each group will be evaluated on the following criteria:

- Ability to identify and respond to the issues
- Incorporation of the literature (assigned and any outside readings)
- Organization and overall quality of the report
- Thoroughness and creativity of the presentation
- Timely completion of the assignment
- Ability to work collaboratively as a team
- Substantive and honest group member evaluations

ADDITIONAL READINGS

- Acker, G.M. (2011). Burnout among mental health care providers. *Journal of Social Work, 12*,(5), 475-490.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*, 60-68.
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- Carroll, M. (2010). Supervision: Critical Reflection for Transformational Learning (Part 2). *The Clinical Supervisor, 29*(1), 1-19. doi:10.1080/07325221003730301.
- Chang, C. Y., Hays, D. G. & Milliken, T. F. (2009). Addressing Social Justice Issues in Supervision: A Call for Client and Professional Advocacy. *The Clinical Supervisor, 28*(1), 20-35. doi:10.1080/07325220902855144.
- Chang, C.Y., Hays, D.G. & Shoffner, M.F. (2003). Cross-racial supervision: A developmental approach for white supervisors working with supervisees of color. *The Clinical Supervisor, 22*,(2), 121- 137.
- Collins-Camargo, C. & Royse, D. (2010). A Study of the Relationships Among Effective Supervision, Organizational Culture Promoting Evidence-Based Practice, and Worker Self-Efficacy in Public Child Welfare. *Journal of Public Child Welfare, 4*,(1), 1-24. doi:10.1080/15548730903563053.
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- Csiernik, R., Smith, C., Dewar, J., Dromgole, L. & O'Neill, A. (2010). Supporting New Workers in a Child Welfare Agency: An Exploratory Study. *Journal of Workplace Behavioral Health, 25*(3), 218-232. doi:10.1080/15555240.2010.496333.
- Dixon, J. (2010). Social supervision, ethics and risk: An evaluation of how ethical frameworks might be applied within the social supervision process *British Journal of Social Work*, first published online June 23, 2010 doi:10.1093/bjsw/bcq076.
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- Gray, S. W. & Smith, M. S. (2009). The influence of diversity in clinical supervision: A framework for reflective conversations and questioning. *The Clinical Supervisor, 28*(2), 155-179. doi:10.1080/07325220903324371.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Pacific Grove, CA: Brooks/Cole.
- Holloway, E. (1995). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage.

- Holloway, E., & Wolleat, P. L. (1994). Supervision: The pragmatics of empowerment. *Journal of Educational and Psychological Consultation*, 5(1), 23-43.
- Itzhaky, H., Karin, N. & Ribner, D.S. (2001). Supervision of therapy with patients diagnosed as psychotic. *Clinical Social Work Journal*. 29, (2), 147-158.
- Itzhaky, H., & Atzmon, R. (1999). The role of the supervisor in training social workers treating HIV infected persons in a hospital. *Social Work in Health Care*, 29, (1), 57-74.
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