School of Social Work

**SWK 508: SOCIAL WORK SUPERVISION AND ADMINISTRATION
WEB-BASED ONLINE**

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor.

Faculty will work to support the student getting access to missed content or completing missed assignments.

Overview of Course

COURSE DESCRIPTION:

This practice course provides students with theories and skills needed for direct supervision of line workers, middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key ski8lls 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. In both rural and urban 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.

COURSE OBJECTIVE(S):

1. Students will learn the knowledge and skills needed to provide leadership in social work organizations.
2. Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source that targets rural or urban settings.
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.
4. Students will learn how to apply critical thinking skills to administrative practice.

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 ad policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses unique aspects of supervision and administration in rural and urbanizing regions. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive   change

Competency AGP 2.1.3 Critically analyze practice solutions and Communicate judgments and reasoning through decision- making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and

economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

> 2.1.10.1 Relationship-building at all levels of systems
>
> 2.1.10.2 Evidence-based assessment tools and intervention approaches
>
> 2.1.10.3 Effective intervention with complex problems and prevention strategies
>
> 2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Course content and assessment reflect the bolded competencies and the following practice behaviors:

AGP 2.1.1c Adheres to professional roles and boundaries

AGP 2.1.2b Strategically uses supervision and consultation to address ethical dilemmas in practice

AGP 2.1.3a Applies professional judgment and reasoning

AGP 2.1.8b Identifies impact of policies from various systems on clients and advocates on behalf of client systems

Course Structure

Texts and Associated Materials

Required Texts:

Kettner, P. M. (2013). Excellence in human service organization management. Boston,
    MA: Pearson.

Overview of Course Assignments

1. **Personal Supervisory Style Profile (Objective 3)**

Students are to interview a social work supervisor and complete a Leadership Style profile on the supervisor. The profile outline includes personal style, personal range, and personal adaptability. The student will then compare the supervisor's style that he or she interviewed with the student's own leadership style including style, range and adaptability. Be prepared to discuss the results of your profile in class.

Three to five pages in length.

 Due Date: September 21, 2020, by 11:59 p.m. (to be submitted online in D2L).

2. **Grant Writing and Program Development: Group Project (Objective 2)**

In groups of two or three students, write a formal grant proposal and submit that request to a public or private granting agency using the format/components in handouts given to you by the instructor. This is an actual grant and the proposal is to address a real health or human service needs in Northeast Texas. It may include a request for personnel, equipment, supplies, purchased services or other resources. The beneficiary is to be an existing agency or other organization, e.g., your field agency, your place of employment, or some other social service organization you feel would benefit if new resources were made available to them. If you don't know of an agency that would appreciate your help, check with your instructor. The length of most grant applications is 10 pages, however, some granting agencies have a standardized format for submission, which may dictate the length of the grant proposal.

Students are to provide the instructor with a brief summary of the grant proposal project a minimum of two weeks in advance of the due date. The Instructor will also set aside part of a class session to meet with each group, review their progress, and consult with students regarding progress being made. Each team will give a 20-minute presentation to the class, using members of the class as their "grant review committee," such as those used by most grant-making or public agencies. The presentations will consist of a 15-minute summary of the proposal and five minutes for questions.

Grant Due: October 19, 2020 by 11:59 p.m. (to be submitted online in D2L)

Grant Presentations will should be uploaded by October 19, 2020 by 11:59 p.m. (to be uploaded in the Discussion Thread for this week's class).

3. **Administrative Research Paper**

You may select an administrative issue and submit 10 pages, fully-referenced, research paper and give a 20-minute class presentation on same, using power point, written handouts, video clips or other education aids to communicate the subject fully to your colleagues.

The topic must be discussed in advance with the instructor to assure it is relevant to the curriculum in this course. It must address some aspect of populations at risk, social justice, or diversity. Some examples of topics follow:

- Leadership: Nature or nurture? Can people be trained/educated in the abilities required to be an effective leader or are those qualities innate?
- Burnout, fact or fiction? How is it that some people (e.g., Gandhi, Martin Luther King, Mother Teresa) never complained of burnout when they experienced many of the
- Conditions such as poor pay, stress and physical environments those are typically associated with burnout.

Throughout this course, other administrative issues will be raised. One of those might be appropriate for a scholarly research paper. If you have an idea for a paper, discuss it with the Instructor.

Date Due: November 9, 2020,(to be submitted online in D2L).

Powerpoint Presentations will should be uploaded by November 9, 2020 by 11:59 p.m. (to be uploaded in the Discussion Thread for this week's class).

Grading Scale

Grant Application and Supporting Documentation	100 points
Grant Presentation:	50 points
Personal Supervisory Style Profile	25 points
Administrative Research Paper	100 points
Examination	100 points
Total Possible Points	**375 points**

* The instructor reserves the option to include in-class experiential activities that may be completed for credit.

Policy on Due Date

(1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, an arrangement between the instructor and student will be made for submission of assignments.

(2) NO in class activities can be made up.

(3). ALL written assignments will be submitted in the correct drop box, online in Bright Space D2L by the due date and time. **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

Grade Earned:

90 - 100% of points = A

80 – 89% of possible points = B

70 – 79% of possible points = C

60 – 69% of possible points = D

Less than 60% of possible points is an F.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 162

Phone: 903-886-5150

Email: StudentDisabilityServices@tamuc.edu

    a. Notify instructor of course/s needing accommodations

    b. YouSeeU Sessions

        i. Hire transcriptionist

       ii. Information needed from the instructor:

           1. Format used-YouSeeU, Adobe Connect, Other

           2. Link to live sessions

           3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)

           4. The day of the week of the live sessions (every Tuesday)

           5. The time of the live sessions (6:00-9:00pm)

Students Responsibilities

==STUDENT ENGAGEMENT==

To earn a level of competency within a specific course, students must demonstrate both mast

Mastery of content areas is evidenced by successful completion of course assignments such
and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human
is defined as meaningful involvement in interactions with instructor, peers, outside stakeholde
interview for a required assignment). Within the classroom setting, whether virtual or F2F, stu
as outlined by individual instructors. These activities can include participation in a live, synch
appropriate, interacting with peers in posted discussions and collaborating in group interactiv

Students must meet standards for content mastery on tangible assignments and meet the thre
semester.

Instructors are experts in each course content area and set the standards for students to mee

As we enter this semester, we are all working under stresses and strains related to the COVID- and frequently. If, for any reason, you are not able to complete assignments or actively engag him or her know.

> ### *Final Evaluation and Grade Depends on both Course Engagement and Com*

 Inadequate participation or lack of required time commitment in each class significantly affects stude a comparable amount of time. Expectations of both Face-to-Face classes and those with Online com

Engagement activities are defined as active participation in live synchronous classroom instruction; a asynchronous discussions and other opportunities for peer to peer interaction, faculty to student intera interviewing a social worker for an assignment) among other possible venues. One half of the studer course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: 95%+75%/2 – 85% (B) for the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Co Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at http://www.tamuc.edu/campuslife* Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for s

Department Code of Conduct

 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with profession's ethical standards. It is imperative for professional social workers to be competent and et essential that each social work student gain a thorough understanding of the ethical principles that gu of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https:/ website: https://www.socialworkers.org

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergrad

<div align="center">Campus Concealed Carry</div>

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed ha persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualif to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Co holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyC event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Co Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty
There is an expectation of maintaining high standards of integrity and honesty by all Social Work Gra staff are expected to uphold and support student integrity and honesty by maintaining conditions that *generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students)
Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. dismissal from the program and from the University.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New

of supported browsers. However, due to the frequency of some browser releases, D2L cannot guaran

encounter any issues with any of the browser versions listed in the tables below, contact D2L Suppor

Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versic

support for issues. For an optimal experience, D2L recommends using supported browsers with D2L

Maintenance browsers are older browser versions that are not tested extensively against new version

support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintena

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

- The Brightspace Support features are now optimized for production environments when using
  Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum o

  - o 512 MB of RAM, 1 GB or more preferred

  - o Broadband connection required courses are heavily video intensive

  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements fou
  us/articles/115007031107-Basic-System-Requirements

- You must have a:

  - Sound card, which is usually integrated into your desktop or laptop computer

  - Speakers or headphones.

    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a we

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a m
management system. The most current version of Java can be downloaded at: JAVA web site ht

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that yo

  - Adobe Reader https://get.adobe.com/reader/

  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/

  - Adobe Shockwave Player https://get.adobe.com/shockwave/

  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office
students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is th
standard presentation software. Copying and pasting, along with attaching/uploading documents f
Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know y
IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to comple
needs to have a backup method to deal with these inevitable problems. These methods might include
of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC car

COMMUNICATION AND SUPPOR

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Ins

Technical Support

If you are having technical difficulty with any part of Brightspace, please contac
the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system s
announcement. You may experience minimal impacts to performance and/or look and feel of the e

SWK 508 Administration and Supervision

Fall 2020 Course Schedule

Week	Date	Topic	Assignments
1	08/24 -08/30	Introduction; Review Syllabus & course requirements Developing a Theory and Philosophy of management	Read Chapter 1
With Successful completion of week #1, students will be able to: • Demonstrate understanding of the criteria that forms the foundation of successful management of a human service organization • Explain support theories of criteria for organizational excellence and leadership with research findings • Cite appropriate theory and the context in which the theory is relevant to management of a human service agency. • Explain organizational and human variables that need to be addressed by the human services manager. • Identify ways in which the manager serves as integrator between these two dynamics			
2	08/31 -09/06	Understanding the Organization from a Systems Perspective	Chapter 2 Other readings may be assigned
With successful completion of week #2, students will be able to: • Identify and explain each of the internal subsystems and how they work together to ensure internal consistency • Identify factors in an organization's external or task environment and explain how they affect organizational functioning and analyze in relation to points of actual or potential incompatibility • Write a mission statement • Explain how organizational mission and purpose serve as the standard for organizational consistency and integrity			
3	9/07-09/13	Using Structure of Facilitate and Support Achievement of the Agency's Mission	Chapter 3

With successful completion of week #3, students will be able to:

- Explain why a formal structure is important to the overall functioning of the organization
- Identify and define six options for the formal structure and provide a rationale for a proposed optimum structure
- Identify and define at least four options for an informal structure, select an option and provide a rational for the proposed informal structure
- Explain the functions of a board of directors and propose an ideal format for how the board should work with the executive

4	09/14-09/20	Job Analysis and Design	Chapter 4

With successful completion of week #4, students will be able to:

- Explain the different between a job analysis, job specifications, a job description, and a job announcement and why each of these documents is important
- Explain how all human resources functions from recruitment to termination can be made to be consistent with the job as presented.
- Given a problem scenario related to a particular job and employee within a human services organization, redesign a job in a way that would address the problem.

5	09/21-09/27	Maximizing Organizational Performance through Human Resources Planning	**Personal Supervisory Style Profile Due** Chapter 5

With successful completion of week #5, students will be able to:

- Demonstrate ways in which the agency can use diversity in areas of expertise and in demographics to strengthen creativity and productivity
- Identify the major protected classes covered by human resources law and discuss major provisions of laws, executive orders and regulations that prohibit discrimination
- Explain how four different strategies can be used to change the organizations' personnel profile

6	09/28-10/04	Strengthening the Organization through Excellent Recruitment, Selection and Hiring Practices	Chapter 6

With successful completion of week #6, students will be able to:

- Prepare a plan for recruitment, selectin, and hiring for a designated position within a human service organization
- Write a job announcement that is based on the job analysis and complies with human resources law.

| 7 | 10/05-10/11 | Maximizing Employee Potential through Staff Training and Development | Chapter 7 |

With successful completion of week #7, students will be able to:

- Prepare a plan for new employee orientation, including an orientation agenda and an orientation checklist
- Create a curriculum framework for an in-service training program for a human service organization.
- Design a training evaluation form that evaluates trainee reaction, trainee learning, and/or trainee performance.

| 8 | 10/12-10/18 | Promoting Excellence through Well-Designed Motivation and Reward Systems | Chapter 8 |

With successful completion of week #8, students will be able to:

- Compare and contrast five different theoretical perspectives on motivation
- Explain the difference between intrinsic and extrinsic factors in motivation; demonstrate how these can be incorporated into a well-designed reward system of a specific human services agency.
- Given a brief description of a human service agency and its services, propose some of the basic elements that should go into the agency's reward system to encourage high levels of productivity.

| 9 | 10/19-10/25 | Class Presentations (format to be determined) | **Grant Assignment & Presentations Due** |
| 10 | 10/26-11/01 | Supervision, Performance Appraisal, Rewards and Termination | Chapter 9 |

With successful completion of week #10, students will be able to:
- Identify and explain six (6) policy areas that need to be addressed in the supervisory/employee relationship
- Given a performance problem scenario with an employee, role-play the corrective action
- Identify and define four (4) types of terminations and role-play any one of the four, given a termination scenario with an employee

| 11 | 11/02-11/08 | Using Data and Information to Achieve Excellence | Chapter 10 |

With successful completion of week #11, students will be able to: • Explain why the agency needs to consider economic, sociological, political, and technical factors in the environment. • Develop a format for the use of data and information designed to illustrate areas where there is need for continuous quality improvement in programs and services • Develop a format for use of data and information designed to illustrate the strengths and weaknesses of each staff member's performance.			
12	11/09-11/15	Managing Resources to Support Excellence	**Research Papers Due, Nov 9** Chapter 11
With successful completion of week #12, students will be able to: • Create a simple line-item budget for the agency • Produce a fee structure for a service provided by the agency • Integrate financial and service data to produce a budget and service report as required by a given funding source			
13	11/16-11/24	Monitoring and Evaluating Organizational Efforts and Accomplishments	Chapter 12
With successful completion of week #13, students will be able to: • Prepare survey questions designed to help the management team understand employee perceptions of organizational systems and processes. • Outline a presentation to the board defending the proposition that it is cost effective to attempt to measure organizational effectiveness			