Leadership and Supervision in the Human Services

This course will explore the theories and practice skills of effective social work leadership and supervision as required in the operation of human service organizations and service delivery systems. Students will explore both classic and contemporary theories and models of social work leadership and supervision. Topics include characteristics and styles of leadership in the context of organizational and board relations, ethical considerations, and crisis management, in relation to Indigenous populations and women. The connections between social work leadership and supervision will be explored, focusing on the historical development of social work supervision, theories, and models of supervision. Practice experiences of supervision will be discussed from the perspective of supervisors, frontline practitioners, and students.

PREREQUISITES: Admission to the MSW program
COREQUISITES: None

TOTAL HOURS PER TERM: 45
MAXIMUM ENROLLMENT: 24
EXPECTED FREQUENCY OF COURSE OFFERINGS: On a yearly basis

AUTHORIZATION SIGNATURES:
Course Designer(s): Adrienne S. Chan, MSW, RSW, PhD
Dean: Rosetta Khalideen
GPC Chair: John Hogg
GSC Chair: Yvon Dandurand
GSC Approval in Principle Date: GSC Final Approval Date: August 27, 2009

COURSE IMPLEMENTATION DATE: September 1, 2010
COURSE REVISED IMPLEMENTATION DATE: August 1, 2013
COURSE TO BE REVIEWED (4 years after approval): August 1, 2013
COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To explore concepts of leadership, strategic planning, management information systems, total quality management, governance structures, management styles, staff motivation and conflict management.

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

- Identify and define the purpose, role, and functions of human service leadership;
- Compare and contrast classic and contemporary theories of leadership;
- Identify individual styles of leadership and how these relate to their work environments;
- Assess the strengths and counterproductive tendencies of leadership theories and individual leadership styles in relationship to culture, gender, age, physical ability, socio-economic status, religion, and sexual orientation;
- Utilize the CASWE Code of Ethics and Guidelines for ethical practice to demonstrate the integration of professional values and ethical principles within community and organizational leadership;
- Identify and define the purpose, role, and functions of supervision in a human service context;
- Identify and utilize various theoretical models of supervision including the use of the parallel and interactional processes and theories of motivation;
- Demonstrate an understanding of the use of self in supervision including, the nature and use of power and authority, of self-management of time and stress and the impact of culture, gender, age, physical ability, socio-economic status, religion, and sexual orientation on the supervisory process;
- Utilize the CASWE Code of Ethics and Guidelines for ethical practice to identify and respond to ethical decision-making in the supervisory process;
- Demonstrate an understanding of the ethical and legal obligations of social work supervision.

METHODS:

SOWK 711 will use a variety of methods of instruction to promote learning, including on-line discussions. +Weekend class time will provide the opportunity to meet face-to-face, which may include: lectures, guest speakers, classroom discussions, case studies, group work, audio/visual materials, student presentations, skills practice, and/or experiential exercises.

COURSE CONTENT:

- Introductions and overview of the course Leadership and Supervision in the Human Services
- Theories of leadership
- Leadership styles: skills, traits and leadership competencies: power and authority
- Charismatic and transformational leadership: visioning
- Diversity and leadership with overview of contemporary issues
- Ethical leadership
- Review
- Supervision in the context of social work; supervision in the context of leadership; historical overview, definitions and significance of supervision
- Theoretical models of supervision; clinical supervision – features, influence and use of the parallel process
- Power, authority, conflict, gender and diversity issues
- Educational functions of supervision; performance appraisal and evaluation; supervisory transitions and endings
- Ethical decision-making in the supervisory process; ethical and legal obligations of social work supervision
- Review and closing
**STUDENT EVALUATION:**

Weekly Postings & Responses: Ten weekly questions posted on the discussion board/Web CT (Total Value: 35%)

Assignment #1 - Paper on personal experience of effective leadership (Value: 10%)

Assignment #2 - Paper comparing and contrasting two distinct styles of Indigenous leadership (Value: 10%)

Assignment #3 - Paper on the qualities/characteristics that inform supervisory style and learning goals (Value: 10%)

Assignment #4 - Case study exploring three specific topics in social work supervision (Value: 10%)

Assignment #5 - Final paper addressing issues raised in a case vignette (Value: 25%)

**TEXTBOOKS, REFERENCES, MATERIALS:**


Reading Package: Selected leadership and supervision articles.

**SUPPORT MATERIALS:**

Readings in Leadership:


Readings in Supervision:


Tsui, M-S., & Ho, W-S. (1997). In search of a comprehensive model of social work supervision. The Clinical Supervisor, 16(2), 181-205.


PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ YES ☐ NO

* If YES specify how:

Through a portfolio presentation, examination and/or oral interview as per UFV PLAR policies and the School's requirements.

* These sections are subject to change at the discretion of the department and the content will vary.