



COURSE TITLE / SECTION: SOCW 7351/22429: Supervision and Consultation in Social Work Practice

TIME: 1-4 pm Wednesday

INSTRUCTOR: Cynthia F. Reibenstein, LCSW, ACSW, DCSW

OFFICE HOURS: by appointment

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FAX: N/A

I. COURSE:

A. Catalog Description: [Credit 3 (3-0)].

Philosophy, principles and methods of supervision and consultation used in clinical practice and administrative planning.

B. PURPOSE:

This course critically reviews the philosophy, principles, knowledge, skills and methods of supervision and consultation used in clinical practice and administrative planning.

II. COURSE COMPETENCIES:

Upon completion of this course, students will be able to:

1. Demonstrate understanding of the role of supervision and consultation in social work from an historical and developmental perspective.
2. Demonstrate familiarity with evidence-based practice and its relationship to supervision and consultation, with particular attention to professional autonomy and boundaries.
3. Analyze the value of supervision and consultation in promoting effective and efficient practice.
4. Identify professional and organizational requirements for supervision and consultation.
5. Develop or expand essential knowledge and skills necessary for culturally relevant supervision and consultation.
6. Analyze the structural and interactional features of supervision and consultation.
7. Critically examine the different ways that authority is used in supervision and consultation.
8. Measure the effectiveness of consultation and supervision in improving professional social work practice.

III. COURSE STRUCTURE:

Class time will include a combination of lecture, discussions, role plays and other experiential exercises. Guest lecturers may be invited to present on specific course content areas.

Please show respect and consideration of others by taking responsibility for keeping pagers and cell phone interruptions to a minimum. Laptops use is limited during class time.

IV. TEXTBOOKS

Required

Haynes, R., Corey, G. & Moulton, P (2003). Clinical supervision in the helping professions. Pacific Grove, CA., Brooks/Cole.

Davys, A. & Beddoe, L. (2010). Best practice in professional supervision: A guide for the helping professions. London, Jessica Kingsley.

Recommended

Kadushin, A. & Harkness, D. (2002). Supervision in Social Work. New York, N.Y., Columbia University Press.

Salus, M.K. (2004). Supervising child protective services caseworkers. U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect. National Clearinghouse on Child Abuse and Neglect. Can be downloaded at:
<http://www.childwelfare.gov/pubs/usermanuals/supercps/supercps.pdf>

V. COURSE REQUIREMENTS

1. Attendance and Participation
 Attendance and active participation in class discussions (which includes demonstration that the required reading assignments have been completed prior to class) 10% of grade
2. Live Consultation/Role Plays
 Each student will be required to participate in these exercises at least twice, being both the supervisee and the supervisor. As supervisee you will bring a situation from your field experience, past or present. As supervisor/consultant, you will be applying what you are learning. 10% of grade
3. Leading Discussion

Each student group will lead a class discussion based on the required reading but adding at least two recent journal articles to enhance the discussion. As leader you are expected to demonstrate an understanding of the topic and engage the class in a productive discussion. Evaluation is dependent upon your demonstrated ability to generate a discussion and involve the group. You may consider developing questions, exercises, visual aids, video excerpts. Do not outline or summarize the topic. The two articles are submitted by email by March 7 so they can be available for the class to read via blackboard. The group can help by completing their reading. This is 20% of the grade.

4. Papers

a. Supervision: This paper will be a discussion paper based on your experiences, the readings and an interview of an LCSW supervisor. This person cannot be your field instructor or in your current employment. Discussion aspects to include: qualities and skills of a good supervisor, good supervisee and what elements may interfere with a supervisory relationship. Also include five questions you develop coming from the readings. Paper will be minimum of five pages, APA format. This is 20% of the grade.

b. Supervision Reflections: This reflection paper has two parts. The first part is from your experience in the role plays and analyzed from the readings and material learned in the course. Minimum of 4 pages, APA format. This is 20% of the grade. The second part is a discussion on how the information learned will affect your supervision (both as supervisee and as a supervisor) in the future: structure, selection, cultural aspects, the relationship, and model/theory perspective preference and why and how you will implement it. Minimum of 5 pages, APA format. This is 20% of the grade.

VI. EVALUATION AND GRADING

A. Grading Scale:

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
Below 60	F

Attendance

Students are expected to attend the full length of each class session, to be familiar with the week's assigned readings, and to be prepared to constructively contribute to class discussion. Students are expected to notify the instructor if the class will be missed. More than 2 absences may result in being dropped from the course and/or a failing grade.

Professionalism

Students will demonstrate respect for one another during class discussions and activities. Differences will be valued for the learning they generate. All information divulged during class exercises and assignments will be considered confidential. Cell phones are to be turned off during class; no texting. Lap tops are not indicated for use during this class but if you bring yours, please be respectful.

VII. Incomplete Grades and Late Assignments

Students are strongly encouraged to complete assignments on time as a delay interrupts the process of this course. Late assignments, for any reason, require approval from the instructor and may result in lowering of the otherwise earned grade.

If a student has a medical or family emergency that necessitates an incomplete then approval will be needed from the GCSW representative.

The University of Houston policy on Incomplete grades is:

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course, but for reasons beyond their control, have not completed a relatively small part of all the course requirements.

Attendance Policy: Students are expected to attend all classes. A student who is absent from class more than two times may receive an unsatisfactory grade. Students are expected to contact the instructor if they are going to be absent from class.

Addendum: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

NOTE: faculty cannot provide accommodations without documentation from the UH Center for Students with Disabilities. It is the student's responsibility to contact the Center for assistance.

VIII. Policy on Academic Dishonesty and Plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation of "F" subsequent to a College hearing, in accordance with University policy. Other actions may also be taken by the College to suspend or expel the student.

Plagiarism: All written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the APA manual (5th edition) to determine the proper referencing format. Again, should you have any question regarding compliance, confirm with the APA manual.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper in more than one class. Finally, the University Policy on Academic Dishonesty can be found in your UH Student Handbook.

VIII. CONSULTATION

As I do not office on campus, all appointments need to be made; use the contact information listed above.

COURSE (CONTENT) OUTLINE

WK 1	Jan. 18	<u>Introduction of Course</u> <ul style="list-style-type: none"> • overview of course • overview of assignments • HCM-chapter 1 • DB-chapter 1
WK 2	Jan 25	<u>Methods and Models of Supervision</u> <ul style="list-style-type: none"> * HCM-chapters 4-5 * DB-chapters 2, 5
WK 3	Feb. 1	<u>The Supervisory Relationship</u> <ul style="list-style-type: none"> • HCM-chapter 3 • DM-chapter 3
WK 4	Feb. 8	<u>Roles and Responsibilities</u> <ul style="list-style-type: none"> • HCM-chapter 2 • DB-chapter 9
WK 5	Feb. 15	<u>The Organizational and Multicultural Context</u> <ul style="list-style-type: none"> • HCM-chapter 6 • DB-chapters 6,10, 11 •
WK 6	Feb. 22	<u>Ethical and Legal Issues</u> <ul style="list-style-type: none"> • HCM-chapters 7, 8
WK 7	Feb. 29	<u>Managing Crisis Situations, Communication and Emotion</u> <ul style="list-style-type: none"> • HCM-chapter 9 • DB-chapter 8 • Supervision Paper Due
WK 8	March 7	<u>Consultation</u> <ul style="list-style-type: none"> • Role play
WK 9	March 14	<u>Spring Break</u>
Wk 10	March 21	<u>Developing Expertise</u> <ul style="list-style-type: none"> • HCM-chapter 11 • DB-chapters 6, 7
WK 11	March 28	<u>Evaluation in Supervision</u> <ul style="list-style-type: none"> • HCM-chapter 10 • Reflection Paper Due
WK 12	April 4	Discussion Lead
WK 13	April 11	Discussion Lead
WK 14	April 18	Discussion Lead
WK 15	April 25	Discussion Lead/Evaluations

Bibliography and References

- Aasheim, Lisa Langfuss (2011). *Practical Clinical Supervision for Counselors: An Experiential Guide*. New York, NY., Springer Publishing Company.
- Bernard, Janine M., Goodyear, Rodney (2008). *Fundamentals of Clinical Supervision 4th Ed.* Boston, MA., Allyn & Bacon.
- Borders, L. DiAnne, Brown, Lori (2005). *New Handbook Of Counseling Supervision 2nd Ed.* New York, NY., Lawrence Erlbaum Associates
- Campbell, Jane (2000). *Becoming An Effective Supervisor*. London., Routledge
- Campbell, Jane (2005). *Essentials of Clinical Supervision*. Somerset, NJ., Wiley
- Cohen, Robert (2003). *Clinical Supervision: What to Do and How to Do It*. Pacific Grove, Calif. Brooks Cole
- Culbreth, John, Brown, Lori (2009). *State of the Art in Clinical Supervision*. London., Routledge
- Falender, Carol A., Shafranske, Edward (2008). *Casebook for Clinical Supervision: A Competency-Based Approach*. Washington, DC., Amer Psychological Assn.
- Falender, Carol A., Shafranske, Edward (2004). *Clinical Supervision: A Competency-Based Approach*. Washington, DC., Amer Psychological Assn.
- Falender, Carol, Shafranske, Edward (2011). *Getting the Most Out of Clinical Training and Supervision: A Guide to Practicum Students and Interns*. Washington, DC. Amer Psychological Assn.
- Falyey, Janet Elizabeth (2001). *Managing Clinical Supervision: Ethical Practice and Legal Risk Management*. Pacific Grove, Calif. Brooks Cole.
- Frawley-O'Dea, Mary Gail, Sarnat, Joan (2000). *The Supervisory Relationship: A Contemporary Psychodynamic Approach*. New York, NY., Guilford Press
- Gold, Judith, Clemens, Norman, Goin, Marcia, Khoo Mee Ling (2006). *Psychotherapy Supervision and Consultation in Clinical Practice*. Lanham, MD., Jason Aronson, Inc.
- Ladany, Nicholas, Friedlander, Myrna (2005). *Critical Events in Psychotherapy Supervision* Washington, DC., American Psychological Association
- Milne, Derek (2009). *Evidence-Based Clinical Supervision: Principles and Practice*. Somerset, NJ. Wiley-Blackwell
- Munson, Carlton (2001). *Handbook of Clinical Social Work Supervision*. London., Routledge

Powell, David, Brodsky, Archie (2004). *Clinical Supervision in Alcohol and Drug Abuse Counseling: Principles, Models and Methods*. (Rev. Ed.). Somerset, NJ., Jossey-Bass

Russell-Chapin, Lori Ann, Chapin, Ted (2011). *Clinical Supervision: Theory and Practice*. Pacific Grove, Calif. Brooks Cole.