



Winter 2019

Course Number: SOWK 679.10 S02	Classroom: This course is offered online
Course Name: Maximizing Staff Performance Through Supervision	
Day & Time: March 4 – April 12, 2019	

Instructor: Jane Matheson PhD MSW	Office Hours: Best reached by email
Telephone: 403 270 1704	Email: jane.matheson@woodshomes.ca

COURSE OUTLINE

Syllabus Statement

This course is a continuation of SOWK 689.19 – **Practice Skills for Leading and Supervision in Human Service Organizations**. The practice of supervision (supervising and being supervised) is the main focus in this course.

Course Description

SOWK 679.10 is a required half-course in the Leadership specialization of the MSW degree. It is offered over a 6 week period in Winter 2018.

The course is offered online to students in the MSW leadership stream. As such, it is very important that all students have a working computer, microphone and camera that has been tested before the class starts. If students are new to Adobe Connect or D2L, tutorials should be accessed prior to the first class as well.

Social workers may aspire to or find themselves as supervisors, leaders or managers of an organization, a unit, a program or project and thus, will have people with whom they work in some kind of oversight or hierarchal way. Social workers may also be “supervised” by others during their careers. Social work supervision has a long history of teaching, administrative oversight and support – not just for social workers but multi-disciplinarily.

This course will review the history of social work supervision, its definition, models, functions and the theories behind its implementation. Key directions to follow when starting supervision will be given. There will be opportunities to consider one’s own style, skills and abilities and consider ways to adapt these in order to provide quality supervision to a wide variety of different supervisees. As well, the course will look at a collection of thorny issues that often challenge supervisees and supervisors alike – managing conflict, parallel process, creating relationships and managing complicated ones, building trust, handling shame in supervision are just a few examples.

A major focus in this course is making the connection between simultaneously being a person with oversight and being an inspiration as a supervisor.

This course is taken after SOWK 689.19 (as above).

Please note that this course is offered as one half of the winter term. The course on Diversity (SOWK 697 S02) has the first 6 weeks.

Learning Objectives

MSW Program Learning Outcomes

1. **Professional identity:**
 - (1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
 - (1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
 - (1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
2. **Values and ethics in professional practice:**
 - (2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
 - (2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3. **Promote human rights and social justice:**
 - (3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
4. **Diversity:**
 - (4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
5. **Critical thinking in professional practice:**
 - (5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
 - (5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
6. **Research:**
 - (6.2) Critique, apply, and/or participate in elements of social work research.
 - (6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
7. **Policy analysis and development:**
 - (7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
 - (7.3) Contribute to the development and implementation of new and more equitable social policies.
8. **Change:**
 - (8.1) Acquire knowledge of organizational and societal systems.

- (8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
- (8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.

9. Engage with individuals, families, groups, and communities through professional practice.

- (9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
- (9.2) Actively promote empowering and anti-oppressive practice.
- (9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
- (9.4) Participate effectively in interprofessional practice, community collaboration, and team work.
- (9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Specific MSW (Leadership) Program Learning Outcomes (LLO)

1. **Leadership & Management:** Students will examine and define the role of supervisor and provide leadership and management excellence in a human services organization. In addition, students will apply their knowledge and skills to contribute to the development and effectiveness of the organization within a changing environment.
2. **Organizational Dynamics:** Students will critically examine an organization's dynamics including the culture of an organization and apply their knowledge to make the culture conducive to the growth and development of an organization and the staff members.
3. **Diversity within an organization:** Students will critically examine the diversity within an organization and will apply their knowledge to facilitate the development of an inclusive organization.
4. **Advocacy and Social Justice:** Students will critically examine the macro and external environments that affect the survival and development of an organization. Students will apply this knowledge to strengthen the organization and advocate for the clients and the communities from a social justice orientation.
5. **Data-informed/Evidence-based decision making:** Students will make leadership and management decisions informed by consultations, the literature and evidenced based data.

(Course Learning Outcomes):

Students will:

1. Translate the power of context in its many forms and the defining of supervision personally and professionally into practice.
2. Examine and compare one's own skills, abilities, challenges and idiosyncrasies with others and understand how these can be used to develop a supervisory style.
3. Identify the importance of addressing differences in supervision (cultures, background, experiences, professions, age, etc.) and be able to understand how to apply theory, practice and one's own innate skills to supervising differentially.
4. Demonstrate how experience and theoretical knowledge connect with ethics and values to form a supervisory/leadership style.
5. Comprehend the power and importance of relationships - both basic and complicated.
6. Analyze a wide collection of supervisory types, models and how to use theory in supervision.

7. Describe and be able to apply skills to a variety of supervisory challenges: managing conflict, building trust, handling shame and understanding honesty, managing power and authority – for examples.
8. Formulate and be able to transfer an understanding of the importance and power of inspiration, storytelling and a variety of techniques to create an engaging supervisory experience for both supervisor and supervisee.
9. Evaluate and then determine based on the above knowledge, the importance of documentation, evaluation and how best to give feedback as part of one's own supervisory practice.

Relationship to Other Courses

This course builds on elements of other Leadership MSW courses and addresses leadership and supervision in a very practical way.

Course Text(s)

There are 2 texts.

Davys, A & Beddoe, L (2012). *Best practice in professional supervision*. Jessica Kingsley: London and
 Henderson, P (2009). *A different wisdom*. Karnac: London

These texts are available online through the University library on a chapter by chapter basis. The Henderson book is out of print.

Class Schedule

This course is offered completely online and is self-directed. The course requires participation in Adobe Connect sessions and discussion boards.

Adobe Connects are held three times during this course: (Mondays. Time - from 5:30 - 7pm Calgary time)

March 4, 18 and April 1.

The course has weekly topics with readings and small assignments that are structured to enhance learning and thinking about particular topics.

SCHEDULE (Monday – Sunday – except for the first week).

This is a general schedule and is open to change and revision.

- Week 1 – March 1 – March 10 (PLOs #1, 3, 4, 7, 8; LLOs #1, 4; Course Learning Outcomes # 1, 2, 3)
- The top 5 things – definition, context, YOU – the raw materials, contracting and functions
 - Differences
 - History of Social Work Supervision

Required readings: Henderson – Chapter 1; Davys and Beddoe – Chapters 1 & 4 + The Power and Potential paper (on the D2L site).

March 4 – First Adobe Connect – 5:30-7pm (Calgary Time)

Week 2 - March 11 - 17 (PLOs #2, 4, 5, 6; LLOs #3, 5; Course Learning Outcomes # 2, 3, 6)

- Types of supervision, models, the use of theory in supervision, style and stages
Required Readings: Henderson – Chapters 2 & 7; Davys and Beddoe – Chapters 2 & 5
Also - Davys and Beddoe – Chapters 10 & 11 or Henderson – Chapter 16 - if these particular types or contexts of supervision directly relate to you.

Week 3 - March 18 - 24 (PLOs #5, 6, 9; LLO's #1,2,3; Course Learning Outcomes # 5, 7)

- Relationship building in supervision, vulnerability, conflict, trust, shame, honesty and forgiveness
Required Readings: Henderson – Chapters 5 & 8 (and/or Chapter 14); Davys and Beddoe – Chapters 3, 6 & 8
Second Adobe Connect – March 18 – 5:30-7pm (Calgary time)

Week 4 - March 25 – March 30 (PLOs #8; LLO's # 3,4,5; Course Learning Outcomes # 8)

- Inspiration in leadership, techniques and problems. Complicated relationships
Required Readings: Henderson – Chapters 4, 9 & 12; Davys and Beddoe – Chapters 7 & 9

Week 5 - April 1 - 7 (PLOs #2, 3, 5, 7, 8; LLO's # 2,5; Course Learning Outcomes # 4, 5, 7)

- Ethical dilemmas in supervision
- Power and Influence
Required Reading; Henderson – Chapters 10 & 11.
Third Adobe Connect – April 1 – 5:30 – 7pm (Calgary time)

Week 6 - April 8 - 12 (PLOs # 1, 5, 9; LLOs # 2,5; Course Learning Outcomes # 4, 9)

- Documentation, evaluation and feedback
Required reading: Henderson – Chapter 13

Assignments

There is no final exam for this class.

There is 1 major final assignment worth 35%; a smaller assignment worth 25% and a participation mark of 40%.

Assignment #1 (25%)

Due Date – Friday March 22nd by noon

In a group, students will prepare a short presentation on inspiration in supervision, what it means and how one would be inspirational – giving at least one practical example of a problem, issue or challenge that needs a resolution.. This will be submitted to the Instructor in powerpoint format that combines slides and audio/video. It will be between 10-12 minutes. Assessments - self and peer will also be required. A marking guide is provided on D2L as a guide.

(PLOs #2, 8, 4; Course Learning Outcomes # 3, 4, 6, 8)

Major final Assignment (35%)

Due date – Friday April 12th at noon

A case study that describes a week in the life of a social worker and his/her trials, tribulations and challenges is the basis of this assignment. Guidelines will be given regarding the items to be covered. (These two documents will be available after the due date of the first assignment). You will take the standpoint of the supervisor and utilize all of the knowledge and skills learned in class to show how you would resolve the noted issues – using supervisory and other skills. The paper will be written in the first person (as if you are the supervisor). Maximum -10 pages.

(PLOs 1,2,4,5,8,9 ; Course Learning Outcomes # 1-9)

Participation (40%) Posts will be accepted up until midnight on Friday April 12th

Engagement with Adobe Connect sessions and Discussion boards (DB) is most important here. Engagement with Adobe means the ability to use a microphone and speak to the class – not just texting. Engagement with the DB's means having original thoughts for each area of learning (each Discussion board)– thoughts that are carefully considered and posted - and then responding to at least ONE other post in a give and take manner. (A respondent post is NOT a statement like "good idea" or "I like that").

The instructor needs to see DB activity in each Discussion Board in order to know that engagement with the material is happening. It is important for students to post their own thread as well as respond to at least one other person for each DB.

Participation also means showing up and speaking up at Adobe Connect sessions - engaging in the discussion/topic and offering opinions/asking questions and engaging with others in both challenging and supportive ways.

The instructor has expectations of a standard of writing (and presentation) for both assignments and the postings on discussion boards that is commensurate with a master's level student and a person who is potentially learning (inside an organization) how to be a supervisor and leader of others and set an example for them. The instructor also expects that students will be attentive to good time management and post and reply to posts each week in a timely fashion. Weeks will be closed – after notification and as the weeks progress. Marks will be deducted for falling too far behind.

(PLOs # 2, 5, 9; Course Learning Outcomes # 1-9)

Recommended Readings

These will be assigned or recommended and noted as such for each week. All of the readings will be outlined and available to students when the course opens. Some readings will require being able to access ebrary through the University of Calgary.

Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>