FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL[1]

DEPARTMENT	COLLEGE COLLEGE FOR DESIGN & SOCIAL INQUIRY
Social Work	

RECOMMENDED COURSE IDENTIFICATION (*TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU*)

PREFIX <u>SOW</u> COURSE NUMBER 7619 LAB CODE (L or C) C

COMPLETE COURSE TITLE: Clinical Social Work Supervision and Administration

EFFECTIVE DATE

(first term course will be offered)

<u>SUMMER, 2017</u>

CREDITS 3	TEXTBOOK INFORMATION

Todd, T. C., & Storm, C. L. (2014). *The Complete Systemic Supervisor (2nd ed.)*. Authors Choice Press: New York. ISBN-13: 978-1118508985

Campbell, J. (2000). Becoming an Effective Supervisor: A Workbook for Counselors and Psychotherapists. Routledge: New York. **ISBN-13:** 978-1560328476

GRADING (*SELECT ONLY ONE GRADING OPTION*): **REGULAR X** **SATISFACTORY/UNSATISFACTORY** _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: This course focuses on administrative and clinical supervision for social workers. Frameworks and critical tasks involved in administration and supervision of clinical social workers are examined.

PREREQUISITES*	COREQUISITES* NA	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*
COMPLETION OF AN MSW		MUST BE A DSW STUDENT

* *PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.*
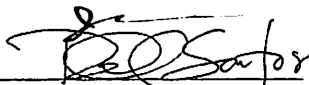
MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF **FAU** AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number: David Landsman-Wohlsifer, Ph.D., LCSW School of Social Work 561-297-3234 dlandsmanwohlsif@fau.edu	Please consult and list departments that might be affected by the new course and attach comments.[3] *Nursing, Education, Arts and Letters*

Approved by:	Date:	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*
Department Chair: _____	*1/11/16* · 1/15/16	
College Curriculum Chair: _____		
College Dean: _____	1/15/16	2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf*
UGPC Chair: _____	_____	
Graduate College Dean: _____	_____	
UFS President: _____	_____	3. **Consent** from affected departments (attach if necessary)
Provost: _____	_____	

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting.

From:	Marlaine Smith
Sent:	Tuesday, March 03, 2015 11:33 AM
To:	John Graham
Cc:	Michael Kane
Subject:	RE: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Dear John,

I reviewed these courses and see no significant overlap between these and graduate courses offered in the College of Nursing. Let me know if there is any other way that I can support your development of the DSW.
Marlaine

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN Dean and Helen K. Persson Eminent Scholar Christine E. Lynn College of Nursing Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Phone 561-297-3206
Fax 561-297-0293
Visit us at http://nursing.fau.edu

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

-----Original Message-----
From: John Graham
Sent: Tuesday, March 03, 2015 8:58 AM
To: Marlaine Smith
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Good morning Marlaine,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

From:	Valerie Bristor
Sent:	Wednesday, March 04, 2015 3:34 AM
To:	John Graham
Cc:	Michael Kane; Paul Peluso
Subject:	DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Hi John!

Thank you for running this by us.

I have quickly reviewed and agree that Paul Peluso/Dept. of Counselor Education would be the College of Education folks who need to review and comment. You should be hearing from him soon/

Val

From: John Graham
Sent: Tuesday, March 03, 2015 9:08 AM
To: Valerie Bristor
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Good morning Valerie,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

I asked Paul Peluso if his office could to the same perusal and let us know, too. I'm cc'ing him herewith.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University

From:	John Graham
Sent:	Tuesday, March 03, 2015 8:55 AM
To:	Paul Peluso
Cc:	Michael Kane
Subject:	DSW syllabi and New course proposal forms for the GPC: Paul Peluso
Attachments:	GPC New Course Application for Capstone I.doc; GPC New Course Application for Clinical Research.doc; GPC New Course Application for EBP Individuals.doc; GPC New Course Application for SW Pedagogy.doc; GPC New Course Application for SW supervision.doc; GPC New Course Application for Theories & Epistemology.doc

Good morning Paul,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

1

From:	Michael Horswell
Sent:	Tuesday, March 03, 2015 5:20 PM
To:	Heather Coltman
Cc:	John Graham
Subject:	RE: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Dear John,

I reviewed the course proposals and do not see any conflicts with the curriculum in the College of Arts and Letters.

Best,

Michael

Michael J. Horswell, PhD
Associate Dean of Graduate Studies and Research
Director, PhD in Comparative Studies
Associate Professor of Spanish and Latin American Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Email: horswell@fau.edu
Tel: 561-297-3863
Website: http://www.fau.edu/llcl/Horswell.php
PhD website: www.fau.edu/comparativestudies

From: Heather Coltman
Sent: Tuesday, March 03, 2015 5:04 PM
To: Michael Horswell
Subject: Fwd: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Sent from my iPhone

Begin forwarded message:

> From: "John Graham" <grahamj@fau.edu>
> To: "Heather Coltman" <coltman@fau.edu>
> Cc: "Michael Kane" <mkane@fau.edu>
> Subject: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

1

Good morning Heather,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

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www.fau.edu/ssw/

FLORIDA ATLANTIC UNIVERSITY SCHOOL OF SOCIAL WORK, DSW PROGRAM

SOW _7619_ Sec.____ Call No. _____ (3 Credit Hours)
Clinical Social Work Supervision and Administration
Boca Raton Campus

Semester: Summer A, 2017

Start/End Date: Months/Year

Instructor:

Phone:

Email:

Blackboard: http://bb.fau.edu

Classroom: SO

Class Times:

Office Hours:

Office Location:

Web: www.fau.edu/ssw

DSW Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

Course Description

Supervision for social work practitioners is a discipline-specific activity that prepares new practitioners for social work licensure. Advanced clinical practitioners provide this service to new social workers who are seeking state licensure. This course is an advanced level practitioner course that focuses on administrative and clinical supervision. Frameworks and critical tasks involved in administration and supervision of clinical social workers are examined. The major purpose of this course is to demonstrate how administrative activities contribute to service effectiveness for clients as well as quality working conditions for staff. Various administrative roles, functions and skills, including supervision, will be examined in light of the primary purpose of social work management and service effectiveness.

Relevance to Educational Program

Students preparing to be doctoral level social work clinicians are expected to operate in various administrative roles. Additionally, it is expected that these advanced clinicians will aid in the cultivation of social work clinicians through supervision and consultation. In this course, students will be expected to evaluate frameworks for clinical supervision and administration, develop their own philosophy of supervision and administration, and actively display those skills through peer supervision and other practice-based assignments.

Course Objectives

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

- Demonstrate an understanding of social work supervision models, including philosophical assumptions and pragmatic implications
- Articulate one's own personal model of social work supervision, drawing from existing models of social work supervision and administration
- Facilitate supervision and administrative duties in a manner that are reflective of the client-social worker and social worker-supervision relationship
- Identify problems that emerge in both administration and supervision and utilize strategies from the identified model to resolve issues
- Anticipate and resolve ethical and legal issues that arise in social work supervision and administration

Required Textbooks/Readings

The textbooks required for this course are:

Todd, T. C., & Storm, C. L. (2014). *The Complete Systemic Supervisor (2nd ed.)*. Authors Choice Press: New York. ISBN-13: 978-1118508985

Campbell, J. (2000). Becoming an Effective Supervisor: A Workbook for Counselors and Psychotherapists. Routledge: New York. **ISBN-13:** 978-1560328476

These books are available at the campus bookstore.

Safe Assign

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

Course Assignments and Grading

Grade overview
GRADING/EVALUATION:
Grades will be based on the following points:

Review of management styles	50 points
Supervisory Contract	50 points
Peer Supervision Journal Entries	50 points
Video Recordings of Supervision	50 points
Supervision Philosophy	100 points
Total Possible Points	300 Points

COURSE ASSIGNMENTS

Supervision Contract: Each student will draft a contract with their peer supervisee. Students are expected to review this contract with their supervisee and make corrections, given this process. (50 points) Due week 2

Review of administration styles – Students will complete a literature review on leadership styles and management approaches (minimum 5 articles). Students will compare these review findings with the practices of directors, administrators, managers and/or supervisors within their chosen organization. Students will be expected to conduct interviews with administrative personnel to gather this information. Students will report on methods used and their impact on organizational culture, workforce performance, customer outcomes and operational results. Students will compare this to the research obtained during the literature search. A 3-5 page paper that focuses on identified practices within the chosen agency, reflection of practices identified in the literature and integration of the two. (50 points) Due Week 6

Peer Supervision Journal Entries: Part of this course will involve peer supervision of another student in the course. Each student will complete journal entries describing observations and experiences of learning and conducting the practice of supervision. Use course readings and/or other research and literature in each entry. Journals will be on Bb. (10 entries throughout the semester; 5 points each = 50 Points). See syllabus re: due dates.

Live Recordings of Supervision: Each student will record at least two sessions of live supervision with their supervisee. These videos will be reviewed in class. Students will describe their strategies and provide examples of connections to their theoretical model of supervision. Due weeks 12 & 13

Supervision Philosophy: The length of the Philosophy of Supervision paper is generally 8-10 double spaced pages not counting references or appendices. The Philosophy of Supervision paper should demonstrate a connection between theory and practice. The supervisor candidate's philosophical and theoretical assumptions about supervision should be related to her/his practice of supervision. This paper should address:

- Awareness of patterns and sequences of replication at various system levels
- Integration of supervision literature by citing recent articles, chapters, and/or books, and how your supervision philosophy and methods of supervision relate to current supervision literature
- Explanation of your theoretical orientation by articulating your philosophies of therapy and supervision as well as the connection between them
- Cultural competency related to the multilevel implications of development, biological, socio-cultural, gender, and family-of-origin issues
- Reflection of personal values, beliefs, life experiences, and theoretical assumptions impact upon your philosophy and practice of supervision
- Theoretical consistency, whether from one prominent model or from an integrative perspective. If the latter, demonstrate a logical integration of models
- Rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals. (100 points) Due week 15

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

F = Performance not to standard to merit a passing grade.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

Session	Topic	Readings	Assignment
1	Introduction to course and administration and social work supervision	Syllabus	Assignment of peer supervision
2	Contracting a working relationship	Todd & Storm Ch. 18 & 19, Campbell Ch. 11	Journal Entry #1
3	Introduction to systemic social work supervision and administration - Ingredients of effective supervision	Todd & Storm Ch. 1 Campbell Ch. 2 Miehls (2014)	Supervisor Contract
4	Major models of social work supervision and administration	Todd & Storm Ch. 11 Campbell Ch.3 Behan (2003) Marek et al	Journal Entry #2
5	Major models of social work supervision and administration	Todd & Storm Ch. 9, 12 & 13 Campbell Ch. 4 Mazza (1988) Morgan & Sprenkle (2007)	Journal Entry #3
6	Expanding the supervisory working alliance in social work	Todd & Storm Chapter 15 Campbell Ch. 5	Review of Admin. styles
7	Supervisory responsibilities and social work ethical issues in supervision and administration	Todd & Storm Chapter 2 Campbell Ch. 7	Journal Entry #4
8	Cultural and contextual considerations in supervision	Todd & Storm Chapters 3, 4 Campbell Ch. 8 Christiansen et al (2011)	Journal Entry #5

9	Personal Development in social work Supervision	Campbell Ch. 10 Knight (2014)	Journal Entry #6
10	Defining our theory of supervision	Milne & Reiser (2012) Sutherland et al. (2012)	Journal Entry #7
11	Administrative duties of the social work profession	Todd & Storm Ch. 6 Campbell Ch. 9	Journal Entry #8
12	Social Work Modalities– Comparing and contrasting live, video and case presentation supervision		Video Recordings of Supervision
13	Social Work Modalities– Comparing and contrasting live, video and case presentation supervision		Video Recordings of Supervision
14	Troubleshooting difficulties in social work supervision and administration	Todd & Storm Chapter 16 DiMino & Risler (2014)	Journal Entry #9
15	Discussion and Review		Journal Entry #10 Supervision Philosophy

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

DSW Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

Bibliography

Barnett, J. E. (2011). Utilizing technological innovations to enhance
       psychotherapy supervision, training, and outcomes. *Psychotherapy, 48,*
       103-108.

Behan, C. P. (2003). Some ground to stand on: Narrative supervision. *Journal of Systemic Therapies, 22,* 29-42.

DiMino, J. L. & Risler, R. (2014). The intern's experience as supervisor: Managing resistance, identification, and countertransference while feeling insecure. Journal of College Student Psychotherapy, 28, 157-168.

Hair, H. J. and O'Donoghue, K (2009). Culturally relevant, socially just social work supervision: becoming visible through a social constructionist lens. *Journal of Ethnic and Cultural Diversity in Social Work,* 18, 70-88.

Hoge, M. A., Migdole, S., Cannata, E., & Powell, D. J. (2014). Strengthening supervision in systems of care: Exemplary practices in empirically supported treatments. *Clinical Social Work Journal,* 42, 171-181.

Knight, C. (2014). Students' attitudes towards and engagement in self-disclosure: Implications for supervision. *The Clinical Supervisor,* 33, 163-181.

Marek, L. I., Sandifer, D. M., Beach, A., Coward, R. L., Protinsky, H. O. (1994). Supervision without the problem: A model of solution-focused supervision. *Journal of Family Psychotherapy, 5,* 57-64.

Mazza, J. (1988). Training strategic therapists: The use of indirect techniques. In H. A. Liddle, D. C. Breunlin, & R. C. Schwartz (Eds.). *Handbook of family therapy training and supervision* (pp. 93-109). New York: Guilford.

Miehls, D. (2010). Contemporary trends in supervision theory: A shift from parallel process to relational and trauma theory. *Clinical Social Work Journal,* 3(8) 370-378.

Miehls, D. (2014). Neuroscience insights that inform clinical supervision. Smith College Studies in Social Work, 1 84, 367-384

Milne, D. & Reiser, R. P. (2012). A rationale for evidence-based clinical supervision. *Journal of Contemporary Psychotherapy, 42,* 139-149.

Morgan, M. M., & Sprenkle, D. H. (2007). Toward a common-factors approach to supervision. *Journal of Marital and Family Therapy, 33,* 1-17.

Tebes, J.K., Matlin, S.L., Migdole, S.J., Farkas, M.S., Money, R.W., Shulman, L, & Hoge, M.A. (2011). Providing competency training to clinical supervisors through an interactional supervision approach. *Research on Social Work Practice,* 21(2), 190-199.

Wimpfheimer, S. (2004). Leadership and management competencies defined by Practicing social work managers. *Administration in Social Work,* 28:1, 45-56.

SAFEWALK – Night Owls
Boca Raton 561-297-6695   Davie 954-236-1902   Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see http://www.fau.edu/sas/ for procedures and forms).

DISCRIMINATION OR HARASSMENT – 561-297-4004
Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at http://www.fau.edu/ssw/nondiscrim.html.

RELIGIOUS HOLIDAYS
This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES
For additional information on student rights and responsibilities, please see the FAU Catalog at http://www.fau.edu/registrar/universitycatalog/welcome.php, BSW policies at http://www.fau.edu/ssw/bsw, and MSW policies at http://www.fau.edu/ssw/msw.