Course Description: This course examines supervision and staff development as management functioning, diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles, and methods of supervision, as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) as well as programs, teams, or agency units, especially during these turbulent times.

Place of Course in the Curriculum: This course is an advanced practice elective in the Administration practice concentration. It may be taken by students in the Clinical practice concentration.

Course Overview: A social work supervisors as managers and educators is the framework for this course. Attention is given to the knowledge and skills necessary to build supervisory relationships and a cohesive workforce, supervise a diverse workforce, evaluate staff, and build a safe, secure and supportive work environment.

Course Objectives: Upon completion of this course, students are expected to:
1. Understand supervision, and staff development and training within the context of social work values and ethics;
2. Analyze the roles of the supervisor and staff developer, as well as the role of supervisee within the context of organizational mission, goals, culture, and structure;
3. Apply a range of knowledge, theories, and research relevant to supervision, as a foundation for the development of skills in this area of practice;
4. Develop beginning skills in key supervisory techniques in a variety of methods and models;
5. Assess needs, learning styles, and performance of a diverse workforce;
6. Use supervision to enhance the provision of quality services to clients who are vulnerable and to populations-at-risk;
7. Support staff as they experience policies or mandates that impact upon their work and morale and the quality of the workplace;
8. Understand principles in designing, conducting, and evaluating staff development and training initiatives;
9. Use evaluation to enhance practice, programs, and service delivery;
10. Integrate classroom learning about supervision with their own experiences in supervision, in the field and on-the-job.
Required texts:


Recommended Texts:


Supplementary Texts:


Grading Criteria: Demonstration of understanding and application of course content in course assignments as well as class participation will comprise grade. Class participation = 20%; Mid-term assignment = 35%; Final assignment = 45%. See the Guide for Grading Assignments.

Course Requirements

To successfully complete this course, students will be expected to participate in 15 classes of one hour and fifty minutes each and 10 hours of guided instructional time. The class professor will determine what the guided instruction assignments will be in addition to the regular class assignments.

Course Outline

Unit I. Introduction to Supervision and Staff Development
The roles, functions and tasks of social work supervisors today; brief history of social work supervision; values and ethics in relation to supervision; factors affecting supervision; what is meant by effective supervision.


Unit II. The Organizational Context of Supervision

Influence of agency mission, goals, structure, and culture on supervisory roles and functions; bureaucratic settings; community-based agencies; size and complexity of organizations; internal and external political
environment, funding stability, organizational survival and decline, managed care, policies that impinge on practice and supervision (i.e. reimbursement, recordkeeping mandates, legislation, accreditation).


Unit III. Methods and Models of Supervision

Pros and cons of traditional individual supervision, group supervision, peer supervision; managed care; use of goal focused contracting; developing autonomous practitioners.


**Unit IV. Building Supervisory Relationships**

The supportive function of supervision; motivating workers; enhancing worker performance; obtaining worker cooperation and compliance; handling worker resistance; similarities and differences in supervising professionals, paraprofessionals, support staff, or volunteers.


*Unit V. Becoming a Supervisor*

The new supervisor; transition from clinician to supervisor; establishing legitimacy; supervisory styles; use of authority; sources of power or influence.


Unit VI. Quality of the Workplace

Effect of organizational culture and climate on worker satisfaction and productivity; building a safe, secure and supportive work environment; handling conflict among workers; burnout; sexual harassment; institutional barriers facing women and minorities; supervisor as advocate for adequate working conditions; handling downsizing.


*Unit VII. The Evaluation Process*

Evaluation as a supervisory tool; effective performance appraisal; using rewards and sanctions; compliance; discipline; program monitoring and accountability; staff participation in quality improvement efforts.


Unit VIII. Supervisor as Educator
Staff development responsibilities, activities and roles; mentoring; training as one aspect of staff development; assessing training needs; key factors in designing training programs; procedures to evaluate training initiatives.


Poindexter, C. C., Lane, T., & Boyer, N.C. (2002). Teaching and Learning by Example: Empowerment principles applied to development, delivery, and evaluation of community-based training for HIV service providers and supervisors. AIDS Education and Prevention, 14(5).


Unit IX. Supervisor as Manager

Key administrative roles and tasks; supervisor as manager; being in the middle; role in staff employment, retention, promotion, and termination; work design; influencing worker performance; meeting worker and organizational needs; building a cohesive workforce; trouble-shooting; work design; supervising programs or units (departments); accountability.


Unit X. Supervising a Diverse Workforce

Changes in the workforce and their implications for supervision; impact of ADA (American Disabilities Act); family sensitive policies; impact of AIDS; addressing gender, ethnic, and racial differences between and among workers, workers and supervisors, professionals and paraprofessionals or support staff, workers and clients.


Guide for Grading Paper Assignments

Guide for Grading Policy and Recommended Grade Equivalents

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>76-79</td>
<td>C+</td>
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<tr>
<td>70-75</td>
<td>C</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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</tbody>
</table>

Students With Disabilities

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.

- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.

- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.

- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.

- Paraphrasing someone else’s work without giving him or her credit.

- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.

- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.

- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.

- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.

- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.

- The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.

- The matter may also referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?
Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.

Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.

Some students who plagiarize do so to save time and effort.

They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.

Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.

Have someone who is familiar with academic writing read early drafts of your paper.

Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.

Attend APA writing workshops offered at GSSS.

Use the writing clinic at GSSS.

When in doubt as to whether or not you are citing a source properly, consult your course instructor.