TEXAS A&M
UNIVERSITY
COMMERCE

SWK 508:410 80057
Social Work Supervision and Administration
Tuesday's 6:00-9:00 p.m.
Fall 2014
MPLX

INSTRUCTOR:	**Dr. Phillip Ortiz, Ed.D, LCSW**
OFFICE:	**N/A**
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COURSE DESCRIPTION:

This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved rural areas.

Course Purpose:

In many cases, advanced generalist practice graduates become administrators at some point in their career. Some are already working in that capacity. Rural agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients.

GOALS AND COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

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✓ C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

✓ C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

✓ C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

✓ C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

➢ C. 1.4 (a) Effective relationship-building interactions at all levels of systems focused on enhancing client choice, motivation, and hopefulness in the change process

➢ C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

➢ C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

➢ C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

✓ C. 2.1 Promote effective social policies to improve quality of service delivery systems and enhance well-being of individuals, families, groups, organizations, and communities (2.1.8)

✓ C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

✓ C. 2.3   Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

✓ C. 2.4 Develop strategies to address discrimination, reduce disparities, and promote social and economic justice for all populations (2.1.5)

3. Promote leadership and service that is relevant to individual contexts of practice and en hances well-being and quality of life Graduates will be able to reflect the following competencies:

✓ C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

✓ C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

✓ C 3.3   Apply innovative solutions to emerging social and organizational dynamics. (** New AGP Objective)

✓ C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:
Objective 1.   Students will learn the knowledge and skills needed to provide leadership in social work organizations
Objective 2.   Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source
Objective 3.   Students will learn to understand the use of self in supervision including the nature and exercise of power and authority, management of time and stress, and the effects of cultural, racial, economic ability and gender diversity in the supervisory process
Objective 4.   Students will learn how to apply critical thinking skills to administrative practice

STUDENT LEARNING OUTCOMES: Course Goals include a) the knowledge the student will acquire as a result of completing the course, and b) the abilities the student will develop as a result of completing the course include the following:

Upon completion of this course, the student will:
1.	Be able to enumerate and describe various theories of supervision.
2.	Be able to enumerate, describe, and critically analyze various theories of administration of human service organizations.
3.	Demonstrate skills of direct supervision of human service practitioners and other staff.
4.	Demonstrate skills in resource development, program planning, development and operation
5.	Be knowledgeable of and able to demonstrate skills in program evaluation and assessment.
6.	Demonstrate decision-making, which reflects the internalization of the goals, values and ethics of social work
7.	Master basic competencies in written communication, oral communication, and critical thinking at a professional level
8.	Identify issues of diverse populations that require additional knowledge to ensure

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RELATIONSHIP TO OTHER COURSES:

This course supports the program relating to agency-based practice. Students are introduced to theories and methods of social work supervision of first line workers as well as more general program administration activities related to executive direction and policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses the differences of supervision and administration in rural and urbanizing regions as well as large metropolitan areas. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507- Community Practice.

TEXTS:

Kettner, P. M. (2013). Achieving excellence in the management of human service organizations.
        Boston, MA: Allyn and Bacon.

OVERVIEW OF ASSIGNMENTS

1. Grant Proposal (40 points): Each student will be required to submit and Independent Request for Funding Proposal (RFP). Details of the RFP will be provided in class.

2. Research Paper (20 points): Each student must submit a 10 page research paper on the differences or similarities between Supervision, Management, Administration, & Leadership. This should at least 5 sources and 2 of which must be journal articles. This assignment should follow APA format.

3. Supervisor Interview (20 points): Each student will interview a social work supervisor and complete a Supervisor profile. The profile will outline their management theory, performance evaluation, training & development, and supervisory style. Each student will then compare the supervisor's style that of their own. This will include a reflective summary. A hand-out with detailed questions will be provided.

4. Job Interview (20 points): Each student will be required to participate in a "mock" committee interview for a hypothetical social work – related job position. Each student may choose from several job descriptions provided by the instructor, and select 2 other students from the class to sit on their committee. Each student will be evaluated on appearance, presentation, professionalism and articulation of Administrative Social Work knowledge. Each Interview will be allotted 15 – 20 minutes to answer questions and receive feedback from their committee and instructor. Each student must provide 3 copies of their resume, cover letter, & writing sample.

5. Comprehensive Examination (20 points): There will be 1 exam covering the all of the course materials. This includes textbook content, hand-outs, class discussion, and any other relevant materials from the course. The format of the exam will be determined in class. A study guide will be provided prior to the exam, unless the format is open book/note.

GRADING:

Grant Proposal	20 points (20% of grade)
Supervisor Interview	20 points (20% of grade)
Job Interview	20 points (20% of grade)
Research Paper	20 points (20% of grade)
Final Exam	20 points (20% of grade)
Total Possible	100 points

Grading Scale

A = 90 – 100 points
B = 80 - 89 points
C = 70 - 79 points* (not good for graduate students)
D = 60 - 69 points
F = 59 or less points

Note: *Promptness in completing assigned tasks and reading is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized 5 points per day, beginning with the day they are due. Assignments over 7 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment. Students who do not complete all class assignments cannot earn higher than a "C" for the class.*

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	

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| Bi-weekly | Up to 3 absences No penalty | 4 absences 1 letter grade drop | 5 absences 1 letter grade drop | 6 absences Class grade of "F" |
| Summer 10-week | Up to 1 absence No penalty | 2 absences 1 letter grade drop | 3 absences Class grade of "F" | |

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates,
(2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: *Promptness in completing assigned tasks and reading is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized <u>5 points per day, beginning with the day they are due</u>. Assignments over 7 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment. Students who do not complete all class assignments cannot earn higher than a "C" for the class.*

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When

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using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

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STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

Class Schedule

SEE HANDOUT

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