

How to Use This Teaching Guide

This teaching guide, published in 2022 and updated in 2024, is a companion text to the fourth edition of *Interactional Supervision* by Lawrence Shulman. Shulman's work has served as the guidepost for social work supervision practice for more than 30 years. He was the first to introduce the interactional model, work-phase skills, skills of helping, and the concept of parallel process. This guide continues to support Shulman's most recent edition by providing additional teaching resources that align with the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Moreover, we have improved assignment and exercise directions based on two years of use and feedback.

Historically, social work educators focused on what was being taught and how it was being delivered (method). However, with the 2008 CSWE adoption of a competency-based framework, the emphasis shifted from content and delivery to student learning outcomes (CSWE, 2015). Now educators design courses by first identifying student learning outcomes and then developing opportunities for students to demonstrate their learning. This course design process is called *backward design* (Fink, 2013). Competence is the ultimate goal in social work education. CSWE (2022) has identified nine core competencies and behaviors for generalist practice. Competence is multidimensional and requires the student's ability to integrate and apply knowledge, values, skills, and cognitive and affective processes.

This guide provides 13 chapters of teaching resources that correspond with the 13 chapters in *Interactional Supervision*. The teaching resources align Shulman's concepts with all the 2022 CSWE learning dimensions and competencies. For example, reading questions and reflections deliver opportunities for students to demonstrate their knowledge, values, and cognitive and affective processes. Additionally, assignments and exercises offer opportunities for students to demonstrate skills and advanced practice behaviors.

Intentional Course Design

It can be intimidating to teach a course for the first time, use a new textbook, or learn how to develop activities that allow students to demonstrate specific competencies. This guide makes the process easier by providing quality resources (reading questions, assignments, exercises, etc.) that are explicitly associated with the nine core competencies. Additionally, the

recommendations about how to use these teaching tools are grounded in adult learning theories and constructivist ideology. To begin, identify the learning outcomes (behaviors) that you want students to achieve in your course. Sometimes these are predetermined by your program. Then identify the competency (1–9) that is associated with each learning outcome. Consult Appendix A: Matrix of Learning to see a list of CSWE competencies. If you are unclear about which competency your learning outcome fits within, please review the [2022 Educational Policy and Accreditation Standards](#) (CSWE, 2022)—a free online resource.

Once you have identified the competencies that you want students to demonstrate, you are ready to begin identifying content and exercises for your course. Each chapter provides a menu of options from which educators can select the most appropriate questions, exercises, and/or assignments that align with your identified competencies. Refer to Appendix A: Matrix of Learning and identify the chapters in this guide that have teaching resources to address your identified competencies. The teaching resources in these chapters provide advanced assignments and exercises for students to demonstrate competence at a graduate level. However, students must also develop or build competence. Therefore, there are additional teaching resources in each chapter for students to demonstrate knowledge, values, skills, and cognitive and affective processes. These are the building blocks of competence. See Appendix B: Syllabus Snapshot for an example of how to apply varied content to a fictitious course for specific CSWE competencies.

Each chapter includes five sections: Reflections, Assignments, Reading & Exam Questions, In-Class Exercises, and Online Exercises. Page numbers referenced throughout this guide correspond to the print copy of *Interactional Supervision* (4th edition). We do not intend for every resource and exercise in this guide to be used during a course, but rather that educators will select the resources and exercises that align best with their course design and objectives and ensure students have the opportunity to demonstrate all the dimensions of competence expected for the course. The following segment provides guidance on how to use the guide’s teaching resources to engage students in their learning.

Reflections

The social work profession has a universal set of values regardless of the area of practice: service, social justice, dignity and worth of a person, importance of human relationships,

integrity, and competence (National Association of Social Workers [NASW], 2021). However, social work scholars agree that it is difficult for students to demonstrate values as well as cognitive and affective processes. These scholars suggest using reflection exercises in connection with demonstrated competence (Drisko, 2014; Poulin & Matis, 2015). Therefore, each chapter of this teaching guide has reflection exercises that correspond with the same chapter in *Interactional Supervision* (4th edition). The reflections allow opportunities for students to articulate their values, critical thinking, and/or feelings about the course content. Educators should expect that responses will differ based on cultural, racial, and gender identities. Discussing differences in responses while promoting belonging assists everyone in accepting multiple perspectives and creates transformative discourse.

Educators can select one or more reflections for students to complete each week. Students could then complete their responses as a discussion board post or bring their responses to class to prepare for an in-class discussion. Additionally, educators could use reflection questions during class as a think-pair-share activity. Bain (2004) recommends the think-pair-share teaching practice to engage all students. It is a simple process in which you pose a reflection question and give students time to write down their answers. Then you ask students to pair up and share their responses. Finally, you ask students to report out.

Assignments

Each chapter has one assignment that significantly extends concepts from the corresponding chapter in *Interactional Supervision* (4th edition). Educators should take care to select assignments that align with predetermined course competencies. Consult Appendix A: Matrix of Learning to identify the chapters associated with your predetermined course competencies. It is recommended that educators provide all assignment guidelines, due dates, and grading criteria at the beginning of the course. A suggested term assignment combines the assignments from chapters 3, 6, and 13 and culminates in the student's development of a personal supervision statement.

In the guide, the assignments are headed with a title, a CSWE competency, and the advanced skills that will be demonstrated through the completion of the work. All assignments were developed to achieve advanced levels of competence according to CSWE requirements and are intended for graduate-level students. To achieve these high levels of cognitive processing,

assignments were designed using Bloom's taxonomy (Anderson et al., 2001). Therefore, assignments require students to apply, analyze, evaluate, and create content. See Appendix C: Bloom's Taxonomy for a hierarchy of cognitive processes.

Reading & Exam Questions

Reading and exam questions, and their answers, are provided for each chapter. These questions assess student knowledge, specifically whether students know the material presented in the *Interactional Supervision* (4th edition) text. Before assigning questions to students, educators should remove the answers. The answers are a resource and grading tool for the educator and stem directly from the textbook. It is not assumed that students will answer the questions as thoroughly as the answers provided in the guide, yet the answers should encapsulate the concepts.

Educators can use this bank of questions in different ways. You could select a couple of questions that you feel capture the primary concepts in the reading. To increase the motivation of students, tell them the reason why the questions were selected. Then have the students answer them prior to coming to class. Having students complete these questions prior to class assures you that students have read and know the primary concepts. This allows you to build on the concepts and engage in more complex exercises during class time without having to revisit the content covered in the text.

Another engaging way to use the bank of questions is to develop quizzes-on-the-go. This concept was developed by Mick Charney at Kansas State University and revised by David Gooblar, a scholar in teaching pedagogy (Gooblar, 2019). The practice requires educators to give students a 10-question (or less) quiz at the beginning of class. Students complete as much as they can independently. After students have completed the quiz, inform them that the answers to the quiz are infused into that day's lecture. While some educators suggest allowing students to modify answers throughout the lecture, it is our experience that students become too focused on finding answers and miss out on the overarching concepts. Therefore, we suggest that educators using quizzes-on-the-go provide time at the end of class to allow students to modify their answers and turn in their quizzes. This process helps students to remain alert and engaged throughout the lecture.

Educators can also use the bank of questions to develop typical quizzes or exams that require remembering concepts from the readings. These quizzes and exams can be delivered in class or online. Please note that using questions from the bank of questions is not recommended for in-class or online discussions. The questions merely assess knowledge or recall.

In-Class Exercises

Each chapter has a selection of in-class exercises for educators to choose from. In-class exercises can be facilitated in person, or online in a synchronous environment with minimal modification. The exercises are headed with a title, a CSWE competency, and the advanced skills that are demonstrated through the completion of the exercise. Exercises engage students in advanced behaviors expected in graduate education. Similar to assignments, in-class exercises are designed to provide opportunities for students to apply, analyze, evaluate, and create concepts that build on content from the text (see Appendix B: Bloom's Taxonomy). Jeane Anastas (2010), the author of *Teaching in Social Work: An Educator's Guide to Theory and Practice*, suggests that skills are best taught through training and coaching. In the classroom, educators are given a chance to train and coach through the use of exercises. This guide provides exercises for each chapter that allow students to demonstrate advanced skills and competence as well as receive coaching from professors. The exercises are outlined in a step-by-step fashion. Some exercises include evaluating supervision videos, analyzing dilemmas in a case scenario, applying work-phase skills in a role-play, and creating performance evaluations.

The effectiveness of classroom exercises depends on the classroom environment and instructional support. McKeachie and Svinicki (2011) recommend (a) assigning groups to ensure diversity and break up friend groups, (b) having students discuss effective group functioning, (c) having students determine how they will address the tasks, (d) moving around and listening to what is confusing, and (e) grading with a combination of individual and group measures. We also suggest "reaching inside silence" and "checking for underlying ambivalence" with students about engaging in classroom exercises like role-plays. In this way, educators model the supervisory process and enhance students' ownership of their learning. Much like the supervisee, the student needs to understand the purpose of the activity, have a chance to share their concerns, and have their concerns acknowledged.

Appendix H: Handouts provides materials to support in-class and online exercises. If there are handouts associated with chapter exercises, educators will be directed to the appropriate documents in Appendix H. Finally, Appendix I: Slides, provided separately via email, comprises PowerPoint slides that correspond with in-class exercises.

Online Exercises

Reflections, assignments, exercises, and questions can all be used for online teaching. The information outlined above provides guidance on how to integrate these resources online. Similar to in-class exercises, online exercises are designed to provide opportunities for students to apply, analyze, evaluate, and create concepts that build on content from the text (see Appendix B: Bloom's Taxonomy). Online exercises were developed for asynchronous teaching with the aid of a learning management system (LMS) like Blackboard, Moodle, or Canvas. The LMS should allow for students to upload videos and engage in asynchronous discussions. Any additional applications or programs needed for online exercises are available for free to ensure accessibility. The downside of free applications is that user agreements may require shared ownership of content. It is recommended to use university-licensed applications when available.

To teach supervision online, it is essential that educators create a community of inquiry (CoI) to promote an open and engaged learning environment. CoI theory was developed by a team of colleagues to provide the core elements of a worthwhile educational experience and explain the nature of educational transactions (Garrison et al., 2001). CoI is grounded in constructivist approaches and John Dewey's progressive understanding of education (Swan et al., 2009). The critical elements of the framework are cognitive presence, social presence, and teaching presence (see Appendix D: Community of Inquiry). *Cognitive presence* is the extent to which learners can construct and confirm meaning through ongoing exploration, integration, and resolution in a process of reflection and discourse (Garrison et al., 2001). *Social presence* is defined as "the ability of the participants to identify with the community, communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities" (Garrison, 2009, p. 352). *Teaching presence* is defined as "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing the personally meaningful and educationally worthwhile learning outcomes" (Anderson et al., 2001, p. 5).

Educators are encouraged to consider the development of each element of the CoI in online education with additional attention toward a social presence. A social presence is emphasized because it is necessary for students to see one another as real and human. This creates space for empathy and a willingness to take chances as well as give and receive feedback. A social presence is communicated in a personalized welcome video or slideshow about your interests. Furthermore, students should be encouraged to share information about themselves in a video, image, or collage. Another way to engage students is to have a talking point each week. Educators ask a question related to the reading that connects to the students' lives. This can be done through Padlet (<https://www.padlet.com>). Educators develop the question in a Padlet (individuals are granted three free Padlets) and post the link in the course management system under the module for the week. Students have fun posting a one- or two-minute video and gain a deeper social presence.

Social presence is also enhanced by regular announcements, timely feedback, and group projects. Online courses can feel isolating without meaningful connections to others. Real connections help students engage more deeply with the course content and discussion board posts. When groups are used, educators should assign them and not expect students to find partners. Students appreciate it when educators help group members connect and provide clear group expectations. For a solid foundation, give students their group members' email addresses during the first week. Provide detailed information about how to meet using your institutions' video conferencing resources like Google Meet or Zoom. Have them find a time to meet remotely during the first week of the semester. Explain that the purpose is to review the course expectations and group assignments and submit a collective document with their questions about the course and commitments to each other to ensure success in the course. Students should be given some credit for completing this task.

The effectiveness of reflections and online exercises depends on a supportive social presence. Educators should take care to select online exercises that align with your predetermined course competencies. Consult Appendix A: Matrix of Learning to identify the chapters associated with your predetermined course competencies. Each online exercise is headed with a title, a competency, and the advanced skills that will be demonstrated through the completion of the exercise. Online exercises in this guide engage students in advanced behaviors expected in graduate education. The online exercises in this guide typically use a two-phase

LMS discussion board format. The phase one post challenges students to integrate content from the text with external sources, to apply or evaluate the material, or create resources; while the phase two post often tasks students with providing constructive feedback to their classmates, putting into practice an important element of supervision.

Appendices E, F, and G provide tools to assist educators in teaching online. Two resources are guidelines that educators may modify and put in course syllabi for students in hybrid and online courses. Appendix E: Guidelines for Online Learning: “Netiquette” describes professionalism and courtesy in all forms of online communications and discourse. Appendix F: Guidelines for Discussion Board Posts provides student expectations related to all course posts. Appendix G: Scoring Rubrics for Discussion Board Posts is a sample grading rubric for one-phase and two-phase discussion board posts. It is recommended that educators use a standard scoring rubric with clear expectations for students regarding online posts. All of these tools can be found in the appendices of this guide.

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