1. Course Statement

This course presents advanced topics in macro social work practice. The topics may include emerging macro practice issues and advanced application of specific methods.

a. Course description

This minicourse, offered over two days, has two major foci.

- One involves a focus on competency (= knowledge + skill in implementation) in the area of Managerial Supervision
  - It discusses the 5 main types of supervision, or which managerial supervision is one:
    - Professional Supervision
    - Managerial Supervision
    - Supportive Supervision
    - Developmental/Career Supervision
    - Reflective Supervision

- The second focus is on you as a supervisor and supervisee.
  - In about year 3 +/- after graduation, and often sooner, you will be asked to “supervise” others... There is a conflated understanding about what that means, and agencies will say they will help you, but mostly they do not. Nor do they have talent management systems which prepare you for that eventuality. Hence, it depends on you.
Meanwhile you will be receiving supervision. So the goal here is to you the process of helping your supervisor be the best s/he can be as immediately helpful and as a training modality for year 3.

b. Course content
The Course content will focus on the five roles, the different professional presence required in each role, managing (juggling) these various roles, and making sure that you as the supervisor and a supervisee know which is which.

c. Course objectives and competencies
Emphasis will be placed on addressing common supervisory problems and their management through a series of vignette analyses. Competency in producing efficient supervisory meetings and building effective managerial decisions will be stressed.

d. Course design
Lecture, discussion, vignette analyses

e. Relationship of the Course to Four Curricular Themes

1. Behavioral and Social Science Research is a foundational element that suffuses every aspect of the course. We have a robust evidence based literature on supervision and the course will draw upon that as well as research currently ongoing at the School of Social Work.

2. Multiculturalism and Diversity will be addressed through supervisory issues which arise when supervisor and supervisee are from different genders, races, ethnic groups and/or disciplines.

3. Social Justice and Social Change will be addressed by considering the issues of social (in) justice which arise in the discussion of supervisory matters, especially those where organizational policy might actually create injustice.

4. Promotion, Prevention, Treatment and Rehabilitation will be addressed by examining the ways in which supervision assists workers in establishing work priorities among these four. Indeed, one of the vital elements of supervision is exactly assessing these imperative and achieving some balance
f. Relationship to social work ethics and values

g. This course considers the complexities of ethical dilemmas as they relate to supervision. For example, an agency may have a policy of allowing no supervisory training, but yet insist that supervisors remain current. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination, equal access to resources, services, and opportunities, and advocacy for changes in policy) commonly confronted in social policy development and enactment.

h. [ ]

i. 2. Class Requirements

a. Text and class materials

1. [Fuller, George, (1990) Supervisor’s Answer Book
5. Books on Supervision: https://www.google.com/search?q=supervision&client=firefox-b-1-d&source=lnms&tbm=bks&sa=X&ved=0ahUKEwj30Z6s_f3jAhXUUs0KHc8-C-UQ_AUIEigC&biw=1920&bih=1086
6. Watch Brene Brown on Shame, Vulnerability and Trust
   https://www.youtube.com/watch?v=7q702q1rV_U
   http://webuser.bus.umich.edu/janedut/best%20self%20from%20amr.pdf

Social Service Review

Journals
Administration in Social Work
Affilia
American Behavioral Scientist
American Journal of Political Science
Child Welfare
Chronicle of Philanthropy
Families in Society
Harvard Business Review
Journal of Applied Social Sciences
Journal of Policy Analysis and Management
Scenarios for Discussion. Address precipitating and predisposing issues.

1. Sheila comes in late repeatedly. She has child care issues that cause this situation.
2. Sid is supposed to wear agency blue shirt. The agency paid for one and the employee bought one (at least.) This employee forgets, does not have one clean, and so on. One week of this goes by.
3. Madison employee is wearing a summer outfit that appears to some to be “revealing” and certainly is causing comment. The agency dress code specifies “professional attire.”
4. Samantha is so good at her job that she finishes early, and wants to leave. She really is good.
5. Samantha (employee in #4) asked for more money because she has another offer.
6. Ridgeley only likes to do certain of the tasks in his job description.
7. Jim’s reports are usually full of errors or spelling and grammar, frequently untidy, and occasionally later.
8. “Packrat” Bollonginton’s cubicle is filled to overflowing. Packages of material are beginning to “appear” in the walkway outside the wall. There is only a small path to Packrat’s chair and desk.
9. Julia is an unassertive young worker who is doing an excellent job, better than many older more experienced workers.
10. Sam, an exceptional worker, is constantly being asked for help by other workers because of his skills and knowledge.
11. During supervision, Dan asks you what he should do in a particular case. “You are so smart” Dan opines.
12. Marion frequently drifts into discussing personal issues during supervision and it is hard to stay on the point.

b. Class schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>#</th>
<th>Agenda</th>
<th>Topics/Foci</th>
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<tbody>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
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<tr>
<td>9/14</td>
<td>AM 9-10:30</td>
<td>Introductions Lecture/Discussion</td>
<td>Clinical and Managerial Supervision</td>
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<td>10:30-10:45</td>
<td>Break</td>
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<tr>
<td></td>
<td>10:45-12</td>
<td>Lecture/Discussion</td>
<td>Clinical and Managerial Supervision</td>
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<td>PM 1:15-2:30</td>
<td>Lecture/Discussion</td>
<td>Supervision for Retention</td>
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<td>2:30-2:45</td>
<td>Break</td>
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<td></td>
<td>2:45-4</td>
<td>Lecture/Discussion</td>
<td>Supervision for Retention</td>
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<td></td>
<td>4-5</td>
<td>Individual/Group Consultation</td>
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<tr>
<td>9/21</td>
<td>AM 9-10:30</td>
<td>Supervising people from different disciplines Reports on Assignment/ Thumbnails</td>
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<td></td>
<td>10:30-10:45</td>
<td>Break</td>
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<td>10:45-12</td>
<td>Supervision /Evaluation with Professor Savas</td>
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<td>12-1:15</td>
<td>Lunch</td>
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<td>PM 1:15-2:30</td>
<td>Lecture/Discussion</td>
<td>Supervisory Meetings</td>
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<td>2:30-2:45</td>
<td>Lunch</td>
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<tr>
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<td>2:45-3:30</td>
<td>Supervisory Decision Making</td>
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<td>3:30-4</td>
<td>Key Takeaways</td>
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<td>4-5</td>
<td>Individual and Group Consultation</td>
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c. Assignments

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<th>Assignment</th>
<th>Due</th>
<th>% of Grade</th>
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Prepare a 5 page paper (1500 words) comparing an excellent supervisory experience and an awful one you have had, and the best and worst supervising experience you have had. Use the following framework: This assignment can be done collaboratively.

Introduction (1/2 pg)
- The Awful Supervisor/ The Excellent Supervisor (1/2 page)
- The Awful Supervisee/The Excellent Supervisee (1/2 page)
- Compare and Contrast, including and explanation of the 2 behavior sets. (3pp)
- Conclusion” Lessons You Learned and Practices you will adopt/avoid (1/2 page)
- Use at least 12 resources. Print and electronic are acceptable. The resources page is “extra” and beyond the 5 textual pages/1500 word limitation.

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d. Attendance and class participation [Students are encouraged to attend. If an emergency occurs, please contact me so we can work out the appropriate adjustments]

e. Grading

- Grading is Satisfactory/Unsatisfactory.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism