



The Brooks/Cole Social Work E-Communicator *Brought to you by The Wadsworth Group*

Welcome to the Brooks/Cole Social Work E-Communicator. The goal of our quarterly newsletter is to communicate with you, our valued customer. Our intent is to provide you with informative news, announcements, great ideas in teaching, and an opportunity for you to find out more about us.

Announcements

- We'll be at the 2004 APM in Anaheim – please stop by our booth! **Booth numbers: 318, 320, 322**
- Do you have any announcements that you would like us to include in our next edition?
Please e-mail Caroline with your announcement by 3/15/04 at caroline.concilla@thomson.com

Great Ideas in Teaching

We'd like to highlight and share great ideas in teaching social work... whether it's an activity, a unique lesson, or a self-created web component, we'd love to showcase your great teaching efforts. To submit a "Great Ideas in Teaching" Social Work example, please e-mail Caroline at caroline.concilla@thomson.com OR, if you have a text proposal in mind that reflects YOUR great teaching, please email Executive Editor, Lisa Gebo at lisa.gebo@thomson.com

Hot Topic

THE CHANGING FACE OF SUPERVISION

Article by Robert Cohen

Author of **Clinical Supervision: What to Do and How to Do It**
2004©

Brooks/Cole Publication



Supervision has evidenced great change in the thirty years I have spent doing it, teaching it, and writing about it. In the early seventies, many clinicians were "supervision junkies", and counseling, social and health services liberally fed the habit, allocating resources for supervision with rare fiscal restraint. Clinical supervisors mainly focused on strengthening the clinical performance of their staff members using simple, straightforward methods passed down from earlier generations of supervisors. Today's clinical supervisor has access to a growing literature and a burgeoning array of sophisticated tools that are being developed to match the challenges of an increasingly complex clinical as well as *business* environment. In this last regard, clinical supervisors are also more likely to be "supervisor/managers", charged



Cohen article continued

with additional responsibilities that focus on such issues as budget, resource allocation, productivity, and risk management.

As a young clinician and beginning supervisor, I heard my supervisor reassure me that even though I didn't know what I didn't know, *she did*. We would spend several hours a week (*several hours per week!*) reviewing my clinical cases and discussing how I could help my new supervisees with theirs. Her primary responsibility was to help me learn what I needed to know in order to provide good care- before the days of managed care (or what some now call managed profits). Truth be told, our mental health center's emphasis on extensive training also went a long way to relieve my (and her?) terror about possibly hurting someone.

Back then, the supervisory contract was usually a verbal agreement that had a simple focus. The supervisor was responsible to facilitate the supervisee's clinical professional growth while looking out for the well being of the client. Supervisees reviewed what they did with clients in supervision sessions as well as their personal reactions to "case material". There were essentially no conceptual models available and little empirical evidence or theory to help guide supervisors in the management of these sessions. Supervisors did what *their* supervisors did, which generally consisted of processing the content of client meetings verbally and at times, in written form. These "indirect" methods were almost exclusively used to assess the supervisee's work as the basis for feedback.

Not until family and behavioral approaches started to become more popular through the late seventies, eighties and nineties, did direct observation of the clinician's work become fairly commonplace. "Direct" assessment methods such as live observation, audio and videotaping started to supplement the almost exclusive use of verbal report. Good clinical supervisors also began to attend to their supervisees' multicultural attributes, experience, developmental level, and learning style as part of a comprehensive assessment.

These important assessment features have increasingly been utilized to inform the context of supervisory interventions, which have also become more refined. For example, I have recently organized a clinical supervision model that suggests the use of culturally competent, educational, and strength-based approaches to intervention in ways that parallel the use of these methods in clinical practice. Similar use of "core" relationship skills are also suggested as well as a more extensive understanding of the ethical use of self- both in the development of the supervisory relationship and as interventions in and of themselves. These contributions and those of many practitioners and theorists have helped to advance the practice of clinical supervision in ways that are increasingly sophisticated and comprehensive.

The supervisor role has also become far more complex as responsibilities have become more diverse. For example, many if not most supervisors these days have managerial responsibilities attached to their roles as clinical supervisors. Not only are they responsible for facilitating clinical professional growth, many supervisors must also be informed and inform their supervisees about "agency risk management policies (including legal and ethical considerations, evaluation, and documentation) and practical nuts and bolts procedures and policies. They [clinical supervisors] also often represent the needs of their supervisee/staff members and help negotiate a satisfactory fit between their needs and those of the organization" (Cohen, 2004, p. 15). The supervisory contract itself has become more comprehensive as it mirrors the complexity of the job. In fact, many recommend that the contract be a detailed, written agreement so that expectations, responsibilities and requirements are spelled out as a kind of mutual "informed consent".

All the aforementioned changes have been occurring in a fiscal environment which has become steadily more restrictive. Administrative directors have come to treat the business of counseling, mental health and health as a "business" focusing on ways to cut costs and create greater productivity. Clinical supervisors are often middle managers who literally feel "in the middle" as they are entrusted to interpret and implement directives from senior administrators while at the same time, act to represent the needs of their staff members and clients. As I consult in a variety of these settings, I find that many clinical supervisor/managers wish to spend more and more time focusing on managerial issues. Discussions of risk management, evaluation, progressive disciplinary actions, staff/client ratios, etc. more than complement discussions involving strategies related to the growth of their staff members as good clinicians.



Cohen article continued

As we move further into the 21st century, supervisors will no doubt be called upon to strengthen their managerial expertise as clinical supervision is conducted in a more “businesslike” atmosphere. At the same time, they will almost certainly continue to increase their knowledge and skill in the clinical arena. The most effective supervisors in the field will be those who understand the importance of balancing good clinical work with administrative acumen. They will be the ones who realize that nothing in business beats an excellent product. This “product”, state of the art clinical practice and supervision, is not only a way to provide excellent care for our clients, but it is also one of the most powerful ways to make the business of health and mental health a thriving enterprise.

Reference

Cohen, R. (2004). *Clinical Supervision: What to Do and How to Do It*, Belmont, CA.: Brooks/Cole.

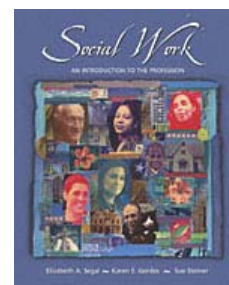
Spotlight On

SOCIAL WORK: AN INTRODUCTION TO THE PROFESSION

Brooks/Cole Publication

By Elizabeth Segal, Karen Gerdes, Sue Steiner all of
Arizona State University

2004© (Available in casebound and paperback versions)



As most social workers can attest, the practice of social work is about change. It is about creating change with individuals, families, communities, and organizations. It is also about adapting to the constantly changing environments in which we practice. The practice of social work can be fraught with tension and disappointment - clients don't always improve and/or systems remain destructive rather than constructive. It can also be incredibly exciting and rewarding for people with the desire to change society and improve lives. *Social Work: An Introduction to the Profession* presents both aspects of the profession. This balanced presentation helps students determine if social work is the right career for them. It also demonstrates why the profession is so exciting and fulfilling, encouraging those who find a good fit to continue in the field.

Social Work: An Introduction to the Profession presents the many aspects of social work to new students in a way that is thorough, balanced, motivating, and grounded. The book includes real-life scenarios from recent events. Each chapter presents an overview of a key area in which social workers are slowly but perceptibly changing the world, enlivened with the voices and experiences of real field workers and real clients. The result is an introductory text rare in both the accuracy of its descriptions and the immediacy with which it brings social issues, and social workers, to the attention of the reader.

There are several areas in which this text is unique, each of which offers advantages to both teachers and students:

- *Social Work: An Introduction to the Profession* is the only introductory text to tackle, head-on, the problems that can be caused by language in the study and practice of social work.
- Each chapter contains a first-person account by a social worker in the field. These “front-line” stories frankly and vividly portray the real struggles and rewards of the profession. This encourages students to further explore the areas of



Segal/Gerdes/Steiner article continued

social work that most appeal to them, and to honestly evaluate whether they wish to devote their lives to a job that can be both frustrating and deeply gratifying.

- In addition to the usual discussion questions at the end of each chapter, *Social Work: An Introduction to the Profession* includes a set of five exercises that will help students concretize important concepts and information. This makes the volume a workbook, as well as a textbook. The exercises can be used in class or assigned as homework, used as a basis for oral discussion or written answers, handled in one period or broken up to cover several learning sessions. This flexibility allows teachers and students to customize their use of the book to fit their particular demands and preferences, making the information more memorable and useful overall.

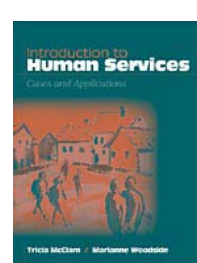
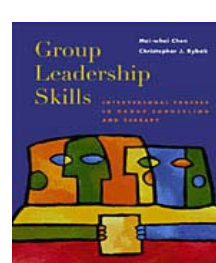
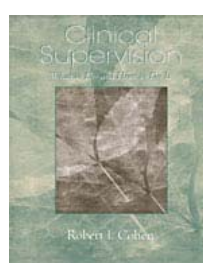
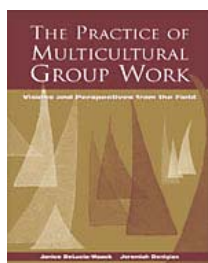
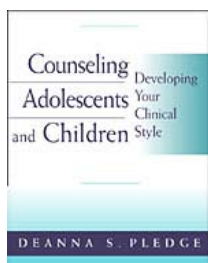
- The book is accompanied by a versatile online instructor's manual, complete with test questions, a sample syllabus, and multimedia presentation options, offering many ways to add variety and interest to the material. Instructors can access detailed chapter outlines, additional suggestions for class activities, and Power Point presentations. Instructors who are teaching for the first time will find these resources invaluable for guiding their teaching strategies, while longtime instructors can explore a range of interesting, fresh ways of exploring familiar material.

Feedback from students and teachers who have used *Social Work: An Introduction to the Profession* have been extremely positive. You are invited to examine a copy; just request one by logging onto www.wadsworth.com, clicking on "social work," and then on "introductory texts."

Once you have had a chance to familiarize yourself with the book, the authors would love to hear your questions or comments. Please feel free to send these by e-mail to elizabeth.segal@asu.edu, karen.gerdes@asu.edu, or ssteiner@asu.edu.

Brooks/Cole News

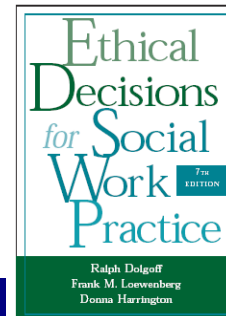
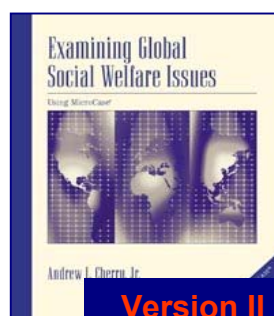
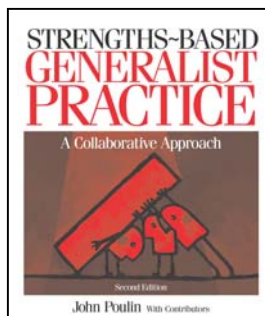
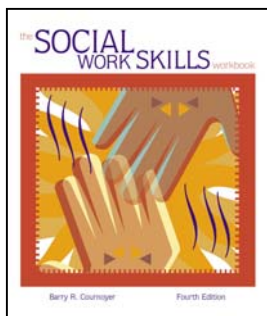
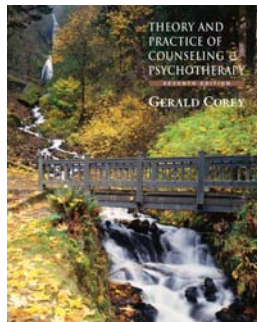
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- *Counseling Diverse Clients: Brining Context into Therapy*, by **Jeanne M. Slattery**
- *Clinical Supervision: What to Do and How to Do It*, by **Robert I. Cohen**
- *Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy*, by **Mei-Whei Chen/Christopher J. Rybak**
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- *Strengths-Based Generalist Practice, A Collaborative Approach, 2/e*, by **John Poulin**
- *Examining Global Social Welfare Issues Using MicroCase with CD, Version II*, by **Andrew Cherry******
- *Ethical Decisions for Social Work Practice, 7/e*, by **Ralph Dolgoff, Frank M. Loewenberg, Donna Harrington**

****Version II of this text came about as a result of discussions during a BPD presentation -- Version II now offers students the capability to import/export personal data

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- ✓ **New!! The Brooks/Cole Self-Study Resource Center**
(accessible from the left nav bar of our social work home page: <http://socialwork.wadsworth.com>)

We know that preparing for accreditation or re-accreditation requires an enormous amount of time, research, and resources to complete the process. In an effort to support this process, we have created this website to help you and your program access various resources.

Disclaimer: We did not ask CSWE to endorse this site. Our intention is just to provide you with easy access to Brooks/Cole information. We believe that a number of our books reflect content consistent with EPAS, but interpretation is obviously up to each program and site visitor.

✓ **Additional Resources for you**

- To request **Review Copies**: http://www.thomsonlearning.com/samples/samp_order.asp
- To see **what else is new**, our 2003, 2004 & 2005 Texts:
http://www.newtexts.com/newtexts/discipline.cfm?discipline_id=32
- Tips to **submitting manuscript proposals**: Go to our home page at (<http://socialwork.wadsworth.com>), select **Contact Us**, then select **Visit Our Author's Corner** (see box located at the right of the screen)
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