



Course title:	Supervision in Social Impact Organizations
Course #/term:	SW 762 Fall 2022
Time and place:	Tuesdays, 8:00pm-10:00pm 10/11/22, 10/25/22, 11/1/22, 11/8/22, 11/15/22 via ZOOM link in Canvas
Course Website:	https://umich.instructure.com/courses/554270
Credit hours:	1
Prerequisites:	NA
Instructor:	Katie Doyle
Pronouns:	she her
Contact Info:	Email: doylekg@umich.edu Phone: 734.945.7556 Feel free to address me as “Katie” in class and in writing.
Office hours:	by appointment via Zoom, Facetime, Phone

1. Course Statement

a. Course description

This course is designed to familiarize students with common types of supervision found in social work practice. The course will present fundamental knowledge and skills needed to effectively engage in supervisory relationships, both as a supervisor and as a supervisee. Students will learn strategies for effective supervision, learn to handle conflict in the workplace, and develop skills needed to support and assess performance of employees.

b. Course objectives and competencies

- Compare supervision models and best practices for applying each model to the field of social work/social work setting.
- Examine behavioral examples of effective supervision strategies Identify strategies to effectively manage conflict in the workplace
- Explore characteristics of an effective performance appraisals
- Apply ethical decision making as it applies to supervision

c. Course design

This course will use multiple methods including but not limited to lectures, demonstrations, readings, discussions, assignments, individual and group exercises.

The primary pedagogy will be experiential, with hands-on applications of real world situations arising in the field. The course will be graded satisfactory/unsatisfactory.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Issues related to privilege, oppression, diversity, and social justice will be explored in this course through an investigation of the supervisory role, as well as the dynamics and power associated with the supervisory relationship. This course will focus on providing students tools to consider the impact of identity on such a relationship and will explore frameworks of inclusion and anti-racism as they relate to supervision.

2. Class Requirements

a. Text and class materials

Text and class materials: Course materials will be provided in the Canvas shell using direct links and embedded video options. It is required and expected that all pre-work will be completed prior to the weekly live session and will be used in both the live sessions and any assigned weekly assessments. All resources will be provided when the course begins.

b. Class schedule

Date	Agenda	Required Readings & Assignments
Module 1 10/11/22	Lesson 1: Introduction and Overview	Prework: <ul style="list-style-type: none">• Syllabus• NASW Standards Activities/Assessment: <ul style="list-style-type: none">• Live Session• Introduction Discussion

<p>Module 2 10/25/22</p>	<p>Lesson 2: Managerial Supervision</p>	<p>Prework:</p> <ul style="list-style-type: none"> • Perlmutter, F. D., Bailey, D., & Netting, F. E. (2001). <i>Managing human resources in the human services</i>. Oxford University Press. • Johnson, K. (2021, April 15). <i>How to be an antiracist supervisor: Start with changing what you call yourself</i>. Nonprofit Quarterly. • Hughes, M., & Wearing, M. (2022). Organisational culture and change. In <u>M. Hughes & M. Wearing</u> (Eds.), <i>Organisations and Management in Social Work</i> (3rd ed., pp. 87-102). Sage Publications. <p>NOTE: skim to end of 133 then read carefully the Supervision section from 133-140</p> <ul style="list-style-type: none"> • Assigned Lecture: Hiltz, B. (2021). <i>What is managerial supervision?</i> [Video]. Canvas. University of Michigan <p>Activity/Assessment:</p> <ul style="list-style-type: none"> • Live Session • Reflection assignment
<p>Module 3 11/1/22</p>	<p>Lesson 3: Other Common Types of Supervision</p>	<p>Prework:</p> <ul style="list-style-type: none"> • Leddick, G. R. (1994). Models of clinical supervision. <i>ERIC Digest</i> • Smith, K. L. (2009, September). <i>A brief summary of supervision models</i>. Marquette University. • Program for Appropriate Technology in Health. (2003). <i>Guidelines for implementing supportive supervision: A step-by-step guide with tools to support immunization</i>. • National Child Traumatic Stress Network. (2018). <i>Using the Secondary Traumatic Stress Core Competencies: A Guide for Supervisors</i>. • Frei, F. (2018, April). <i>How to build (and rebuild) trust</i>. TED Conferences. • The Power of Vulnerability • Unwind the Grind. (2019, September 4). <i>How to practice rumbling with vulnerability</i> [Video]. • <i>Supplemental Resources</i> <ul style="list-style-type: none"> • Howe, K., Gray, I., & Brown, K. (2013). Power and leadership in supervision. In <i>Effective supervision in social work</i> (pp. 30–43). SAGE Publications.

		<p>Activity/Assessment:</p> <ul style="list-style-type: none"> • Live Session • Supervision Models Assignment • Begin Final Project
<p>Module 4 11/8/22</p>	<p>Lesson 4: Supervision Challenges</p>	<p>Prework:</p> <ul style="list-style-type: none"> • <i>Top 5 challenges for first-time supervisors.</i> (2021, April 15). Jaluch HR & Training. • Gallo, A. (2012, December 19). How to manage your former peers. <i>Harvard Business Review</i>. An Introduction to the Competing Values Framework • Cameron, K. (n.d.). <i>An introduction to the competing values framework</i>. RCF Group. • <u>Harvard Business Review</u>. (2019, November 14). Navigating conflict [Audio podcast episode]. In Women At Work. • Gordon, P. (2020, November). <i>How reverse mentorship can help create better leaders</i>. TED Conferences. <p>Activity/Assessment:</p> <ul style="list-style-type: none"> • Live Session • Knowledge Check • Continue Final Project

<p>Module 5 11/15/22</p>	<p>Lesson 5: Appraising Performance</p>	<p>Prework:</p> <ul style="list-style-type: none"> • <i>Professional development plan.</i> (n.d.). Duke Human Resources. • Hassell, D. (2021, April 22). <i>9 ways to give effective employee feedback.</i> 15Five. • Performance Management – Coaching as Conversation • Gino, F., & Coffman, K. (2021, September 1). Unconscious bias training that works. <i>Harvard Business Review.</i> • <i>Performance management – Coaching as conversation.</i> (2018, February 26). Harvard University, Faculty of Arts and Sciences. • <u>Smith, J.</u> (2021). Leadership strategies for social work managers. In <u>A. Johnson & B. Lee</u> (Eds.), <i>Management and Leadership in Social Work</i> (pp. 145-162). Springer Publishing Company • Assigned Lecture: Savas, S.A.. (2021). <i>Performance appraisal.</i> [Video]. Canvas. University of Michigan. <p>Work Activity/Assessment:</p> <ul style="list-style-type: none"> • Live Session • Professional Development Plan Assignment • Submit Final Project
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c. Assignments

This course has five (5) brief weekly assignments, and one larger final assignment due at the end of the course.

Assignment	Due date	Percent of overall grade
1. Introduction Discussion	Due: Module 1 Midnight: 10/10/22 Complete in Canvas	Complete/Incomplete 10%
2. Reflection Assignment	Due: Module 2 Midnight: 10/24/22 Complete in Canvas	Complete/Incomplete 10%

3. Supervision Models Assignment	Due: Module 3 Midnight: 10/31/22 Complete in Canvas	Complete/Incomplete 10%
4. Knowledge Check	Due: Module 4 Midnight: 11/7/22 Complete in Canvas	Complete/Incomplete 10%
5. Professional Development Plan Assignment	Due: Module 5 Midnight: 11/14/22 Complete in Canvas	Complete/Incomplete 10%
6. Final Project	Due: Module 5 Midnight: 11/20/22 Complete in Canvas	Complete/Incomplete 50%

Details of each assignment are as follows:

1. Introduction Discussion (10 points)

In this discussion, you will have the opportunity to introduce yourself to your peers and ground yourself in a supervisory experience.

- CLO1 Compare supervision models and best practices for applying each model to the field of social work/social work setting

2. Reflection Assignment (10 points)

In this assignment, you will develop a reflection paper of approximately 250-500 words discussing supervisory challenges

- CLO1 Compare supervision models and best practices for applying each model to the field of social work/social work setting

3. Supervision Models Assignment (10 points)

This week you will work to compare and contrast supervision models. Your submission can be in the form of a written document, video recording or narrated PowerPoint.

- CLO1 Compare supervision models and best practices for applying each model to the field of social work/social work setting
- CLO 2 Examine behavioral examples of effective supervision strategies

4. Knowledge Check (10 points)

Complete the Canvas quiz to check your understanding

- CLO 3 Identify strategies to effectively manage conflict in the workplace
- CLO 5 Apply ethical decision making as it applies to supervision

5. Professional Development Plan Assignment (10 points)

For this assignment, you will have an opportunity to review some Professional Development Plans and complete one.

- CLO 4 Explore characteristics of an effective performance appraisals
- CLO 5 Apply ethical decision making as it applies to supervision

6. Final Project (100 points)

For this assignment you will compare two supervisory experiences from your own professional life, describe both experiences, compare and contrast these experiences, drawing heavily from class materials and describe lessons you learned from these experiences.

- CLO 1 Compare supervision models and best practices for applying each model to the field of social work/social work setting
- CLO 2 Examine behavioral examples of effective supervision strategies
- CLO 5 Apply ethical decision making as it applies to supervision

d. Attendance and class participation

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (1 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

This course will be graded with each weekly assessment carrying 10 pts and weighted at 10% of the final grade and one final assessment of 100 pts weighted at 50% of the final grade.

Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <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*