Course Overview

This course provides social work learners with the opportunity to explore workplace dynamics, communication theory, leader's influence, and the relationship between social work best practice and leadership skills. You will also analyze the use of technology as a tool for effectively serving as administrators.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, twenty-first-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths-based perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths-based perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor is holding an introductory webinar during the first unit of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the Adobe Connect technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to participate in live online meetings and record presentations using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Apply professional use of self and leadership skills with colleagues, clients, organizations, and communities. (C1.SP.A)

2   Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking and ethical decision making related to individuals, families, organizations, and communities to guide and inform ethical advanced generalist social work practice. (C1.SP.B)

3   Apply critical thinking in verbal and written communication through the use of leadership and technology with colleagues, individuals, families, groups, organizations, and communities. (C6.SP.A; C7.SP.A; C9.SP.A)

4

Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques and technologies with diverse clients, families, groups, organizations, and communities. (C2.SP.A)

5   Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources and supports to achieve goals and foster positive change. (C3.SP.A)

6   Apply leadership skills and the use of technology to inform evidence-based research practice and program evaluation to develop, implement, evaluate, and communicate interventions across advanced generalist practice settings. (C4.SP.A)

7   Apply and integrate theories of human behavior and the social environment in advanced generalist practice with individuals, families, groups, organizations, and communities. (C6.SP.B; C7.SP.B; C7.SP.B; C8.SP.B)

8   Apply leadership skills and emerging technologies in advanced generalist social work practice with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability. (C6.SP.C; C7.SP.C; C8.SP.C; C9.SP.C)

9   Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape advanced generalist practice. (C9.SP.D)

10   Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): SWK-R5014. Cannot be fulfilled by transfer.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the <u>Course Materials</u> page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum <u>computer requirements</u>. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the <u>Course Materials</u> page on Campus for more information.
Adobe Connect Hardware
  Headset with microphone
  External or built-in webcam

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use <u>Journal and Book Locator</u>. Refer to the <u>Journal and Book Locator library guide</u> to learn how to use this tool.

- Bliss, D. L., Pecukonis, E., & Snyder-Vogel, M. (2014). <u>Principled leadership development model for aspiring social work managers and administrators: Development and application.</u> *Human Service Organizations: Management, Leadership & Governance, 38*(1), 5–15.
- de Groot, S. (2016). *<u>Responsive leadership in social services: A practical approach for optimizing engagement and performance.</u>* Thousand Oaks, CA: Sage.
- Lietz, C. A., Hayes, M. J., Cronin, T. W., & Julien-Chinn, F. (2014). <u>Supporting family-centered practice through supervision: An evaluation of strengths-based supervision.</u> *Families in Society, 95(*4), 227–235.
- Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). <u>The impact of supervision on worker outcomes: A meta-analysis.</u> *Social Service Review, 83*(1), 3–32.
- O'Donoghue, K., & Tsui, M. (2015). <u>Social work supervision research (1970-2010): The way we were and the way ahead.</u> *British Journal of Social Work, 45*(2), 616–633.
- Peters, H. C. (2017). <u>Multicultural complexity: An intersectional lens for clinical supervision.</u> *International Journal for the Advancement of Counselling, 39*(2), 176–187.
- Rousmaniere, T., Abbass, A., & Frederickson, J. (2014). <u>New developments in technology-assisted supervision and training: A practical overview.</u> *Journal of Clinical Psychology, 70*(11), 1082–1093.
- Sullivan, W. P. (2016). <u>Leadership in social work: Where are we?</u> *Journal of Social Work Education, 52*(sup1), S51–S61.
- Wong, L. C. J., Wong, P. T. P., & Ishiyama, F. I. (2013). <u>What helps and what hinders in cross-cultural clinical supervision: A critical incident study.</u> *The Counseling Psychologist, 41*(1), 66–85.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- <u>National Association of Social Workers.</u> (2016). Retrieved from https://www.socialworkers.org/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project ❯❯ Collaboration with a Local Agency

Project Overview

For this project you will develop an intervention designed to address an identified community problem you have identified through collaboration with members of a local social services agency or organization. You will design and deliver to agency employees and members of a target audience a presentation outlining an implementation plan for that intervention. During that presentation you will facilitate a conversation that elicits feedback from your audience regarding the proposed intervention. You will submit a reflection paper along with your revised presentation as your final assignment.

U04a1: Problem Identification

You will collaborate with one or more social work employees from a local community services agency or organization to identify a community or agency need, and the target audience that will benefit from the intervention.

U07a1: Intervention Presentation

You will develop a presentation to be delivered to an audience comprised of agency employees and members of the target population that presents your proposed intervention and a plan for its implementation.

U10a1: Reflection Paper

After delivering your presentation during which you will be expected to engage members of the audience in a collaborative process to fine-tune your implementation plan, you will submit your revised action plan along with a reflection paper regarding the process. You will be expected to demonstrate the leadership and supervisory skills necessary to successfully complete this project. You will also be expected to utilize the appropriate technology throughout the project.

Unit 1 ▸▸ Challenges of Working in the Social Service Profession

Introduction

Social work is a challenging profession. Social workers are often asked to do more with less, serving populations that are vulnerable or living in poverty. As an industry, "social services consistently and overwhelmingly maintains the highest turnover and poorest retention rates" (de Groot, 2016). However, effective supervision has been shown to buffer the negative effects of working in social services (de Groot, 2016). This unit begins our look at effective supervision approaches.

Reference

de Groot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance*. Thousand Oaks, CA: Sage.

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
  ◦ Chapter 1, "Embracing Social Service Realities," pages 2–25.
- O'Donoghue, K., & Tsui, M. (2015). Social work supervision research (1970-2010): The way we were and the way ahead. *British Journal of Social Work, 45*(2), 616–633.

u01s2 - Introductory Webinar and Using Adobe Connect

You will participate in live webinars during this course. During these sessions, you will have the opportunity to ask questions and engage in discussions with the instructor in real time. The webinars will also be recorded for asynchronous use if you are unable to attend the live sessions or wish to review them in the future.

This first webinar will focus on introductions and an overview of the whole course, including assignments and the place of this course in the SWK program as a whole.

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to attend the webinars and to create a voice recording for the presentation due in Unit 8. For your convenience, you may download the Webinar 1 PowerPoint presentation your instructor will use for this webinar.

In preparation for using Adobe Connect to attend meetings and record presentations in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Create or access your meeting room at any time from the **My Meetings** link in the courseroom.
- Instructions and tutorials are available from the Using Adobe Connect support page.

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

Webinar 1 [PPTX]

u01d1 - What Does Effective Supervision Look Like?

Ask fellow team members about their experiences with supervision and reflect on your own experiences. In your opinion, what factors contribute to effective supervision? What factors contribute to ineffective supervision? What is one concrete change you would recommend at your agency placement to improve supervision?

Response Guidelines

Respond to a minimum of two other learners by suggesting at least one other change that could improve supervision at their agency.

Course Resources

Graduate Discussion Participation Scoring Guide

The Impact of Supervision on Worker Outcomes: A Meta-Analysis

Unit 2 ❯❯ Responsive Leadership: From Supervision to Inspiration

 Introduction

Research has shown that quality supervision can buffer negative aspects of an organization and the social work profession. In this unit, you will look at how effective supervision is a product of effective leadership. You will also interview a social work leader in your community and identify a need in your agency or community you would like to address for your course project. Allow yourself adequate time to complete the interview and ask followup or clarifying questions, if needed, before your assignment is due.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
    - Chapter 2, "Responsive Leadership," pages 26–50.

Internet Resources

Navigate to the home page of the National Association of Social Workers, search for "best practice supervision" and review all relevant materials.

u02d1 - Approaches to Supervision

The readings for this unit included definitions and approaches to supervision and leadership: responsive leadership and the NASW's best practice standards. Compare and contrast the different models. What common factors can you identify? What differences can you identify?

Give an example from your work or field placement experience that illustrates the use, or lack thereof, of responsive leadership or NASW's best practice standards.

Response Guidelines

Respond to a minimum of two other learners by comparing your experience to the experience they describe in their post. What similarities are there? What differences?

Course Resources

Graduate Discussion Participation Scoring Guide

National Association of Social Workers

Unit 3 ➤➤ Understanding Yourself and Your Role as a Supervisor

Introduction

This unit examines perception and how perception impacts experience. You will complete the preferred leadership profile (PLP) as part of this unit. The PLP will help you begin to look at your own perceptions and experiences, and explore how it might be used in supervision and leadership.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
    - Read Chapter 3, "Perception Is Everything," pages 52–77.
    - Read Appendix B, "Preferred Leadership Profile," pages 224–234. Please complete the survey in preparation for this unit's discussion question.
        - The PLP is a tool to help an employee and a supervisor understand the employee's preferred leadership style. This document covers a variety of topics related to supervision and leadership and will help you understand your values and motivations. You will not be required to share your completed profile with any current supervisor.

u03d1 - The Preferred Leadership Profile

Be sure you have read Chapter 3 in your textbook and completed the PLP located in Appendix B. This profile can take up to two hours, so please plan accordingly.

After you complete Chapter 3 and the PLP, address the following:

- What stood out to you in the profile as particularly important to you as a worker?
- Do you believe it would be valuable to share your completed PLP with your supervisor? Why or why not?
- Describe how you could use the PLP in a leadership or supervisory role.
- Are there other considerations you think should be included in the PLP?

Response Guidelines

Respond to a minimum of two other learners by identifying and reflecting on areas where your responses were either similar or different.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 ≫ The Value of Knowing Others

Introduction

Quality leadership requires the ability to understand the needs, values, goals, and strengths of individual workers. In this unit you will look at two scenarios and how responsive leadership will help you understand the people you supervise. You will also submit your intervention plan for the need you identified in your community or agency.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
    - Read Chapter 4, "Meaning Making," pages 78–124.

Internet Resources

Please visit the home page of the National Association of Social Workers and search for the term "ethics." Relate anything you find to responsive leadership, as defined in your textbook.

u04a1 - Problem Identification

Overview

For your first assignment you will collaborate with one or more employees of a local community service organization or agency to identify a community or agency need, as well as the target audience impacted by the problem. Based on the information gathered during this collaboration, you will continue with your project by developing an intervention plan designed to address your identified problem. You will then develop and deliver a presentation outing that plan to an audience that includes agency employees and members of your target population.

Instructions

- Schedule a meeting with professionals at a community services organization/agency and collaborate with them to identify a community or agency problem as well as the target population impacted by the problem.
- Conduct academic research to identify evidence-based resources related to similar problems and/or target populations.
- Identify theories of human behavior and/or the social environment that can guide the development of an intervention designed to address the problem.
- Describe the potential impact dimensions and differentiation in diversity that must be considered when developing an intervention.
- Identify core values and ethical standards that must be considered during the development of an intervention.
- Describe the potential impact that technological, political, economic, social cultural and environmental factors may have on the development, presentation, and implementation of an intervention.
- Identify leadership and supervisory skills that will be needed to develop, present, implement and evaluate an intervention.
- Apply critical thinking to the development of an intervention.
- Communicate in a manner that is scholarly professional, and consistent with expectations for members of the social work profession.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting standards. Include a title page, reference page, headers, and appendices as applicable.
- **Cited Resources:** Minimum of four scholarly resources. All literature cited should be current, with publication dates within the last 5 years.
- **Length of Paper:** Minimum of four double-spaced pages.
- **Font and Font Size:** Times New Roman, 12 point.

Unit 5 ≫ Diversity and Technology Issues in Social Work Supervision

Introduction

This unit focuses on two topics important to supervision: you will look at the role of technology in relation to supervision and you will also examine the impact of diversity on the supervisory relationship.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following articles on the issues of technology and diversity in a supervisory context:

- Rousmaniere, T., Abbass, A., & Frederickson, J. (2014). New developments in technology-assisted supervision and training: A practical overview. *Journal of Clinical Psychology, 70*(11), 1082–1093.
- Peters, H. C. (2017). Multicultural complexity: An intersectional lens for clinical supervision. *International Journal for the Advancement of Counselling, 39*(2), 176–187.
- Wong, L. C. J., Wong, P. T. P., & Ishiyama, F. I. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *The Counseling Psychologist, 41*(1), 66–85.

u05s2 - Midpoint Webinar

In this webinar, you will have an opportunity to discuss how the course has been going so far, as well as to ask questions about any upcoming assignments. Please bring any and all questions!

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, you may download the Webinar 2 PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

Using Adobe Connect

Adobe Connect Hardware
1. Headset with microphone
2. External or built-in webcam

u05d1 - Diversity and Supervision

After reviewing the readings for this unit and reflecting on your past experience, describe a situation you have experienced where diversity was a factor in a supervisory relationship. Then, answer the following:

- Were you the supervisor or the supervisee?
- Was the issue of diversity addressed directly? What was the outcome?
- How do you think the situation could have benefited from one of the approaches you learned about in this unit?

Response Guidelines

Respond to a minimum of two other learners' posts by comparing and contrasting their experiences with yours.

Course Resources

Graduate Discussion Participation Scoring Guide

New Developments in Technology-Assisted Supervision and Training: A Practical Overview

What Helps and What Hinders in Cross-Cultural Clinical Supervision: A Critical Incident Study

u05d2 - Technology and Supervision

Rousmaniere, Abbass, and Frederickson's 2014 article describes the latest technology being used in supervision and training. After reviewing this article, describe any experience you have receiving or providing supervision with the technology identified.

- What barriers did you experience? What were the benefits?
- If you do not have any experience with the technology presented, imagine that you were receiving supervision via one of the technologies. What barriers might you encounter? What might the benefits be?

Response Guidelines

Respond to a minimum of two other learners' posts by suggesting additional barriers or benefits of using technology to provide supervision.

Course Resources

Graduate Discussion Participation Scoring Guide

New Developments in Technology-Assisted Supervision and Training: A Practical Overview

Unit 6 ≫ Strengths-Based Approach to Leadership

Introduction

Social workers understand the importance of using a strengths-based approach to work with clients. In this unit, you will explore the use of a strengths-based approach to supervision.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
  - Read Chapter 5, "A Strengths Focus and Quality Leadership," pages 125–156.
- Lietz, C. A., Hayes, M. J., Cronin, T. W., & Julien-Chinn, F. (2014). Supporting family-centered practice through supervision: An evaluation of strengths-based supervision. _Families in Society, 95(_4), 227–235.

u06d1 - Experiences with Supervision

Following your review of the reading for this unit, reflect on your experience with clinical supervision, either in a professional social work role or your field placement. Answer the following:

- Did the supervisor (you or someone else) consistently use elements of a strength-based approach?
  - Which ones? What was the outcome?

- If not, which elements would you like to see implemented by a supervisor? How do you think this implementation would change the agency environment?
  - How do you see a strength-based approach to supervision impacting responsive leadership?
  - As a supervisor, share two concrete steps you will take to implement a strength-based approach to supervision.

Response Guidelines

Respond to a minimum of two other learners by commenting on potential outcomes of implementation of their plan.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 ›› Seven Domains for Inspiration

 Introduction

The seven domains of key performance motivators are:

1. Relationship domain.
2. Vision and values domain.
3. Mission and goals domain.
4. Appreciative domain.
5. Personal and professional growth domain.
6. Feedback domain.
7. Strengths domain.

Individual workers are motivated by different reasons at different times. If a supervisor understands which domain is most motivating to a specific worker, they can then be a source of inspiration for that worker. In this unit, you will explore the domains, as well as ideas and strategies for working within each one.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following:

- In the _Responsive Leadership in Social Services_ text:
  - Read Chapter 6, "Doing Quality Leadership: Practical Strategies for Inspiring," pages 157–171.
  - Read Appendix A, "Key Performance Indicators Scale," pages 220–223.
    - Workers are motivated in a variety of ways. The Key Performance Motivators Scale helps you to understand what motivates you in the workplace. Understanding motivation is important because workers will not work to their potential if motivators are not present. You will not be required to share your completed document with any current supervisors.

u07d1 - Inspiration and Motivation

Review de Groot's seven domains for inspiration in Chapter 6 and complete a key performance motivator appraisal form, located in Appendix A of your text. After you complete the form, address the following:

- Which motivators ranked highest for you?

- Think about a supervision situation you have experience with. Describe the situation and which motivators were present.
    - How did the presence or absence of motivators impact the supervisory situation?
- Choose one motivator and describe, as a supervisor, how you would implement that motivator.

Response Guidelines

Respond to a minimum of two other learners' posts with additional suggestions for how to implement the motivator they identified. Where relevant, cite resources.

Course Resources

Graduate Discussion Participation Scoring Guide

u07a1 - Intervention Plan Presentation

Overview

For your second project assignment, you will develop a presentation to be delivered to an audience comprised of agency employees and members of the target population that explains your proposed intervention and a plan for its implementation. You should develop this presentation utilizing technology you feel is appropriate for your target audience. Submit your presentation; once it has been graded and you have received feedback from your instructor, you will want to fine tune the presentation prior to delivering it to your target audience.

Instructions

- Develop a presentation that explains your proposed intervention plan to your target audience.
- Identify pertinent evidence-based research to help explain and support the intervention plan and its implementation.
- Develop an intervention plan and a presentation outlining its implementation that address the potential impact of dimensions and differentiation of diversity.
- Develop an intervention plan and a presentation outlining its implementation that is guided by core values and ethical standards.
- Develop a presentation that facilitates collaboration with agency professionals and members of the target population to address concerns regarding the implementation of the proposed intervention plan.
- Apply appropriate leadership and supervision skills to the development of an intervention plan and a presentation outlining its implementation.
- Utilize appropriate technology to develop an intervention plan and a presentation outlining its implementation.
- Apply critical thinking to the development of an intervention plan and a presentation outlining its implementation.
- Communicate in a manner that is scholarly professional, appropriate to the target population and consistent with expectations for members of the social work profession.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting standards. Include a title page, reference page, headers, and appendices as applicable.
- **Cited Resources:** Minimum of four scholarly resources. All literature cited should be current, with publication dates within the last 5 years.

Course Resources

APA Style and Format

Unit 8 ➤➤ Resistance and Opposition in Supervision

Introduction

Employee resistance and opposition are defined as "attitudes and/or behaviors that appear to be incongruent with employee expectations for preferred behavior and practice" (de Groot, 2016, p. 173). When dealing with resistance and opposition, a supervisor's approach is based on how that supervisor perceives and understands the behavior. In this unit, you will explore underlying assumptions, guiding principles, and proactive approaches to engage and resolve these issues.

Reference

de Groot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance*. Thousand Oaks, CA: Sage.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- In the <u>*Responsive Leadership in Social Services*</u> text:
  ◦ Read Chapter 7, "Understanding and Approaching Resistance and Opposition," pages 172–214.

u08d1 - The Care-Fronting Approach

Describe a time in your career when you or someone you know approached an employee perceived as resistant or oppositional. Compare how the employee was approached to the care-fronting approach advocated by de Groot in your *Responsive Leadership in Social Services* text. What was similar? What was different? What could have been done to achieve a better outcome?

Response Guidelines

Respond to a minimum of two other learners' posts by comparing and contrasting your experiences, suggesting other elements of the care-fronting approach that could be used.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 ❯❯ Developing a Leadership and Supervision Plan

Introduction

Self-evaluation and professional development are part of practicing professional social work. In this unit you will use what you have learned in this course, along with your critical thinking skills, to evaluate your skills in leadership and as a supervisor. In addition, you will create a professional development plan related to leadership and supervision.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- In the *Responsive Leadership in Social Services* text:
    ◦ Read Chapter 8, "Epilogue," pages 215–219.

u09d1 - Evaluating Leadership Strengths and Challenges

Evaluate your strengths a supervisor and leader using the preferred leadership profile, the key performance motivators scale, the seven domains for inspiration, and other concepts from your course text. Then, address the following:

- Identify areas where you could improve.
- Develop two goals and two concrete action steps for each goal.
- Identify barriers that could interfere with goal attainment.
- Identify strategies to address potential barriers.

Response Guidelines

Respond to a minimum of two other learners' posts by suggesting other strategies to address potential barriers. Where relevant, cite resources.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Personal Reflection on Leadership and Supervision

Introduction

In this unit, you will take some time to reflect on your experiences in the courseroom and in practice. You will also look ahead and identify how you can contribute to the social work profession in supervisory and leadership roles.

Learning Activities

u10s1 - Studies

Readings

Please use the Capella library to complete the following:

- Sullivan, W. P. (2016). Leadership in social work: Where are we?*Journal of Social Work Education, 52*(sup1), S51–S61.
- Bliss, D. L., Pecukonis, E., & Snyder-Vogel, M. (2014). Principled leadership development model for aspiring social work managers and administrators: Development and application. *Human Service Organizations: Management, Leadership & Governance, 38*(1), 5–15.

u10d1 - Key Elements of Effective Social Work Supervision

Review the readings for this unit. Reflect on your experience with leadership and supervision in social work, as a supervisor, a supervisee, or both.

- What do you see as the key elements of effective social work supervision?
- What do you see as the key elements of effective social work leadership?
- How can you contribute to the profession of social work in supervisory and leadership roles?

Response Guidelines

Respond to a minimum of two other learners' posts by comparing and contrasting their key elements with the ones you identified.

Course Resources

Graduate Discussion Participation Scoring Guide

u10a1 - Reflection Paper

Overview

For your final project assignment, you will reflect on the overall experience of collaborating with a community agency and the population it serves to identify a problem, draft an intervention plan to address the problem, and deliver a presentation to a target population outlining the intervention plan.

Instructions

- Make revisions to your intervention plan based on the feedback you received from your target audience. Submit this plan as part of your final assignment.
- What did you learn from participating in collaborative processes with both agency professionals and members of your target audience?
- Describe how theories of human behavior and the social environment informed the development your intervention plan, the development and delivery of the presentation that outlined and supported the implementation of your intervention plan and your collaboration with agency professionals and members of your target audience.
  ◦ Describe how theories of human behavior and the social environment informed the development of an intervention plan and a presentation of the plan.
- Analyze the impact of dimensions and differentiation in diversity on relationships, intervention techniques and the use of technology.
- Describe the core values and ethical standards that impacted the development of your intervention plan and the development and delivery of the presentation that outlined and supported it's implementation.
- Describe the leadership and supervisory skills that you utilized throughout the course of this project.
- Describe the process of utilizing technology to facilitate both your intervention plan and your presentation.
- What are the most valuable lessons you have learned as a result of completing this project, and how will those lessons inform your continuing education and your professional practice?
  ◦ Describe how lessons learned through the development and presentation of an intervention plan will inform continuing education and professional practice.
- Communicate in a manner that is scholarly professional, and consistent with expectations for members of the social work profession.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting standards. Include a title page, reference page, headers, and appendices as applicable.
- **Cited Resources:** All literature cited should be current, with publication dates within the last 5 years.
- **Length of Paper:** Minimum of four double-spaced pages.
- **Font and Font Size:** Times New Roman, 12 point.

Course Resources

APA Style and Format