

## ETHICS, SUPERVISION, AND LEADERSHIP IN THE SOCIAL WORK PROFESSION

SOWK 8510 | 3 credit hours

Class Meetings: TBD

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

**Email:** TBD

**Office Hours:** TBD

**Department:** Grace Abbott School of Social Work

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### COURSE INFORMATION

#### Description

This course provides social workers with the knowledge and skills to be leaders in their organizations and communities. This course will explore leadership models and theories, and their usefulness in diverse settings, including social work leadership ethics. Students will also learn models and theories related to general supervision, power, and authority in public and nonprofit organizations. Useful skills covered include conflict management and evidence-informed decision-making. The course examines various contexts of practice and the influence of politics, economics, technology, and socio-cultural factors within leadership and supervisory practice. Students will also learn about care of self and others, especially as it relates to resiliency and vicarious trauma. This course will be taken near the end of the student's specialized educational pathways and will serve as a capstone learning experience.

#### Rationale/Overview

The purpose of this course is to help students explore the various leadership traits and theories which are important in the field of social work and supervision. The course covers topics which include leadership traits and theories, coaching and mentoring, conflict management and leadership ethics. Social work values, ethics, and the law are taught along with the role of diversity in leadership and supervision.



## Course Objectives/Student Learning Outcomes

1. Schematize various leadership models and theories in different kinds of organizations (e.g. public/private, large/small) and communities (e.g. neighborhoods, ethnic).
2. Consider the influence of power and authority for leaders and supervisors.
3. Develop conflict management skills in organizational and community settings.
4. Assess the role of policy at the organizational, local, state, and federal levels to practice, supervision, and management.
5. Integrate professional social work values, ethics, and the law within the context of organizational and community leadership.
6. Critique leaders' roles as it relates anti-racism, diversity, equity, and inclusion (A DEI).
7. Evaluate methods of coaching, mentoring, and supervision to maximize staff efficacy and promote staff resilience.

## COURSE NOTE

*This class is meant to be taken near the end of your social work educational career and serves as a space where learning from all your previous courses converges. While you may find that some of the content feels familiar, the hope is that since you are nearing graduation, you are now ready to translate that learning into social work practice.*

*In this course, you will spend time with each of the nine Council for Social Work Education (CSWE) competencies and draw connections between those competencies and your own learning. This will be done largely through critical self-reflection and peer-connected activities.*

*The objectives of each module focus on four major components of actual social work practice: being managed, managing, being supervised, and supervising. Because whatever social work you do post-graduation is likely to involve some level of interplay between these various roles, this class serves as an ideal space to evaluate your learning and prepare yourself for active practice.*

*This class is not designed to be challenging in traditional academic ways; the challenge is instead to evaluate your learning, your strengths, and those areas where you can anticipate needing additional support and guidance meaningfully and critically.*

## REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

### Required Text(s)

This course is designated as an [Open Nebraska](#) course, which means that textbooks or other materials will be available at low or no cost to students. All required readings will be made available through Canvas.

## COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.



## TENTATIVE COURSE SCHEDULE

DATE	CONTENT
Week 1	Objective: Welcomes, introductions, and expectation setting, CSWE assessment competencies and their role in this course
<b>Module 1 – Being Managed</b>	<b>CSWE Competencies 6 &amp; 9</b>
Week 2	Objective: Your Professional Identity Read: <i>Authenticity, Identity, and Being Yourself at Work</i> Chapters 3, 5 and 6 <b>Due: Complete Gallup Strengths Finder and save results; Complete Strengths Reflection in Canvas</b>
Week 3	Objectives: Engaging and Evaluating Practice Read: CSWE EPAS 6 and 9 <b>Due: Complete Case Study Prompts</b>
Week 4	Objective: Competency Paper and In-class Slido <b>Due: Competency Portfolio and Self-Assessment</b>
<b>Module 2 – Managing</b>	<b>CSWE Competencies 3 &amp; 5</b>
Week 5	Objective: Antiracism Read: Linder (2015) and Wright, Carr, and Akin (2021) & CSWE Competencies 3 and 5
Week 6	Objective: Policy Read: Maglalang and Rao (2021), Bussey, Thompson, and Poliandro (2022), & Ashcroft et al (2024)
Week 7	Objective – Competency and In-class Slido <b>DUE: Competency Reflection</b>
<b>Module 3 – Being Supervised</b>	<b>CSWE Competencies 7 &amp; 8</b>
Week 8	Objectives: Taking ownership of learning and practice – What's the point of supervision? Read: Due:
Week 9	Objective: Case conceptualization – what is it and how do you do it? Read: Due:
Week 10	Objective: Competency and In-class Slido



<b>Module 4 – Supervising</b>	<b>CSWE Competencies 1, 2 &amp; 4</b>
Week 11	Objectives: Where is the line between supervision and therapy?
Week 12	Objectives: Giving feedback and difficult conversations
Week 13	Objectives: Lecture and Assignments for Module 4
Week 14	Objective – Competencies and In-Class Slido
Week 15*	
Week 16*	

## **ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)**

### **Strengths Finder Reflection – 25 points**

You will each complete the Gallup Strengths Finder assessment during the second week of the semester. Once you receive your results, you will save them and then write an essay reflecting on these results and how you see them impacting your future practice.

This reflection essay will be a maximum of 4 pages and will be graded as **credit/no credit**

### **Case Study – 25 points**

In the first half of the semester, you will be presented with some brief case studies designed to incorporate content from your entire social work educational career and relate to specific Council on Social Work Education (CSWE) competencies. Each case study will be followed by 2-3 questions. You will respond to the questions in short answer format. The goal for these assignments is to help you begin to connect your current and prior learning to the competencies and will help you prepare for the CSWE Competency Reflection assignments that will follow.

These case study short answer assignments will also be graded as **credit/no credit**.

### **Triad Case Consultations**

In triads assigned by your instructor, you will each work to present a case consultation. Each member of the triad will have a different case to present (Case A, B, and C in Canvas). You will provide your *brief* (no more than 4 minutes) case summary to the other two members of your triad. After a case is presented, the observing two triad members will provide feedback to the presenter on what went well and what additional information may be needed. They will also pose at least two follow-up questions that might come from a supervisor if this case was presented during an active supervision session. All three group members will present, provide feedback, and pose questions.

This assignment will be graded as **credit/no credit**.

### **Difficult Feedback Assignment**

Case Consultation Brief (presenter) - 15 points

Observer Feedback 1 – 10 points



Observer Feedback 2 – 10 points  
25 points total

## CSWE Assessment Measures

### SLIDIO Quizzes

#### 4 quizzes each worth 5 participation points = 20 total points

At the end of each module, your instructor will present the class with 5 quiz questions that directly relate to the CSWE competencies emphasized in that module. As a class, you will each respond to the questions in SLIDIO so that the results can be aggregated and the unidentified results viewable. Participation in these quizzes is mandatory, the quizzes themselves are ungraded. These quizzes are to assess learning and generate conversation ahead of the CSWE Competency Reflection assignments that will accompany each quiz.

#### CSWE Competency Reflections = 300 total points

You will complete one reflection per module. Each reflection will be focused on the two or three CSWE competencies addressed in its respective module. The purpose of these reflections is to meaningfully reflect on your learning in this course and throughout your MSW pathway. These reflections will be graded by your instructor and the results will be aggregated and shared with CSWE during the GASSW reaccreditation process. The goal is not necessarily to “get the right answer” but instead to truly demonstrate your learning.

Strengths Reflection	25 Points Total
Case Studies (2)	50 Points Total
Triad Case Consultation	25 Points Total
CSWE SLIDIO Quizzes (4)	20 Points Total
CSWE Competency Reflections (4)	300 Points Total

### GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67



Percent	Final Grade	Quality Points
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

### WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

### ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).



## **CLASSROOM EXPECTATIONS**

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

## **CELL PHONES, MOBILE DEVICES, AND LAPTOPS**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if possible. A student who receives a phone call or text should step outside the classroom to respond. DO NOT take pictures or videos during class.

## **TECHNOLOGY REQUIREMENTS**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, if the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

## **TECHNICAL SUPPORT**

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

## **ACCESSIBILITY ACCOMMODATIONS**

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

## **CRISS LIBRARY**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of research within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

## **EMERGENCY PREPAREDNESS**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.



## **INCLEMENT WEATHER**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

## **NAME AND GENDER PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

## **WRITING CENTER**

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit their main location in Arts and Sciences Hall (ASH) 150.

## **SPEECH CENTER**

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

## **STUDENT SAFETY**

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

## **OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**

### **Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.





5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

<b>EPAS Competency*</b>	<b>Course Objective/Student Learning Outcome</b>	<b>Assignment</b>	<b>Dimension *</b>
1 = Demonstrate Ethical and Professional Behavior	5. Integrate professional social work values, ethics, and the law within the context of organizational and community leadership.		
2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2. Consider the influence of power and authority for leaders and supervisors.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	6. Critique leaders' roles as it relates anti-racism, diversity, equity, and inclusion (ADEI).		
4 = Engage in Practice-Informed Research and Research-Informed Practice	1. Schematize various leadership models and theories in different kinds of organizations (e.g. public/private, large/small) and communities (e.g. neighborhoods, ethnic).		
5 = Engage in Policy Practice	4. Assess the role of policy at the organizational, local, state, and federal levels to practice, supervision, and management.		
6 = Engage with	3. Develop conflict		



Individuals, Families, Groups, Organizations, and Communities	management skills in organizational and community settings.		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	3. Develop conflict management skills in organizational and community settings.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	3. Develop conflict management skills in organizational and community settings.		
9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	7. Evaluate methods of coaching, mentoring, and supervision to maximize staff efficacy and promote staff resilience.		

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing



## REFERENCES AND SUPPLEMENTAL MATERIALS

### References

- Brown, B. (2018). *Dare to lead*. New York, NY: Random House.
- Case, J. (2019) *Be fearless: 5 principles for a life of breakthroughs and purpose*. New York, NY: Simon & Schuster.
- Harley-McClaskey, D. (2017). *Developing human service leaders*. Thousand Oaks, CA: Sage Publications.
- Hassan, A., & Wimpfheimer, R (n.d.) *Human services management competencies*. The Network for Social Work Management. <https://socialworkmanager.org/wp-content/uploads/2016/01/Competency-Brochure-4-19-15-With-Forms.pdf>
- Haynes, K. S. (2019). Social workers as leaders. *Social Work Today*. Spring City, PA: Great Valley Publishing Co., Inc.
- Lussier, R. & Achua, C. (2016). *Leadership. Theory, application, and skill development* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Northhouse, P. (2019). *Leadership. Theory and practice* (8<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Renz, D. O., & Herman, R. D. (2016). *The Jossey-Bass handbook of nonprofit leadership and management* (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Rofuth, T. & Piepenbring, J. (2020). *Management and leadership in social work*. New York, NY: Springer Publishing Company.
- Steven, S. & Mead, S. (2016). *The art of strategic leadership: How leaders at all levels prepare themselves, their teams and organizations for the future*. Hoboken, NJ: John Wiley & Sons, Inc.

### Classic References

- Agass, D. (2002). Countertransference, supervision, and the reflection process. *Journal of Social Work Practice*, 16(2), 125-134.
- Allensworth-Hawkins, C. & Knox, K. (2014). Educating for international social work: Human rights leadership. *International Social Work*, 57(3), 248-257.
- Brody, R. & Nair, M. (2014). *Effectively managing and leading human service organizations*, (4th ed.) Thousand Oaks, CA: Sage Publications.
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- DeMatthews, D. & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequities. *Educational Administration Quarterly*, 50(5), 844-881.
- Hafford-Letchfield, T., Lambley, S., Spolander, G., & Cocker, C. (2014). *Inclusive leadership in social work and social care*. Great Britain: Policy Press University of Bristol.
- Kadushin, A. & Harkness, D. (2014). *Supervision in social work* (5<sup>th</sup> ed.). New York, NY: Columbia University Press.
- Munson, C. E. (2012). *Clinical social work supervision* (3<sup>rd</sup> ed.). London: Routledge Press.
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- Tafvelin, S., Hyvonen, U., & Westerberg, K. (2014). Transformational leadership in the social work context: The importance of leader continuity and co-worker support. *The British Journal of Social Work, 44* (4), 886-904.
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- Wonnacott, J. (2012). *Mastering social work supervision*. London: Jessica Kinsley Publisher.
- Young, R. (2004). Cross-cultural supervision. *Clinical Social Work Journal, 32* (1), 39-50.

### **Journals**

*Administration in Social Work*  
*Administrative Management*  
*Supervisory Management*  
*The Clinical Supervisor*  
*Journal of Social Work Practice*  
*Harvard Business Review*

