policy practice in FIELD EDUCATION

+ SUMMARY REPORT +

CHALLENGES | OUTCOME | IMPACT | FUTURE

policy practice in FIELD EDUCATION

+ SUMMARY REPORT +

ACKNOWLEDGMENTS

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CSWE also thanks the grantees for their innovative work in policy field education.

Contents

Introduction

The Council on Social Work Education (CSWE) is pleased to present case studies from the Policy Practice in Field Education grantees. This compilation of case studies, from the Policy Practice in Field Education Initiative, provides an in-depth look at the strategies used and lessons learned from the schools of social work that participated in this project. We hope the lessons learned will help other schools of social work find ways to integrate policy practice into field education.

Background

There is a significant and growing inequality in the United States, and research shows that poverty, injustice, and inequality are at the root of many of the social and economic hardships faced by individuals, families, and communities in this country. Vulnerable populations experience structural discrimination enforced by social policies and programs being used as a means of support. Striking differences in health, income, and safety have been made even more visible by recent events.

Social workers could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality if all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work. The Policy Practice in Field Education Initiative provided schools of social work with grants to seed innovation and develop new models for an integrated approach to heighten the policy skill set of all undergraduate and graduate level social work students, regardless of specialization.

Policy Practice in Field Education Initiative

The Policy Practice in Field Education Initiative gave grants to schools of social work for the 2016–2017 academic school year, to help with the following:

+ Creating opportunities to expand and enhance the opportunities for all students of social work (regardless of specialization) to see policy in action and practice and develop fundamental policy practice skills as well as knowledge about the intersections of race, ethnicity, and poverty
+ Engaging schools of social work in strengthening the field experience of social work students pursuing careers in policy so that they are supported in developing advanced skills in research, policy analysis, debate, development, and advocacy, and that they become strong candidates for employment at research, policy, and advocacy organizations
+ Engaging schools of social work in increasing the social work presence in a wider breadth of policy, labor, and advocacy organizations, including research and policy centers that contribute to the knowledge base about the intersections of race/ethnicity and poverty

Field education is the signature pedagogy of social work, providing students with fundamental skills of professional work and opportunities to use theories and concepts in real-world settings. Many students may not have opportunities to develop and practice policy-related skills in current traditional placements. Efforts to expand field practice in support of improving student knowledge and application of policy-related skills are needed in schools of social work to:

A. better enable schools of social work to make connections and partner with organizations that can provide high-quality field placements,

B. strengthen the rigor of field education related to policy practice,

C. advance improvements in social work education in relation to policy and achieve consistent high-quality field education,

D. expand opportunities and create capacity for programs at small colleges and universities, and

E. coordinate existing resources.

Grants

Two competitive funding opportunities were offered to social work programs:

1. grants that supported the development or enhancement of field placement experiences in policy practice and
2. grants that created policy-related community engagement experiences for students outside field placements.

The field placement grants provided schools with opportunities to place students in nontraditional settings, partner with new field placements sites, and expand the number of students at placement sites. Community engagement grants allowed schools to provide students with policy engagement experiences such as research, policy analysis, discussion with community stakeholders, and community partnership projects.

Each opportunity was offered as either a planning grant or an implantation grant. Planning grants supported programs in expanding or enhancing current policy practice offerings. Planning grant activities included relationship building with field sites and community stakeholders, recruiting faculty members and students, and/or arranging programmatic logistics. Implementation grants included funding activities for students and faculty members, providing incentives to community partners for their participation, and travel to events. It is important to note that planning grants were offered only in the first funding cycle. An advisory committee advised, guided the overall effort, and helped select awardees.

The grantee projects responded to their programs' local context. Each program addressed the intersections of policy with race, ethnicity, and poverty, but looked at those issues across a broad range of practice settings and populations based on local need. Project issues included the following:

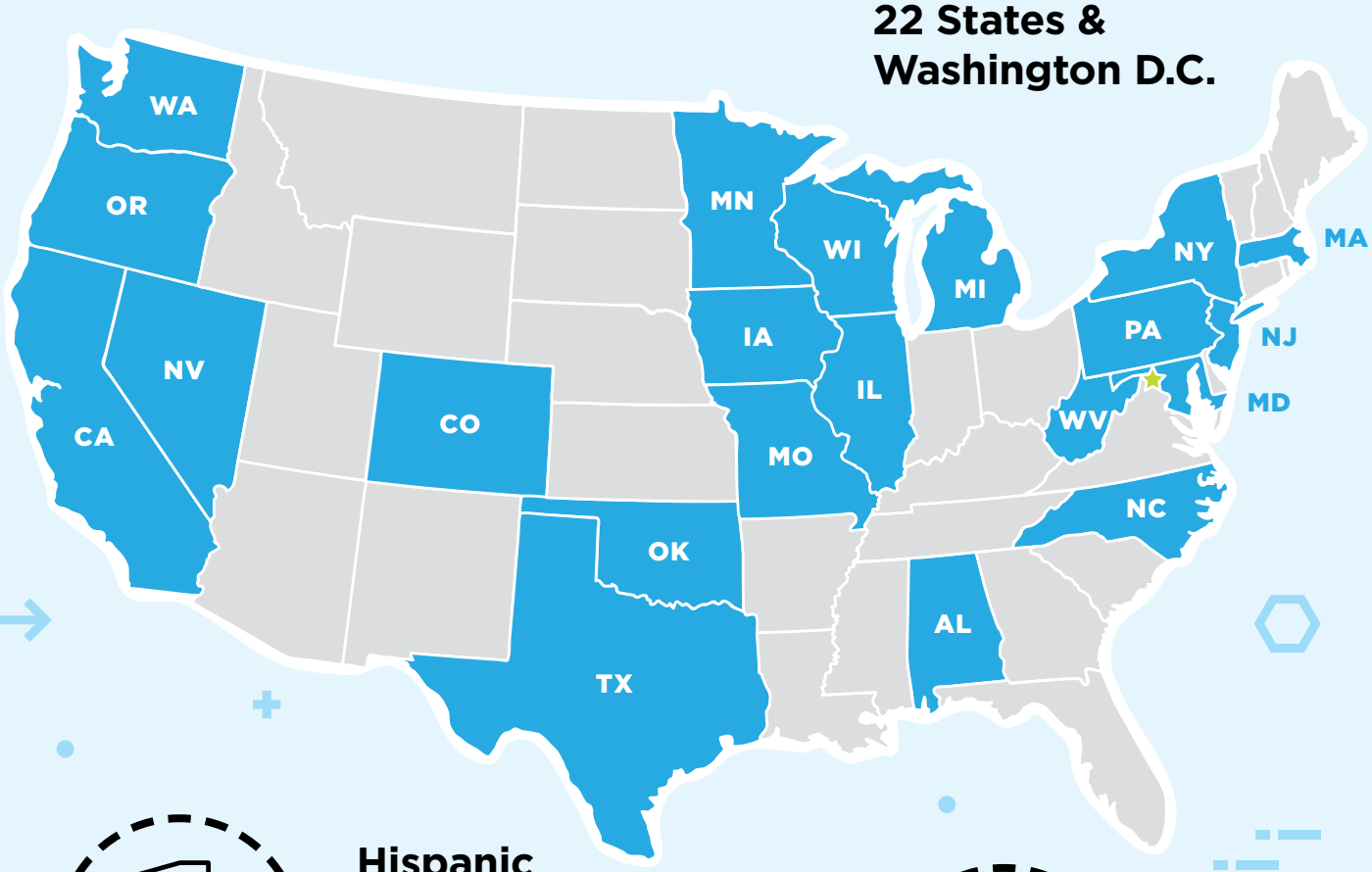
- health
- voter education
- homelessness and housing
- education
- child welfare
- criminal justice and community policing
- international issues
- immigration and refugees
- environmental justice and water policy

The programs also served diverse populations: children, youths, adults, and older adults; rural locations and urban ones. Some of the programs were relatively small and some large. Similarly, the types of activities varied greatly depending on the needs of the program, such as panel sessions, development of new placements in the mayor's office or with state legislatures, in-person or virtual training for field instructors, infusing a policy activity across all placements, and developing curriculum materials.

In the case studies that follow, each program outlines how it approached the project, challenges and opportunities in the implementation, the outcomes, and sustainability of the activities. We hope that these projects will inspire other programs and faculty members with finding new ways to prepare students to integrate policy in practice while addressing the intersections of race, ethnicity, and poverty. Many of the activities outlined in this publication could be implemented in other programs at a relatively low cost. Where possible, CSWE has collected the developed resources and posted them to the CSWE website (www.cswe.org), so that they can be used and adapted by others

By the Numbers

Grantees Represent...

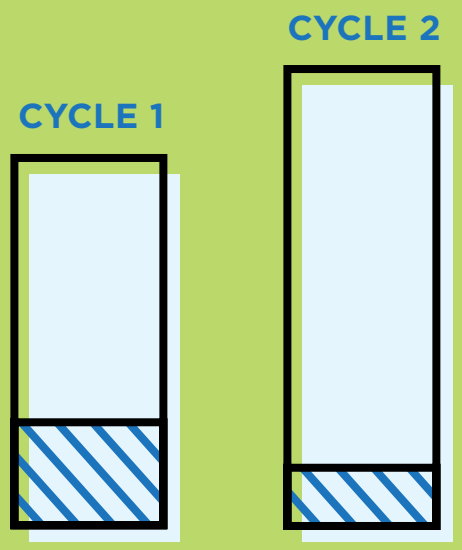


1 Hispanic Serving Institution (HSI)

3 Rural Schools

2 Historically Black Colleges & Universities (HBCUs)

Applications & Awards



82 applications received

23 grants awarded

102 applications received

13 grants awarded

Funding & Grant Types

38%

CYCLE 1
$220,780 awarded in grants

62%

CYCLE 2
$366,022 awarded in grants

$10k – $20k

IMPLEMENTATION grants ranged from $10,000 – $20,000

$5k

PLANNING grants did not exceed $5,000

SUMMARY REPORT QUESTIONS

Icon Legend

01. ABSTRACT

02. CHALLENGES

Did implementation go as planned? What were the challenges and/or unexpected opportunities?

03. OUTCOME

What were the project outcomes? Did you see any change in students, faculty, or community? Were any formal evaluation measures used?

04. IMPACT

Do you foresee any long-term impacts on the social work program and how you approach education for policy practice? Is the project sustainable? What resources will you need to carry the work forward?

05. FUTURE

Is this a project/model that could be implemented by other social work programs?

Boston University School of Social Work

Policy Practice in Field Education Initiative

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

All 154 students in foundation placements.

Names of PI(s)/primary faculty & staff

Mary Elizabeth Collins (PI) and Trudy Zimmerman.

Agencies/organizations involved

All foundation field placements.

ABSTRACT

The goal of the project was to create opportunities for all students in the field to develop fundamental policy practice skills and knowledge about the intersection of race, ethnicity, and poverty. Several project activities aimed to provide enhanced training and support for field instructors regarding policy practice. This included strengthening current policy content in the Seminar for New Field Instructors; offering webinars and resources regarding policy practice and specific policy content areas; and providing ongoing individualized consultation. Additionally, field instructors were offered suggested policy practice assignments specific to the field setting.

CHALLENGES

Start-up was delayed due to delay in receiving funding from CSWE. We could not launch at the start of the school year in September. This led to some confusion among students and field agencies, some of whom viewed the project activities as an "add-on" and were frustrated by this. Although we had planned to also engage students in the advanced field placement, the project activities took significant time and we decided to prioritize foundation placements. We hope to build on opportunities for advanced placements in the coming year.

An unexpected opportunity was an opportunity for collaboration with Simmons College School of Social Work. We have had a few meetings to share ideas and resources.

OUTCOME

Anticipated outcomes of the project include: (1) Field Instructors will demonstrate increased knowledge about policy practice and increased skill in developing relevant policy assignments and guiding students in carrying them out. This will be measured by a survey. (2) Students will demonstrate increased understanding of social policy and policy context in the foundation placement. This will be measured by review of student products and field evaluations.

We are continuing to conduct the evaluation. For outcome #1: We have data on the field instructor survey and plan to include a comparison group. We also have some qualitative feedback from field instructors' participation in the policy

The project was mostly successful in helping to "de-mystify" policy practice for the field. There was significant confusion from field instructors and students regarding the scope of the activity.

practice module. For outcome #2: We currently have reports from 63 students who engaged in a policy practice project. Additional reports will be submitted as students complete their field placement and policy project. These will be reviewed in June. Additionally, we are tracking field instructors' assessment of students' competency in policy practice using the field instructor evaluation form. We will compare data for the current year to the past two years to determine if there has been a positive change.

IMPACT

The project was mostly successful in helping to "de-mystify" policy practice for the field. There was significant confusion from field instructors and students regarding the scope of the activity. Many of the training efforts for the field focused on helping to clarify. This work will need to be ongoing but we noted progress throughout the year. Early review of student progress suggested some highly successful efforts. Others demonstrated confusion about policy practice. Continuing efforts will continue to clarify the meaning of policy practice and appropriate, relevant activities for students in field agencies.

The current initiative, to build-in a modest policy practice assignment to all placement settings, is sustainable. Some challenges encountered (e.g., occasional resistance) would be minimized with continued reinforcement of the principles of the project (universal and ongoing commitment to policy engagement). Additionally, supports for field instructors to conduct this work can be built-in to current supports. Some ongoing resources are needed to avoid overburdening current staff.

FUTURE

This project can be implemented by other programs. The effort was aimed at integrating some policy practice activity into all foundation placements. These need not be large, extensive projects. But modest efforts to be engaged in policy practice at every field placement site is appropriate to social work education.

Bryn Mawr College Graduate School of Social Work and Social Research

Policy Practice in Field Education Initiative: Social Work Practice in Integrated Care

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

40 students, including first/Foundation year and concentration year, both Advanced Clinical and macro ("Advanced Community Practice, Policy, and Advocacy").

Names of PI(s)/primary faculty & staff

Beth Lewis (Co-PI), Nancy Morrow(Co-PI), and Janet Shapiro.

Agencies/organizations involved

Representatives from the following agencies/organizations participated in the planning and presentation of this series: GSSWSR faculty, Health Federation of Philadelphia, Integrated Care Initiatives @UPMC/Community Care Behavioral Health, Christiana Care Health System Department of Family & Community Medicine, Community Behavioral Health, Philadelphia DBHIDS, Lehigh Valley Health Network Community Team Member, Philadelphia Coalition, Nationalities Service Center, Spectrum Health Services Einstein Healthcare Network Community Practice Center, Philadelphia FIGHT – Institute for Community Justice, and Camden Coalition of Healthcare Providers.

ABSTRACT

We developed and implemented a 3-session Policy Practice Seminar Series over the 2016-2017 academic year focused on the emerging area of integrated health care for adults, children, and families in Philadelphia and the surrounding region. The seminar series culminated in a "train the trainers" event, encouraging faculty-field dialogue regarding strategies for infusing policy practice skill development in field and classroom. We engaged social work leaders in policy, administrative, and practitioner roles to plan and implement the seminar series reaching a diverse target audience of students, Field Instructors, Field Liaisons, and faculty. Approximately 1/3 of the student body and cohort of current field instructors attended at least one of the sessions. Evaluations from participants noted the value of learning about the policy context of practice and how this informs their work in a range of settings. The project serves as a model of academic-community partnership in field education for introducing social work students to policy practice knowledge and skills generalizable to multiple fields of practice. Components of the model include: Field-faculty collaboration, community-academic partnership, multidisciplinary, the continuum of interventions across system levels, student-field instructor-faculty learning, and the design/implementation of a "train the trainers event."

CHALLENGES

Implementation of our project went essentially according to plan. We planned to hold three seminars and met weekly as a team to brainstorm and identify key stakeholders, divide tasks related to outreach, and help shape the content of each session. We used grant funds to hire administrative assistance at the start of the project. As we moved forward with planning, we felt that administrative tasks could be carried out by the team and decided to utilize the funds originally earmarked for administrative services toward dissemination, future course development, and travel expenses/honorarium for a facilitator of the final "train the trainers" event. We subsequently experienced the administrative tasks involved in planning, advertising, and coordinating the four events was significant; in retrospect, we could have utilized additional administrative assistance on these tasks.

Another challenge was in recruiting students – including macro ("Community Practice, Policy and Advocacy") concentration students in particular – as partners in the planning phase. We soon understood that a one-semester timeframe in which

Possibly the most welcome and significant among unexpected opportunities came in the diversity of participation and enthusiasm among all constituent groups ...

to cultivate student interest/buy-in and time commitment was insufficient. Further, our macro concentration is quite small (less than 10% of the student body), and was already involved in other projects. Efforts to include students in developing questions in advance for the first session Q & A, while meeting some success among students in the CPPA concentration, would have be benefited further from prior outreach to the student body, preparing them for this task. Although we had good student turnout for the series, we would have benefited from greater involvement of students in galvanizing peer interest.

An unexpected opportunity came in the fortuitous meeting, at the start of the project, with a leader in the field of integrated care who took great interest in the project and offered assistance in framing the context of series content, conceptualizing the format, and identifying potential panelists. Based on this individual's recommendation, all panelists engaged with one another and with the moderator ahead of each event. This resulted in panelists' "connectedness" to the series purpose and goals, coherence in the direction and flow of content, and richness of intra-panel dialogue and response to Q & A.

Possibly the most welcome and significant among unexpected opportunities came in the diversity of participation and enthusiasm among all constituent groups regarding the opportunity for community dialogue about current issues in policy and practice in an important field of practice. Students, faculty, and agency representatives were extremely enthusiastic about the workshop series and the opportunity to learn together.

OUTCOME

Outcomes of the project fell in the following areas: attendance, feedback, evaluation, field placement development, infusion of policy practice skill development strategies in practice and field education, and course development.

A. **Attendance:** We targeted four groups for attendance at the seminar series: all students, current field instructors, selected outside agency staff/representatives, and faculty/staff. Given the brief time available for planning, outreach, and advertisement, we exceeded expectations in terms of the attendance in all groups. More importantly, the diversity among attendees in terms of concentration, year in program, and field of practice demonstrates the promise of such a model for reaching a broad representation of field settings and student interests. For our three-part seminar series, approximately 40 students (about 1/3 of the total student body), 30 field instructors, and 28 representatives from other agencies attended. 12 Field Instructors, 4 Field Liaisons, and 4 Faculty attended the Train the Trainers event.

B. **Feedback/Evaluation:** We asked participants to complete an evaluation form for each of the three sessions. Not all participants completed these evaluations, and, since they were required for CEUs, they more likely to have been completed by Field Instructors or other agency staff. The evaluation included the following questions, using a 5-point Likert scale, with 5 being the highest extent:

- To what extent was the program relevant to your needs
- To what extent was the program organized/prepared?
- To what extent did you acquire new knowledge/skills
- Open ended questions included: Please list what you found to be most helpful to you from this session; Please list what you found to be least helpful to you from this session.

Overall, attendees gave extremely positive feedback regarding the program content and delivery. Interestingly, the first session, focused on "big picture" policy issues, received some of the lower ratings in terms of relevance to setting; the closer the content came to actual practice (third session), the higher attendees rated the program relevance, organization, and acquisition of new knowledge and skills.

C. **Field Placement Development:** Due to connections with local leadership in integrated health care policy and organizational development in the planning and implementation of our seminar series, we have been able to expand by 5 the number of integrated health settings as field placements for our students. As a burgeoning model in the greater Philadelphia area serving among our most vulnerable residents and one that spans both health and mental health service delivery, this expansion well reflects the goals of our newly adopted curricular focus on health and mental health across the lifespan. One of these sites offers a macro field placement as well as the opportunity for the clinical internship to incorporate macro practice skill learning.

D. **Infusion of policy practice skill development strategies in practice and field education:** The "Training of Trainers" session serves as a capstone experience for our seminar series. This facilitated workshop will involve faculty and field in an interactive dialogue, covering the following topics: Moving private troubles to public issues in field agencies, the 2015 EPAS macro-level competencies and new macro practice initiatives with priorities for social work education, and using the advocacy spectrum in social work field agencies. We envision that the Field Instructors, Field Liaisons, and practice faculty attendees will play a leadership role in the education of their peers in upcoming field orientation and practice teaching group events.

E. **Course Development:** Due to increased interest among faculty and students to this field of practice, we have developed a new course "Integrated Health Care and Social Work" for Fall 2017. This course will be co-taught by macro and foundation practice faculty from a joint macro-clinical practice/policy perspective. Additionally, a course elective in adult development and aging has been reconfigured to include content on policy and policy practice skill development in work with older adults.

IMPACT

As above, we hope to develop a core of trained field and classroom instructors and liaisons who will present at or plan future educational opportunities, trainings or orientations. Further, we plan to utilize segments of video tapes of the seminar and "training of trainers" series. Links to the videotaped sessions will be available on the School's website and as a resource for students, faculty, and field instructors. Finally, we will continue to develop course and field curricular content focused on infusing policy practice skill development, as described above.

We believe that our project represents an emerging model of academic-community partnership in field education for introducing social work students to policy practice knowledge and skills and that it is generalizable to multiple fields of practice. We describe the components of this model in greater detail below.

Additional resources required include a part-time staff (approximately 5-10 hours/week) at the advanced bachelor's or master's level to identify prospective panel participants, plan, and coordinate, the seminar.

FUTURE

This project can be implemented by other programs. Schools can engage social work leaders in policy, administrative, and practitioner roles in a coordinated effort to plan and implement a seminar series culminating with a "train the trainers" workshop for selected field instructors and practice faculty. While we focused on integrated health care as an exemplar of health/community-based practice, this educational model can be applied to other fields of practice, engaging students, faculty and field in conversation about policy practice issues that present in the field and are having major impact on the practice of social work. The key components of the model include: Field-faculty collaboration, community-academic partnership, multidisciplinary, the continuum of interventions across system levels, student-field instructor-faculty learning, and the design/implementation of a "train the trainers event."

Clarke University

Clarke University Social Work Policy Practice

COMMUNITY ENGAGEMENT PROJECT IMPLEMENTATION GRANT

Types of students involved & number

Each of the six policy luncheons averaged about 11.5 Clarke MSW students, 10 Clarke BSW students, 6.5 Clarke faculty members, 1.3 Loras faculty members, 4 community members, and 3 students from other disciplines.

Attendance for the Policy Career Panel was 3 Clarke MSW students, 2 Clarke BSW students, 7 students from other area colleges, 6 Clarke faculty and 2 community members. Seven Clarke MSW students, 6 Clarke BSW students, 2 Clarke faculty, 4 elected officials and 1 community member attended the Round Table Discussion. Seven Clarke MSW students, 12 Clarke BSW students, 26 Loras social work students and 3 Clarke faculty and 1 Loras faculty attended the Legislative Day.

Attendance for the International Social Justice Symposium (policy CEU event) was 14 Clarke MSW students, 20 Clarke BSW students, 1 faculty and 7 social work students from Wartburg College, 2 faculty and 12 social work students from Loras College, 2 faculty and 10 sociology and criminal justice students from the University of Dubuque, 8 Clarke social work faculty, and 70 other faculty, students, and community members.

ABSTRACT

Designed to engage Clarke University social work students in policy action, the events funded by the CSWE Policy Practice Grant allowed the department to supplement the academic program with outreach, advocacy, and first-hand participation in the legislative process. Through six policy-focused presentations, one legislative roundtable with our elected representatives, participation in NASW Legislative Day at the Capitol, a social work policy career panel, and a daylong event focused on international policy concerns, social work students had the opportunity to establish relationships with policymakers, learn about the intersections of race, class, ethnicity, and gender, engage in various areas of policy action, and receive training on legislative issues for which they could immediately apply their learning with legislators and in subcommittee. Topics that were covered by these events included: Inclusive practices in K-12 education, voter education, anti-human trafficking, compact immigration status, anti-discriminatory housing policy, lobbying and advocating with federal legislators, and careers in social work. Areas of the social work profession represented included policy-making and advocacy (state NASW lobbyist), school social work, teaching social work, city council, mental health therapy, medical social work, and substance abuse services. Students also had the opportunity to meet and talk with State elected officials. The symposium addressed the current refugee crisis, personal calls to social justice, local religious leaders and academicians who study international mission work, immigration policy, and climate change. Local organizations representing areas of international issues were present for an information fair; an immigration simulation followed.

CHALLENGES

Implementation went as planned, generally speaking. Potential speakers who had been identified for events were not always available, therefore alternative speakers from agencies and programs with relevance to social work and a commitment to policy were sought. We were still able to present policy-making, advocacy, and means by which to get involved at the local, state, and federal levels. Challenges include: fitting more activities into our students' and faculties' schedules; our legislators and local elected officials were difficult to schedule for round table discussions; and getting students to complete the evaluation surveys. We had a 90% survey completion rate in the fall, but only about 55% completion rate on the spring/overall evaluation.

An opportunity that presented was to expand the proposed CEU event into a full-day event with a keynote speaker, panels and workshops, an information fair, and an immigration simulation that was well-attended by our own students, students from other social work, criminal justice, and sociology programs in the area, and members of the local community. Billed as an International Social Justice Symposium, this event connected people from various disciplines, academic programs, faith communities, and agencies to focus on pressing concerns of an international nature that can be affected on a local level. These included the current refugee crisis, United Nations' programs and policies, immigration laws, climate change, international mission trips and other transformative experiences while working abroad and the return to American culture with a different mindset, and human trafficking. Even though the committee was very intentional about presenting the policy issues related to each of these topics, the evaluations indicated the students were still somewhat unclear about how policy impacts some of the symposium topics. It's challenging to control the disconnect between what is said and how it is interpreted and/or processed.

OUTCOME

Evaluation surveys were used to formally assess the project outcomes at the end of the fall and spring semesters. The survey used a scale of 1 (disagree) to 4 (agree) to measure how successful we were with achieving the outcomes. The final results are included below next to the project outcomes. The overall grant project outcomes were to: 1) Increase student awareness of policy and advocacy issues (3.7), 2) Increase student understanding of what policy action means (3.6), 3) Engage students in advocacy or policy action (3.2), 4) Increase student understanding of the process for policy creation and change (3.4), 5) Develop a greater understanding for students of the social work profession's unique responsibility to engage in policy practice (3.6), 6) Increase student knowledge of local policy issues related to race, ethnicity and poverty (3.5), 7) Ensure students recognize how policy decisions can impact vulnerable populations and service agencies (3.8), 8) Increase student knowledge about policy, advocacy and outreach at the local, state and/or national level (3.5), and 9) Increase student desire to engage in policy action in the future (3.1).

The students were more engaged in some topics than others, but, overall, the students had positive feedback regarding the grant activities. One undergraduate student noted the value of legislative day in helping him find his desire to engage in politics and policy action. A couple graduate students asked if they could engage their field agencies in their policy work for policy class. The grant has raised the awareness of the faculty, especially those who are not macro practitioners. One faculty added a policy paper to her mental health graduate course. Others used the grant activities as an opportunity to connect their coursework to current policy issues and needs. We received positive feedback from the community regarding the luncheons and the symposium. Non-social work professionals seemed surprised to learn that social workers engage in policy action and work at a macro level. I believe we have established news relationships throughout the grant project which will continue to benefit our students and faculty. As a result, we have established relationships with the Iowa United Nations Association and the Iowa NASW along with local and areas service providers and advocacy groups.

Names of PI(s)/primary faculty & staff

Tara Velez

Agencies/organizations involved

The following agencies participated in the Policy Luncheons: Inclusive Dubuque/ Community Foundation of Greater Dubuque, Set Free Dubuque and Braking Traffik/Family Resources, Marshall Islands Health Project, and NAACP.

The following agencies were represented at the Policy Career Panel: Dubuque City Council, Hospice of Dubuque, NASW – Iowa Chapter, Riverview Center, and Substance Abuse Services Center. Iowa Legislature (House and Senate representatives) participated in the Round Table Discussion.

The following agencies participated in the International Social Justice Symposium: Catholic Charities, Clarke Campus Ministry, Crossing Borders – Dubuque, Divine Word Seminary, Dubuque Coalition Against Human Trafficking, Dubuque Democratic Socialist, Dubuque for Peace and Nonviolence, Dubuque for Refugee Children, Inclusive Dubuque, Iowa United Nations Association, Loras College Peace and Justice Center, Marshall Island Health Project, Multicultural Family Center, The Facing Project, University of Dubuque Seminary, and Wartburg Seminary.

The grant has raised the awareness of the faculty, especially those who are not macro practitioners. One faculty added a policy paper to her mental health graduate course. Others used the grant activities as an opportunity to connect their coursework to current policy issues and needs.

IMPACT

Raising awareness of and engaging in more policy action had led to increased inclusion of policy in other courses, such as the course on Globalization and Field Seminar for practicum students. This project has allowed for presentations from social workers in the midst of policy-making at the local, state, and federal levels, bringing relevant real-life experiences to our students. Without funding, the project is not sustainable in the intensity that this grant allowed. We are searching for funding opportunities to enable the continuation of at least a few of the projects and events this grant funded. The department hopes to continue our participation in the annual NASW legislative day, policy symposium, and policy presentations over the lunch hour. These were well-received by the students and help them to connect with local and state policy issues. Funding is the biggest barrier for legislative day due to our distance from Des Moines.

FUTURE

The model of policy presentations, participation in NASW Legislative Day, and the International Social Justice Symposium could be employed at nearly any program that is willing to put the time into finding the speakers and making the logistical arrangement, and that has the funding to cover the expenses associated with speakers and hospitality. The organization of all these events relied heavily on our Implicit Curriculum Committee and Office Administrator; without a team and/or an administrative staff member to carry out these events, it would be difficult to manage.

Colorado State University

Restructuring policy curriculum to emphasize experiential learning

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

Over 90 students participated in the BSW Policy Courses: Diversity Day on the Plaza. Fifty students participated in the MSW Advanced Policy Courses: Mock Legislative Hearings at the State Capitol. Ninety students participated in the BSW and MSW Event: Advocacy Day at the State Capitol. Seventy-five students participated in the BSW and MSW Event: Peace, Policy, and Social Action.

Names of PI(s)/primary faculty & staff

Jennifer Dickman Portz, Sue Tungate, Liz Davis, Marie Villescas Zamzow, Malcolm Scott, John Kefalas, and Badiah Haffejee.

Agencies/organizations involved

NASW Colorado, Colorado Center on Law & Policy (CCLP), Fort Collins Community Acton Network (FCCAN) For Justice, Peace & Environment, ARC of Larimer County, Care Housing, MOSAIC – A life of possibilities for people with intellectual disabilities, Court Appointed Special Advocates (CASA), Larimer County Harmony House, Crossroads Safe House – Women's Shelter, Cultivating Capacities Grassroots Organizing, Faith Family Hospitality – Emergency shelter for families experiencing homelessness.

ABSTRACT

The aims of this community engagement project were to a) restructure the policy curriculum to emphasize experiential learning, and b) host School of Social Work and community partner specific events. To meet these aims, the School of Social Work specifically modified the advanced policy (MSW) course to conduct collaborative social policy analysis with two community partners. Advanced MSW policy students also participated in eAdvocacy learning activities and mock-legislative hearings at the state Capitol. Foundation BSW policy course students planned and carried out a Diversity Day on the Plaza to practice mock-canvassing skills and collect signatures in support of a citizen initiative. Two policy events, an Advocacy Day at the State Capitol and Peace, Policy, and Social Action event were hosted with NASW Colorado and multiple community participants. Approximately 200 BSW and MSW students participated in these curriculum revisions and experiential learning opportunities. Student outcomes were collected at several time points and measured policy practice skills (field assessment), student satisfaction (event evaluation surveys), student opinions and feedback (focus group), and social medial skills (social media inventory). However, analysis on student outcomes have not yet been assessed. Faculty plan to analyze this data in the summer and fall of 2017 to report to CSWE and submit for formal publication. General feedback from students has been excellent regarding both the curriculum revisions and events.

CHALLENGES

The curriculum revisions were implemented mostly as planned, but we did encounter some challenges.

Collaborative Policy Analysis. This revision was made to our advanced year policy course (SOWK633). The assignment was led by Dr. Badiah Hafejee and Senator John Kefalas. Our primary challenge related to timing. Policies for the 2017 Colorado session are not listed until January 2017. However, our policy courses take place primarily in the fall semesters. Therefore, to accommodate this timing, we analyzed current state bills that are up for renewal in the 2017 session.

By engaging participation from community organizations, students and faculty were able to identify opportunities for policy-specific placements. Continued collaboration with these agencies will support our School's mission to promote social justice advocacy.

For example, one course section analyzed the Child Care Tax Credit with the Colorado Center on Law & Policy. The Child Care Tax Credit, which provides a credit for childcare expenses to families with an income of $25,000 and less, is an active bill that was up for renewal in the 2017 session.

Mock Legislative Hearings at The State Capitol. This activity was also designed for the advanced year policy course (SOWK633). This assignment was also led by Dr. Badiah Hafejee and Senator John Kefalas. Our major issue related to transportation. There was a miscommunication with the bus vendor, and the bus transporting students from CSU to the Capitol was 45 minutes late. This delayed the activities for the entire day. Although rushed at times, we were able to complete the day's itinerary.

Diversity Day on the Plaza. This activity was designed for the foundation policy course (SOWK410) by Instructor and BSW Advisor, Marie Villescas Zamzow, LCSW. Students led a mock citizens-initiative, some of the event materials were less expensive than anticipated. Therefore, we used some of our material funds to bring Colorado's Black Lives Matter community activist, Jumoke Emery, to speak to the broader university community.

In addition to the curriculum revisions, the School hosted two policy specific events: Advocacy Day at the State Capitol and Peace, Policy, and Social Action.

Social Work Advocacy Day. Ninety bachelor and graduate level social work students from across the state attended Advocacy Day. Eight faculty, 3 lobbyists, 2 social work legislator interns, 5 community activists, and 15 state legislators also helped lead the event. School logistics and primary planning was directed by Dr. Jennifer Portz, and sessions were developed my NASW-CO lobbyist, Rebecca Meyers, MSW. Prior to the event, several advocacy trainings were provided to attending students that covered information regarding the importance of advocacy, do's and don'ts of advocacy strategies, and legislative etiquette. The event included several sessions, including: a welcome logistics breakfast, attending legislative chambers in-session, hearing from a community advocate panel, viewing committee hearings, and meeting directly with state legislators. While the event was a success and received positive feedback from students, improvements may include enhancements to logistics, student preparation, and event follow-up with legislators.

Peace, Policy, and Social Action. Approximately 75-80 students, faculty, staff, and local community members attended. Dr. Malcolm Scott lead the event efforts, and keynote speakers included Senator John Kefalas, Evan Lowe (Spoken Word Poetry), and performance by student musicians, Zuruna. No significant challenges were experienced in the planning and implementation of this event. However, we were unable to host the event off campus. The cost of off-campus locations was prohibitive, and to maximize student engagement, with limitations to transportation, the event was held in the North Ballroom at Colorado State University. Two unforeseen opportunities developed from this event. First, by engaging participation from community organizations, students and faculty were able to identify opportunities for policy-specific placements. Continued collaboration with these agencies will support our School's mission to promote social justice advocacy. Second, the event offered a venue for community organization networking. Several agencies were able to identify similarities in their work or populations of interest and plan to cooperate in the future. It is important to note that this event took place in March, Social Work Month.

OUTCOME

Policy Practice Behaviors. We are currently in the process of collecting policy practice behaviors from all BSW and MSW students. SSW uses a 9-point scale from 1 (failed performance) to 9 (mastered performance) for each Core Competency including identification and assessment of social welfare policy and advocating for social justice. Policy faculty completes this survey for each policy student (embedded measure); the field supervisor completes this survey for each intern (Field Placement Evaluation); and each student completes the survey (self-perceived skills). We also collect an assessment of practice behaviors using the Foundation Curriculum Assessment Instrument (FCAI) from BSW students (Buchan et al., 2008), which includes 9 policy specific items.

Social Media Competencies. The Social Media Competency Inventory was obtained in-person from SOWK633 advanced MSW policy students in August 2016 (Week 1 of course) and during the last class with course evaluations (Week 15) in December 2016. The Social Media Competency Scale Inventory (Alber et al., 2015) is a valid tool that has been used to measure social media skills among health educators.

Student Perspectives. A specific event evaluation survey was distributed via Qualtrics in April 2017 to all participants of the Social Work Advocacy Day, and a focus group with participants was conducted in March 2017.

Data on student outcomes has been collected and is being analyzed.

IMPACT

Curriculum changes have been implemented in the course syllabus, and materials were purchased to carry out these activities moving forward. We are also received funds from the University to continue some of these initiatives and collaborate with our Pueblo, CO campus on policy curriculum. Collaborations with Senator John Kefalas and NASW-CO Lobbyist Rebecca Meyers will lead to further curriculum revisions and improvement of our advanced policy course (SOWK633) in the future.

FUTURE

Our curriculum revisions and policy specific events can be implemented by other social work programs. We are currently in the process of developing several manuscripts that will be submitted for publication related to improvements in student outcomes and lessons learned from project implementation. We anticipate submission of these manuscripts in fall 2017.

REFERENCES

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Concord University

Concord University Policy Integration and Development (CUPID) Program

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

Twenty-one field instructors are enrolled in the program. These field instructors have at least 2 years post MSW experience per CSWE guidelines.

Names of PI(s)/primary faculty & staff

R. Shawn Allen and C. Scott Inghram.

Agencies/organizations involved

Beckley ARH, Children's Home Society, FMRS, Life Strategies Counseling, Inc., NECCO, PSI-MED, Southern Highlands, Thomas Memorial Hospital, Welch Community Hospital, WV Department of Health and Human Resources, WV Division of Rehabilitation Services, VA Medical Center, and Valley Healthcare.

ABSTRACT

Concord University developed the Policy Integration and Development (CUPID) program due to the compelling need for social workers to obtain adequate and competent supervision in relation to integrating policy into practice throughout their education and subsequent practice. CUPID began in the fall 2016 semester to train current and future field supervisors on policy engagement in practice while addressing concurrent issues regarding the intersection of race, ethnicity, and poverty in the Appalachian region. These activities were supported through online module delivery via an online learning platform as well as through the provision of tools to support and encourage maximum participation. The program set out to train the trainer by providing supervisors content in areas regarding: a) understanding the unique factors of Appalachia integral for policy practice; b) analyzing policies to make programmatic and/or legislative changes; c) advocating for human rights, and social and economic justice; and, d) current policy in practice issues. CUPID, therefore, addresses the need for identifying and addressing policy issues in practice by training the leaders of organizations who are responsible for modeling ethical and effective behavior through our signature pedagogy – field education. The program provides one hour of graduate class credit free of charge to participants

CHALLENGES

Two challenges arose in starting the CUPID program. One was getting participants signed up for the program. The other was keeping participants engaged throughout the course. In many cases, field instructors feared that the time commitment would be a real challenge for them when added course work to their already busy schedules. The appeal of learning more about policy integration in practice, and the appeal of funding to cover tuition costs for the program, however, have allowed for 21 field instructors to sign up for the program. We, therefore, did not meet our goal of 30 participants. We have used this challenge to create an opportunity for those interested in providing supervision to participate in the program. We believe that this action has provided us access to better trained potential supervisors for our field education program. We further provided text resources to participants to ameliorate reticence toward online course delivery. As far as course engagement is concerned, many field instructors reported that online learning was a new environment for them; therefore, staying engaged in the course was a bit of a struggle. This issue was addressed through course announcements, the provision of books and other written resources, and reminders to participants to keep

It is hoped that participants will engage in more effective policy practice within their field and organization, therefore, demonstrating effective interventions while improving the lives of vulnerable stakeholders.

them engaged. At this time, however, the completion and engagement rate is smaller than anticipated. Although we believed that the online provision of the program would positively influence these attributes, the age and lack of familiarity of online course delivery appeared to be too significant an obstacle for our participants.

In addition to the online delivery, Mr. Allen and Mr. Inghram presented information derived for CUPID and about the pilot program to the West Virginia NASW conference held in Charleston WV. The material was warmly received although official participant evaluation data is not available at this time.

OUTCOME

Supervisors who identify policy issues, influence policy, and understand the outcomes of policy are better suited to demonstrate effective policy practice to the student. Formal evaluation tools including pre and post assessments were introduced for formal measures of program effectiveness. All of those who have completed the CUPID program are displaying a greater knowledge for policy in practice and how it can better be utilized with practicum students. This is evident in comparing individual and mean pre/post scores. Unfortunately, the population was too small to run tests of significance on the data. There is also appears to be an improved understanding of policy practice from our students through the growth of their supervisors. This information is derived through qualitative interviews.

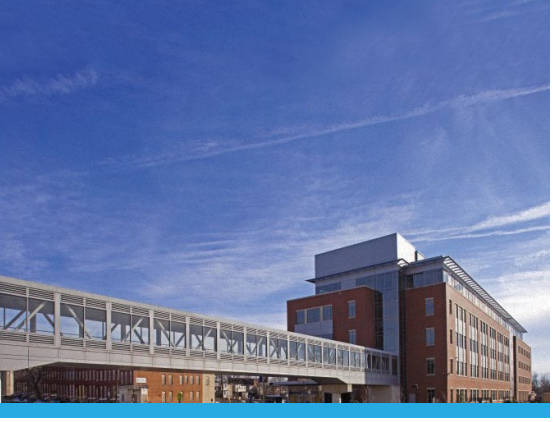
IMPACT

The long-term impacts of the program include direct and indirect outcomes associated with CUPID training. The CUPID participants are better suited to identify policy issues and present solutions at all levels of practice. These participants were further trained in better supervisory techniques allowing for the provision of these skills to not only Concord University students engaged in field education but also other social workers under direct supervision of our CUPID participants. Additionally, we believe that those under direct supervision of the participants will promote effective policy practice and supervision in their own practice. This train the trainer approach provides greater outreach than focusing primarily on the learner alone. Additionally, social work leaders who provide field supervision in our state benefit from the direct provision of policy education. It is hoped that participants will engage in more effective policy practice within their field and organization, therefore, demonstrating effective interventions while improving the lives of vulnerable stakeholders.

This project is valuable as well as sustainable in the future as field instructors from a wider variety of agencies could gain the knowledge to enrich student placements with policy practice. Support through continuing education fees and other partnerships will enable the program to not only support current educational actives, but support the generation of other courses designed to improve supervision in West Virginia. We hope that CUPID will be integrated further into our field program and will be considered a requisite for any social worker who plans to provide field or professional supervision.

FUTURE

The CUPID model could be utilized by other programs. Any program could implement this model this as part of field instructor support to strengthen policy practice in practicums.



Coppin State University, Department of Social Work

Coppin State University: Fostering Community Engagement and Furthering Social Justice

COMMUNITY ENGAGEMENT PLANNING GRANT

Types of students involved & number

5 BSW students and 1 MSW student.

Names of PI(s)/primary faculty & staff

Kesslyn Brade Stennis (PI) and Karen Allen.

Agencies/organizations involved

Dorothy Height Center for the Advancement of Social Justice

ABSTRACT

Coppin State University established the Dr. Dorothy I. Height Center for the Advancement of Social Justice (DHC) to commemorate the leadership of civil rights icon, Dr. Dorothy Height, and to develop leaders who are equipped to address various challenges within Baltimore, MD. Currently, the DHC operates within and in conjunction with the university's Department of Social Work. Its mission is to "heighten awareness regarding national and international human rights and social justice issues that impact marginalized populations and communities".

For this grant, the Center proposed developing a strategic plan that was the result of intensive and targeted engagement with key stakeholders. This planning process was most closely aligned with the Policy Practice in Field Initiative's aims of "understand(ing) factors (historical, social, cultural, economic, organizational, environmental, and global) that influence social policy" and "conduct(ing) research that informs, evaluates and/ or leads to the creation of policy development". Some of the intended activities to be conducted were to:

+ establish relationships with private and public partners,
+ enhance local, state, and national level legislative relations,
+ use Geographic Information Systems (GIS) to plan and conduct an environmental scan to systematically target bio-psycho-social needs and to identify resources in a targeted geographical catchment area,
+ gather qualitative and quantitative data from the perspective of private and public partners, legislators and students about relevant social justice issues and solutions that have achieved either long-term or short-term success in the community, and
+ develop a report that defines strategic macro approaches and strategies to implement.

CHALLENGES

Some components of the planned activities went as planned; however, the unexpected transition of the original PI from the university impacted the degree of impact and timeline for other planned activities. Such an unanticipated challenge forced us to consider how we could accomplish the goals of the project within a truncated timeframe. This challenge led to the conceptualization and implementation of several programs including a

Social Justice Forum in which community members, practitioners, faculty and students convened on the campus for one day to learn about the history of activism, geospatial technology, student/community-based leadership and activism, and the social justice issues within the criminal justice system.

OUTCOME

The expected project outcomes of the planning grant were: 1) to establish a policy network that continues to address systemic problems of injustice from a macro perspective, 2) to promote activism and the dissemination of cross-disciplinary research to improve impoverished communities, and 3) to offer students more policy and macro placements will be expanded. All three of the expected outcomes were achieved by the following activities:

1. A policy network that consisted of students, practitioners, legislators and administrators was established. Members of the network convened and addressed systemic problems of injustice at various events including weekly supervision meetings, national professional conferences, legislative meetings and advocacy activities.
2. Promotion of activism and the dissemination of cross-disciplinary research occurred throughout the academic year. Members of the DHC were engaged in related activities including violence prevention activities, national and local advocacy meetings, a resilience training, and numerous advocacy-related publications. Members also initiated a mentoring and resilience model at a local high school. Finally, members planned and implemented a Social Justice symposium which provided information on activism, criminal justice, using geospatial data for advocacy, and student community engagement.
3. Students were offered policy and macro placements through the Dorothy Height Center and macro practice was emphasized with other local placements. As interns in these agencies, students were provided the opportunity to observe a legislative hearing at the state capitol, participate in the Advocacy Day on the Hill, review and analyze pending policies on a weekly basis, and assist in chartering other organizations.

While this list is not exhaustive, the DHC Interns facilitated the following activities in Spring 2017: Attended NASW Legislative Day in Annapolis, MD, attended Social Work Day on the Hill in Washington, testified and supported 3 bills with Maryland State Senate. As a result of these activities, students' awareness of policies and the impact of policies on communities was heightened. They also gained greater awareness of the legislative process. In addition, the community's awareness of specific social justice issues related to race and religion, domestic violence, incarceration and resiliency was broadened. This information was validated through program evaluation feedback forms, informal individual interviews, informal focus groups, and weekly supervision meetings.

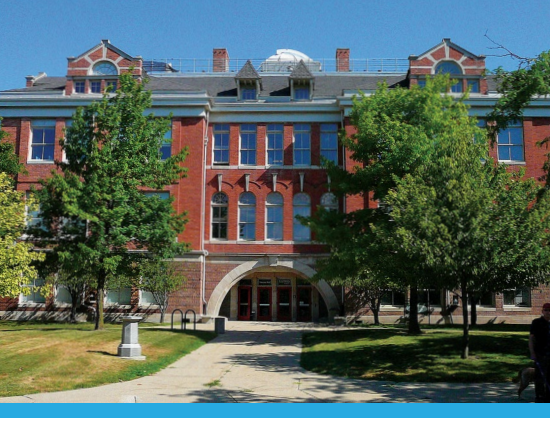
IMPACT

The presence and impact of the Dorothy Height Center for the Advancement of Social Justice in the Department of Social Work has greatly fostered an emphasis on macro practice and policy. In regards to the impact on how we approach education for policy practice, the Department is currently using the center as a framework for providing students with additional macro exposure, placements and policy practice. We are hoping to use the center as a model for other universities who wish to establish their own center which provides students with experiences related to macro practice including policy analysis, program planning, supervision, policy development and budget implementation. In addition, students who are interns with the DHC can apply information that they have learned in our social welfare and policy sequence during their internship experience.

While additional funds would allow us to secure a designated project coordinator, the project is sustainable in its current structure and purpose. Additional funds would not only allow for adequate staffing, it would also allow the DHC to expand its reach in the community and to provide training and research opportunities for community members, students and practitioners who are interested in the further development of their macro knowledge and skills.

FUTURE

The development of a macro-focused placement within a social work program is a project/model that can be implemented by other social work programs.



Eastern Michigan University

Social Work and Criminal Justice Now: Community Engagement at the Intersection

COMMUNITY ENGAGEMENT PLANNING GRANT

Types of students involved & number

About 35 BSW and MSW students attended a school community-wide continuing education event on The Intersections of Social Work and Criminal Justice: Apply Principles of Social Justice Work.

About 70 faculty members and field instructors attended the event, aimed at strengthening their ability to provide policy practice skills in social work and criminal justice to students that they teach and supervise.

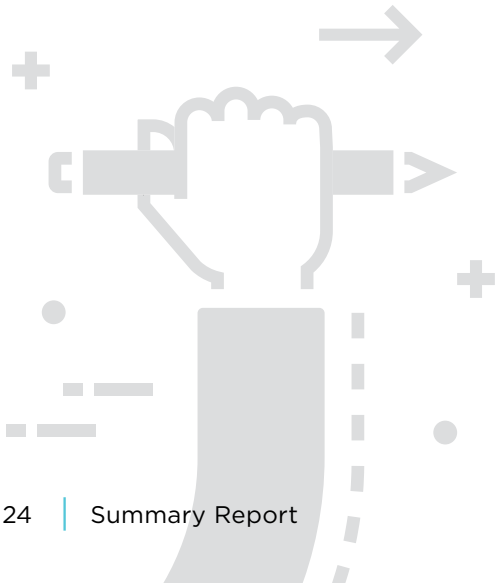
Thirty-two BSW students carried out internships in field units under faculty supervision at the Washtenaw County Juvenile Court, the Ypsilanti Community Schools or the Ypsilanti Housing Commission.

Names of PI(s)/primary faculty & staff

Lynn M. Nybell

Agencies/organizations involved

N/A



ABSTRACT

The project *Social Work and Criminal Justice Now* was designed to achieve two goals. The first goal is to create an opportunity for the EMU School of Social Work to expand and enhance the opportunities for both BSW and MSW students of social work, regardless of specialization or degree, to see policy in action and to develop fundamental policy practice skills at the intersection of social work and criminal justice. The second goal is to engage the School of Social Work in preparing its students for practice in policy and advocacy organizations concerned with criminal justice reform. A byproduct of this effort is to increase opportunities for field internships at the intersection of social work and criminal justice.

The CSWE Community Planning Grant was originally intended to provide a foundation for an intensive study semester focused on policy and advocacy at the intersection of social work and social justice beginning in January and concluding in April. As the EMU School of Social Work did not receive the Implementation Grant to support the intensive study semester project, the project planning activities included: a day of continuing education on policy at the intersection of social work and criminal justice, attended by about 100 members of the School community; efforts to increase related field unit opportunities, which culminated in the creation of field units for interns in the Washtenaw and Wayne County jails, beginning in Fall of 2017; and the development of brief modules for dissemination to graduate and undergraduate policy classes on policy practice at the intersection of social work and criminal justice.

CHALLENGES

Of course, the original intent of the Planning Grant was to lay the foundation for the Implementation Grant, which was intended to support a school wide "study semester" on the intersection of social work and criminal justice. However, the Planning Grant application also solicited our strategies in the event that the implementation grant was not awarded, so the project was adapted to focus on 1) the continuing education event which was originally planned to launch the study semester recruitment process, but functioned well as a free-standing event; 2) the preparation of students for related field units in the Washtenaw Juvenile Court, the Ypsilanti Community Schools and the Washtenaw and Wayne County jails; 3) the preparation of brief modules to encourage faculty to incorporate a focus on the policy practice at the intersection of social work and criminal justice into the curriculum.

The School benefited from unexpected and highly meaningful opportunities. In October of 2013, the EMU School of Social Work renewed its focus on community engagement in the wake of the murder of EMU student Demarius Reed, who was shot and robbed as he returned to his apartment building on the edge of our campus. In November of that year, Demarius' parents, Carl and Tanesha Reed, and several of their friends and colleagues from Chicago State University School of Social Work visited the EMU School to share his story, provide guidance to EMU students who experienced this loss, and accept condolences from the School. The School has dedicated many of its community engagement activities to the memory of Demarius.

The Reeds returned to the School for the Day of Social Justice in September of 2016. Carl Reed, has a MSW and is highly trained and experienced in restorative justice and in the practice and policy changes needed to apply this construct in school and community systems. The Reeds served as the keynote speaker for this event, titled *The Intersections of Social Work and Criminal Justice: Applying Principles of Social Justice Work*. Carl and Tanesha Reed spoke on applying principles of social justice work in the wake of community violence, and in their generosity to the School community, demonstrated how they lived those principles. In addition, through this intervention, the School sought to intervene in University policy and practice. Like other institutions in such circumstances, the University must be supported and encouraged as it strives to overcome the impulse to "cover up" or fail to engage with community tragedies that so closely linked to issues of social justice.

Other speakers at this event included Derrick Jackson, MSW and EMU alum, who is Community Engagement Director for the Washtenaw County Sheriff's Department; Brian Sellers, Assistant Professor of Sociology and expert in Restorative Justice; Celeste Hawkins and Sarah Van Zoeren, Assistant Professors in Social Work and activists committed to dismantling the School to Prison Pipeline; and Professor Education Debra Harmon on policy inequities in schools that impact the school success of African American children and youth. In addition, Aaron Suganuma, the EMU School of Social Work alum employed to assist with the planning grant and the development of related brief modules, was one of the speakers at the Day of Empathy, a state-wide event aimed at promoting criminal justice reform. Alum State NASW policy advocacy Allan Wachendorfer also participated in this event. The opportunity to EMU involve students in these events including The Day of Empathy is ongoing, as criminal justice reform picked up steam in Michigan, so this day will be promoted in the School going forward. Going forward, these events will be routinely publicized and supported by the School. For more information visit www.miccd.org/national-day-of-empathy.

Finally, in 2017, the Halle Foundation made a $10 million endowment to the school focused on social justice scholarships and scholars in residence. This endowment is completely unprecedented for the EMU School of Social Work. The Social Justice Day on the *Intersections of Social Work and Criminal Justice* helped forge a prototype for work on social justice and policy practice issues that will be supported by the endowment going forward. As the School moves into the coming year, we will build on this foundation by disseminating brief modules, or class presentation ideas on policy practice at the intersection of social work and criminal justice to all relevant policy courses.

OUTCOME

The project *Social Work and Criminal Justice Now* was designed to achieve two goals. The first goal of this effort is to create an opportunity for the EMU School of Social Work to expand and enhance the opportunities for both BSW and MSW students of social work (regardless of specialization or degree) to see policy in action and to develop fundamental policy practice skills at the intersection of social work and criminal justice. We made beginning progress in this goal. The second goal of this effort is to engage the School of Social Work in preparing its students for practice in policy and advocacy organizations concerned with criminal justice reform. Students did have this opportunity at the Day of Social Justice, and the modules will also suggest presenters who can contribute to this topic going forward. By adding opportunities for field internships at the Wayne and Washtenaw County jail, we increased opportunities to prepare students for policy practice at the intersection of social work and criminal justice. In part because this was originally conceived as a planning grant for a semester long effort, the evaluation instruments were limited to whether the presenter sessions at the Day of Social Justice achieved identified goals.

By adding opportunities for field internships at the Wayne and Washtenaw County jail, we increased opportunities to prepare students for policy practice at the intersection of social work and criminal justice.

IMPACT

As noted, we are planning so that the Halle Foundation endowment, that will come to the School in FY 19, will enable the School to continue to focus on specific social justice issues, and the policy practice implications and opportunities. In this way, the efforts are sustainable.

FUTURE

This project was strongly grounded in the local context, and to specific policy practice themes that are critical at this moment. We are considering the option of preparing a manuscript for publication describing the process for configuring this sort of intervention into the School community and curriculum.

Eastern Washington University – School of Social Work

Advocacy in Action Exchange

COMMUNITY ENGAGEMENT PLANNING GRANT

Types of students involved & number

128 students – 57 Undergraduate Seniors and 71 Juniors.

Names of PI(s)/primary faculty & staff

Beth Halaas, Timothy Hilton, Ed Byrnes, Tracie Fowler and Deborah Svoboda (PI).

Agencies/organizations involved

Spokane County Prevention Coalition/ Housing & Community Development Department; Central Valley Homeless Education & Resource Team (HEART) Program; Communities in Schools – Cheney School District; Spokane Regional Health District – Community & Family Services.

ABSTRACT

In the EWU School of Social Work (SSW) annual surveys conducted in the undergraduate and graduate programs, students have consistently reported their perceived lowest level of competency at program exit in the practice areas of social policy and community practice. With a Council on Social Work Education Community Engagement Planning grant, the SSW infused community partnerships as deliberate processes in an *exchange* for the purpose of *acting* and *advocating* on behalf of identified communities. This curriculum pilot, the *Advocacy in Action Exchange*, enriched two courses in the undergraduate (BASW) program, Community Practice for 57 seniors and Social Policy Analysis for 71 juniors to build skills in grassroots community partnership, analysis of community impact of policy, and strategizing potential avenues to meet identified community goals. Through community relationships, community profiles, and policy examination, students developed project goals and culminating products with their community partners over a 10-week quarter period. Pre and post quarter questionnaires were completed by a total of 124 students on the first and last days of the course. Twenty-nine students voluntarily participated in focus groups held on the last day of the course. The findings will inform the SSW BASW evaluation of community practice and social policy curriculum.

CHALLENGES

The Planning grant provided opportunity for summer 2016 preparation of curriculum frameworks and initial community partner contact. The Community Practice course was held in the fall 2016 quarter with 57 students spread unevenly across three sections of the course. All sections were taught by the same instructor. The Policy Analysis course was held in the winter 2017 quarter with 71 students in three sections. All sections were taught by the same instructor.

Four particular challenges developed over the course of this project, the first being insufficient formulation of reliable contacts and/or draft for student community projects early in the course. The second included the time constraints of a quarter term to meet the goal of students experiencing relationship building opportunities with community partners. The third challenge revolved around the lack of preparation through the program for experiential learning and for foundational understanding of macro practice. An added challenge identified in the plan occurred as the project moved from fall to winter quarter. The initial plan was to transition projects and community partnerships from the Community Practice course seniors to the Policy Analysis juniors in winter quarter. That transition plan

was limited in its scope as some of the original projects were finalized and some of the partnerships were not easily transitioned to the winter quarter.

Opportunities included lessons learned and relationships built. The feedback methods integrated into the project allowed for students to share their experience with the project, as well as to assess their own shift in knowledge, skills, and perception of importance and comfort with macro practice. In tandem, faculty learned from students their perception of course sequencing, curriculum gaps overall, and macro practice education specifically. Faculty and students built and/or strengthened relationships with community partners that continue in following quarters. The model of an Advocacy in Action Exchange was piloted leaving room for adaptations for future partnerships between students, faculty, community partners, and policy makers.

OUTCOME

An exploratory study utilized a mixed methods approach to document rankings and perceptions by undergraduate students registered in two courses. Quantitative data was collected through pre and post structured questionnaires crafted to reflect the self-reported questionnaire used with graduating students. The pre and post questions included subsequent items under each question related to the 10 core competencies as outlined in the Council on Social Work Education Educational Policy and Accreditation Standards (2008, 2.1).

1. To what extent do students see the importance of knowledge and skills in these practice arenas?
2. How do students perceive their knowledge of skills in these practice arenas?
3. To what extent are students comfortable using the skills?
4. (post only) To what extent did the various learning activities contribute to their learning?

At the end of the term, qualitative data was collected through focus groups using a semi-structured guide and collected by research team members other than the students' instructor for the course. The focus group was conducted using reflective prompts related to students' experiences in the course, with their community partners, and with the course material.

For the 2016 fall course, Social Work with Communities, there were statistically significant differences between pre and posttest values on 8 of the 30 variables, although correlations were modest. For the fall course, the decrease in understanding of the importance of community practice for social work could be informed by the qualitative data from students. Focus group themes revealed high distress with the relationship of class assignments with the ambiguity that naturally accompanies practice with community members and partners.

For the 2017 winter course, Social Policy Analysis, there were statistically significant differences between pre and posttest values on 17 of the 30 variables with correlation results suggesting the relationship, and therefore magnitude of effect, between pretest and posttest items was not especially strong.

Qualitative data reveals a more dynamic picture of students' experiences revolving around themes of: perceptions of social work practice, perceived comfort with macro practice, perceived importance of macro practice, class assignment ambiguity, commitment by non-social workers, and learning through community relationships. Lessons learned from student experiences and instructor experiences will inform curriculum changes for the undergraduate and graduate program.

IMPACT

The long-term impacts include sharing with all faculty the lessons learned from this project as we revise curriculum in our BASW and MSW programs. The Advocacy in Action Exchange will inform critical consideration of the extent and manner in which experiential learning opportunities are situated in community practice and policy courses in the future. Features of the Advocacy in Action Exchange are sustainable in the courses by strengthening student preparation for experiential learning, program curriculum revisions, and faculty and community partnerships. Resources needed include funds for major curriculum revisions by faculty; summer funding to sustain the Advocacy in Action Exchange partnerships including training for Exchange involvement.

FUTURE

The EWU School of Social Work Advocacy in Action Exchange is unique to the program, although features could be replicated by another program in a quarter system.

Evangel University

Legislative Education and Advocacy

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

20 students were directly involved in the grant including junior and senior social work majors. In addition, 90 Evangel students were involved in a campus Town Hall meeting.

Names of PI(s)/primary faculty & staff

Lacey Nunnally

Agencies/organizations involved

ACT Missouri, Community Partnership of the Ozarks (CPO), Empower Missouri, Cox Center for Addictions, and Springfield Police Department.

ABSTRACT

Junior and senior social work majors participated in a legislative project surrounding the passage of a Prescription Drug Monitoring Program (PDMP) in the state of Missouri which specifically addressed abuse, addiction and diversion of prescription pain pills. In collaboration with local and state agencies, advocacy training, specific to legislation, was provided. Students traveled to the Capitol on four occasions to educate and advocate for a statewide PDMP, as Missouri is the only state without this prescription drug database. Students engaged the community by hosting a town hall meeting on campus, a community discussion at a local coffee shop, presenting at a youth state conference and at local agencies and creating a webpage, Facebook and Twitter accounts. Personal testimonies related to prescription drug abuse were included, as well as the latest research. Students maximized social media for all events, including legislative updates. Several state agencies and the local NPR affiliate interviewed and posted updates related to the activities of the students.

Overview

The goal of the project was to support the passage of Prescription Drug Monitoring Program (PDMP) legislation in the 2017 Missouri legislative session. To achieve the goal, social work majors, as well as behavioral science majors, began researching opioid addiction in its various forms including prescription drug abuse, addiction and diversion in the fall semester. Students in Introduction to Social Work, Sophomore Seminar and Social Policy I wrote research papers about the intersectionality of poverty and prescription drug abuse.

In the spring 2017 semester, by special invite, social work seniors in Practice III, attended a legislative advocacy seminar hosted by ACT Missouri at the MO State Capitol, which was designed for coalition members. The next day, seniors educated and advocated various legislators about the need for PDMP legislation as MO is the only state without this legislation.

A Town Hall meeting was held on campus and was sponsored by the Social Policy II & Practice III classes, as well as the Psychology and Criminal Justice Clubs. Special speakers included a local addiction specialist and law enforcement officer. In addition, each social work student shared one fact or personal experience related to the abuse, addiction or diversion of prescription pain medication.

Social Policy II, composed of junior social work majors, spoke at a state youth conference sponsored by ACT Missouri. Their presentation included information

Students were simply stunned at their ability to make change. They were praised by MO legislators, the local NPR station, local agencies, local/state social workers and Evangel administrators.

on how to run a successful social media advocacy campaign as they created a website for students around the state who supported PDMP legislation, a Facebook page, Instagram page focusing on passing PDMP legislation. This lead to the local NPR station doing a 5-minute interview/broadcast about their legislative work.

Practice III, composed of senior social work majors, hosted a Community Discussion at a local coffee shop and had over 30 in attendance. In attendance were local addiction specialists, social workers, Community Partnership of the Ozarks representatives and other locals. Students created an Opioid Bingo game to help educate the audience and divided into small discussion groups.

Social Policy II students attended Empower Missouri Advocacy Training Day at the state Capitol where over 200 social work students attended from across the state. The Policy students were recognized and EU faculty was asked to share about their legislative efforts in the Senate. Students divided the list of senators and visited every office, providing materials and educational conversations.

Each time the students made the 2-hour drive to the Capitol, their confidence increased, as well as their understanding on how to advocate for change on a state level. Their dedication to this project was inspiring and rewarding.

CHALLENGES

The implementation was beyond my expectations and plans. The community support, grant support and engaged social work majors made the project one that exceeded all other projects over my 20-year teaching span.

OUTCOME

Taking policy into practice changed the professional lives of the students involved in this project. The ability to research a problem, find an avenue for change especially at a local and state level, gain the support of local agencies, conduct educational presentations at area agencies about the need for change, advocate to state legislators, was eye-opening. Students were simply stunned at their ability to make change. They were praised by MO legislators, the local NPR station, local agencies, local/state social workers and Evangel administrators. Several junior students chose a macro oriented practicum due to their new love for macro practice!

Seniors rated their performance on the project using EPAS competencies 6-9 in a final paper.

Students also conducted field research after our Town Hall meeting which indicated a need to include very basic education in our next effort. This was adhered to as they created an Opioid Bingo game to provide basic knowledge on the issue.

IMPACT

This project is sustainable and embedded in the two social work courses. Plans are being made for next year's legislative work as the bill did not pass. The intensity of the project will not be possible due to lack of funding.

FUTURE

This could be implemented in other programs, especially smaller programs with traditional undergraduate students.

Howard University School of Social Work

HUSSW Community Engagement Project

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

Approximately 85 MSW and doctoral students. Most of the students (75-80) were MSW students.

Names of PI(s)/primary faculty & staff

Tracy Whitaker and Altaf Husain.

Agencies/organizations involved

N/A

ABSTRACT

The Howard University School of Social Work (HUSSW) community engagement project involved MSW students from both the Direct Practice and Community, Administration and Policy Practice concentrations. The project's key policy issue of homelessness aligned with the HUSSW's selection of "homelessness" as the major programmatic theme for the 2016-2017 academic year. The community engagement project consisted of three key elements: 1) community partnership projects, 2) panel discussions; and 3) discussions with local leaders. These elements were infused in five key programs and served to provide the most comprehensive engagement experience for our students. In addition, through each of these programs, the students had the opportunity to observe "policy in action" as well as opportunities to develop and utilize policy practice skills.

CHALLENGES

Overall, the project was implemented as planned. We built the community engagement project into existing structures, such as the annual Teach-In and Advocacy Day on Capitol Hill. In addition, we connected the theme of homelessness to the Grand Challenges initiative within the profession. A major strength of our approach to use existing structures also posed an unexpected challenge because we were not deliberate in building in formal evaluation mechanisms since those collaborating entities/departments usually conduct their own evaluations. We would recommend requesting a brief evaluation plan from future grant recipients to ensure that evaluation is prioritized from the beginning.

OUTCOME

The project outcomes were: 1) students acquired knowledge about the deleterious impact of the intersection of race, ethnicity and poverty on the persistence of homelessness; 2) students comprehended the terms, definitions and historic/contemporary motivations behind policies to address homelessness in the US; and 3) students acquired new skills in addressing issues of homelessness rooted either in the Direct Practice or Community, Administration and Policy Practice concentrations.

Through each of these programs, the students had the opportunity to observe "policy in action" as well as opportunities to develop and utilize policy practice skills.

Formal evaluations were used for the largest activity which was the Teach-in, "Homelessness: Tackling a Grand Challenge" and informal debriefings were used for other activities. About 75 students completed the evaluation form for the Teach-in. Most of the students rated the presentations as "very good" while the themes from the written comments ranged from the tremendous value of the information on public housing to the importance of collaboration between the public and private sectors. Students consistently expressed a desire for more hands-on and engaging activities in addition to the lectures/presentations. The Teach-in being tied to the Field Education beginning of the semester activity was very helpful in demonstrating curricular interconnectedness between course content, field education and in our case, the school-wide focus on homelessness during the 2016-2017 academic year.

Although we were uncertain how the "mock" Town Hall meeting exercise would turn out, students did well in role playing and interacting with local area practitioners and service providers. The Twitter Town Hall on homelessness was well-received and fit well with the emphasis on meaningful integration of social media into the curriculum.

IMPACT

The project is sustainable, but will require additional resources to supplement the existing budget. Promoting policy practice has been a priority, but due to the focused nature of this grant, it became obvious that the contemporary sociopolitical climate has sparked interest in people of all generations to consider the impact they can have in influencing and developing cutting-edge policy solutions to the complex social problems in the US. Among the types of resources needed to sustain the project are: 1) additional dollars as some of the hands-on and simulation type activities require the inclusion of topic area specialists with technical expertise, and their time and talents should be compensated accordingly; and 2) there may be some background or primer type content on policy practice which could be developed in an online format which can then be shared and utilized by any social work program.

FUTURE

This project can be implemented by other programs. As noted above, one of the strengths of our approach was that we did not try to implement this project separately from the existing structures within the school. Those structures, for the most part are not unique to our social work program, such as the field education office and the faculty who teach the foundation and advanced policy courses.

Humboldt State University

Policy Practice in Field Education Planning Project

FIELD PLACEMENT PLANNING GRANT

Types of students involved & number

We received a planning grant so students were not directly involved.

Names of PI(s)/primary faculty & staff

Yvonne Doble and Jennifer Maguire.

Agencies/organizations involved

N/A

ABSTRACT

Humboldt State University is located in rural northern California, with ten federally recognized tribal entities within the nearby region. Our social work program maintains an emphasis on working with rural and indigenous peoples, and our policy practice project has reflected this emphasis. The sites we have engaged with include: Tribal Governments and Tribal Advocacy Organizations; Environmental Justice and Water Policy; Food Justice; and Community Organizing. The focus of our efforts has been in relationship building and identifying efforts our program can undertake including exploring strategies for developing additional internship training and orientation opportunities to better prepare students for policy practice, as well as developing collaborative internship placements across organizations that may not have current capacity to host internships.

Through this planning grant we cultivated a relational approach to engaging community partners around policy practice. Through individual meetings, we developed a clear understanding of their strengths, challenges, upcoming grant opportunities and other avenues for partnership. As many meetings did not occur until after the fall semester had begun, the new and expanded internship opportunities will be reflected in our fall 2017/spring 2018 placement cycle.

CHALLENGES

We were successful in establishing meetings with representatives affiliated with local tribal governments: Yurok Tribe, Karuk Tribe, Wiyot Tribe, Tolowa Dee-Ni Nation, Bear River Band of Rohnerville Rancheria, Hoopa Valley Tribe, Cher-Ae Heights Indian Community of the Trinidad Rancheria and Two Feathers Native Family Services (which represents Big Lagoon Rancheria for ICWA). This was supported by the number of sites where we have recent alumni serving in leadership positions. The majority of the work hours towards this project became focused on the work with tribal settings, as the feedback we received required serious attention and work will establish many more opportunities in the future.

Through individual meetings with organization leaders, we secured an invitation to participate in a key meeting with the Building Healthy Communities Coalition that is working in Del Norte County and Tribal Adjacent Lands, which is funded through the California Endowment and in partnership with Humboldt Area Foundation. This body is supporting several community-based organizing model projects which combine direct input from community members, excellent localized

data and partnership driven leadership and engagement, including literacy and health disparities. This group is also in direct partnership with True North Organizing Network, which follows the People Improving Communities through Organizing (PICO), model has been successfully cultivating grassroots community change in both local tribal and Spanish-speaking communities in our rural area. This has included actions around solidarity between these communities, addressing immigration policies and practices, and engaging in both national and local concerns around water and tribal sovereignty. This partnership is rich in possibilities for collaboration and future work. The primary sites for much of this organizing is occurring in more outlying areas, so we are also looking at how to support student ability to travel to these areas for engagement, project activity and actual internship placement.

Connecting with local environmental organizations involved in policy was more challenging, as their sense of connection with social work practice was less clear to those organizations and the organizations which were open to meeting were reticent to describe themselves as involved in policy practice or advocacy, although they were engaging in community outreach and strategic relationship-building over time. We received referrals to other programs and will continue to explore ways to build these opportunities. It appears that our strongest foundation for this work will likely come from the intersection of tribal community organizing around environmental issues, where we can build from our strengthened partnerships and historical relationships. The sites we have been able to deepen partnership with so far also provide a tremendous opportunity for future partnership development, if they choose to refer us to their existing partners.

OUTCOME

+ We piloted a new placement with the Yurok Tribal Courts, focused on developing a youth advocate position. Due to successful support of this student, we anticipate cultivating future placements with this setting, which could be a model for internship development in other tribal court programs.
+ We anticipate placing our first intern with the California Center for Rural Policy this coming fall. This body engages in data collection and analysis for many local organizations and policy initiatives. This site may provide an opportunity for expanding future partnerships with sites such as United Indian Health Services, and other organizations who are connecting data to community and statewide advocacy work.
+ We have an Advanced MSW student who will be engaging in a community project in partnership with leadership from the Building Health Communities Coalition this fall.
+ We are currently in meetings to establish a new placement agreement with Humboldt Area Foundation, which would allow students to be placed with Building Healthy Communities, True North and potentially the newly developing North Coast Equity Alliance.

Information gathered during this project further identified a need for targeted support and on-going leadership development for social work students and alumni engaged in practice within our local tribal social services program. Based on that need a grant funded position was initiated in January for a member of our department to engage in tribal placement development and support of recent graduates in leadership positions within tribal settings, and approaches to training and support of supervisors/field instructors in tribal settings are being developed with this group in mind.

We have also identified an openness in current internship supervisors to piloting collaborative placements, developing policy related off-site learning opportunities for students and interest in potential new models, such as creating hubs of students who meet with an additional supervisor once a month and explore systemic challenges and opportunities for policy practice and advocacy as well as interdisciplinary collaboration based on particular geographic areas or populations served. These hubs could also provide opportunities for students to connect across BA/MSW and Online/Campus divisions.

Information gathered during this project further identified a need for targeted support and on-going leadership development for social work students and alumni engaged in practice within our local tribal social services program.

IMPACT

We started this project with the clear intention to do the work in a way that reflects effective practice in rural and Indigenous communities, which means moving from a foundation of solid relationships, open communication and responsiveness to feedback provided. This work is grounded in our program emphasis but also in a foundation of reciprocity and accountability to our partners. The benefit of such an approach is that is completely sustainable and will continue to unfold through our on-going and substantive relationships. For example, we are in the process of re-establishing a formal body for program feedback and guidance from an identified group of tribal services program leaders. Our first meeting formal meeting with the full group is anticipated to occur late April.

FUTURE

The framework we brought to this process could definitely be one adopted by other social work programs, but it requires a focus on long-term outcomes and an investment by faculty and the social work program as a whole in this strategic approach.

Silberman School of Social Work at Hunter College

Advancing Policy Practice in the Field and in the Community-Planning Grant

FIELD PLACEMENT PLANNING GRANT

Types of students involved & number

600-800 BSW and MSW students in NYS; 200+ BSW and MSW students in the NYC area.

Names of PI(s)/primary faculty & staff

Mimi Abramovitz (PI), Terry Mizrahi (PI) and Kanako Okuda.

Agencies/organizations involved

Collaborative agencies include NASW-NYS CHAPTER PLUS NYSSWEA, and NYSTATE Deans Association plus other schools of social work.

ABSTRACT

The Silberman School of Social Work at Hunter College received a planning grant to increase the interest and involvement of social work students, educators, and practitioners in policy practice in collaboration with several other schools of social work (Fordham, Touro, Yeshiva and Lehman, Long Island University-Brooklyn, College of Staten Island). We divided our project into two parts. Part I was a Lobby Day where we partnered with the New York State (NYS) National Association of Social Workers (NASW), the NYS Social Work Deans Association, and the NYS Social Work Educators to hold a major policy day activity in the State Capital at Albany. We further worked with 13 social work programs outside of NYC. The second part of our project was aimed at increasing the quality and quantity of policy assignments in political placements (offices of elected officials) in NYC for clinical and community organizing students. While our project focused on New York City and New York State primarily, we also included a national component where we surveyed the 55 NASW chapters to ascertain what they are doing to promote social work engagement in policy advocacy, specifically related to their state-wide lobby/legislative days in conjunction with social work BSW and MSW programs. While we did not receive an implementation grant we successfully completed some of the planned activities identified in that second proposal.

Project Description

Our *two-pronged* planning grant focused on the political offices of NYC Council and NYS Assembly and Senate members and included both field education and community engagement activities.

Project I engaged approximately 250 NYC-area students from six schools in policy-related events in coordination with the NYS Lobby Day in 2016 and 2017. Lobby Day (aka Legislative Education Advocacy Day (LEAD)) is organized each Spring by the NYS NASW, NYS Social Work Educators' Association, and the NYS Association of Deans and Directors with 18 social work programs from around NY State. Each year Lobby Day creates opportunities for social work students to engage in policy activities with the NYS legislature in Albany (the state capital) The recent focus included social justice issues related to race/ethnicity and poverty, strengthening the social work workforce through loan forgiveness for social workers working in designated underserved districts, and increasing funding for social work programs and staff. By participating in legislative events, the NYS LEAD event educated elected officials about the policy capacity of social work students; added to the policy skill set of the students; and enhanced student learning about, interest in,

and motivation for ongoing and future policy work. This grant helped expand and deepen the policy role of BSW and MSW social work students and their programs.

Project II focused on field placements in the district offices of members of NYC Council and NYS legislators. The goal was for clinical interns to become "policy-informed" practitioners and for community organizing macro interns to become "policy-experienced" practitioners to better equip sets of practitioner to work in policy settings in the future. Most of the NYC offices accept micro and macro interns but tend to assign both clinical and community organizing students to micro-oriented constituency services. Opportunities for policy work in district offices remain limited for both groups. Project II began to address these barriers by reaching out through our field education department to representatives from political offices to help them understand the policy capacity of social workers and to expand the opportunities for social work interns to participate in policy-related activities.

While preliminary steps were made, we did not receive an implementation grant to fully pilot the placement opportunities in political offices. The project definitely has the potential to be adapted for other non-social work settings such as think tanks, research and advocacy organizations.

CHALLENGES

In absence of the Implementation Grant, we nonetheless went far beyond the planning grant and continued activities related to Lobby Day in 2016 and 2017, and to the Political Placement project to a lesser extent.

For Project I, the 6 NYC schools held a pre or post policy event or forum at their schools to substantially reinforce the Lobby Day learning and deepen students' interest in and ability to put policy into action in their school, agency and/or community. We offered the opportunity to other schools around NYS to do the same although we do not know how many did so. Although we did not hold a NY City-wide event as planned, many of the NYC schools still held pre-and post NYS LEAD events in 2016 and 2017 involving hundreds of students collectively. As part of this process, we surveyed students right after Lobby Day about their assessment of the of the LEAD event and its impact themes and any future actions they might take. As part of this grant, we conducted a second survey six months later to determine if the student followed up on these plans whether they continue to feel invested in policy-related activity and act to promote it in different settings. Six months later those who had graduated reported: More interest in a policy career track (41.6%); more involvement in policy issues in current job (50%). They also paid attention more to policy issues in media (83.3%), and became more involved in policy issues in community/as a citizen (66.6%). Those still in school indicated the Lobby Day "expanded my interest in a policy-related career track (66.6% and increased my interest in becoming more involved in community/political affairs (97.2%).

For Project II, we alerted the representatives of past and current political placements about the project and enlisted their willingness to provide more policy-related experiences to their students. With the planning grant, we began to identify and discuss the barriers to creating more policy assignments in political offices including the office and the staff's lack of understanding of the policy capacity of social workers, the field instructors lack of macro experience, and/or the lack of macro-trained MSWs among policy staff.

OUTCOME

For Project I, we created a NYC faculty group that successfully strengthened and expanded participation of the 6 schools in 2016 and 2017 statewide legislative advocacy day ("lobby day"). We also collected data post-2016 and 2017 Lobby Days by online surveys of NYS student participants plus the perceived investment and follow up activities for the Silberman students. Even without the implementation grant, we conducted two consecutive follow up surveys six months later in September of 2016 and 2017 to identify whether students report actually followed through on the range of policy-related activities. Our survey of Silberman students in both years found that regardless of practice method, the participants in both years benefited from experiential learning while actually influencing a real policy initiative; this event was transformative to the overwhelming majority. For example, 90% said it increased interest in becoming more involved in community affairs; 86% encouraged them to be more active in NASW and related organizations, 72% expanded interest in policy-related career track.

For Project II, we continued to develop and monitor the political field assignments of Silberman's predominantly community organizing students within the policy track.

90% said it increased interest in becoming more involved in community affairs; 86% encouraged them to be more active in NASW and related organizations, 72% expanded interest in policy-related career track.

The field advisors who review assignments and student learning are assessing the quality of the placements qualitatively. The field education department is seeking additional placements and identifying MSW trained field instructors in the various offices at the city and state level. Given feedback from various sources as indicated, we increased interest in providing MSW student field training; increased satisfaction among students with their assignments although with caveats and limitations; and provided 200 NYC field instructors from all settings information on ways to increase student and staff policy assignments (as a result of a formal CEU presentation by the two PI's).

IMPACT

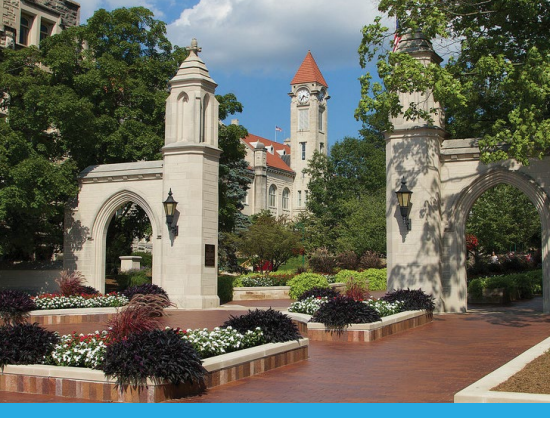
Without the implementation grant, we still partnered with the national NASW office to outreach to its 55 NASW chapters, surveying them about their policy activities including lobby days and related activities. Of the 45 respondents, 40 chapters reported engaging in lobby days annually or bi-annually and almost all collaborated with social work programs and social service agencies.

We will work long term with the national NASW senior field organizer to identify those state NASW chapters interested in developing post-lobby day and cross state activities and thereby enhance visibility and voice of the social work profession nationwide in the policy arena. We will also produce and distribute a national report on the combined strength and impact of social work political advocacy nationwide. *NASW News* is waiting to publish the findings, and we plan publicize them through other media outlets working with the Special Commission to Advance Macro Practice in Social Work.

We anticipate using student assistants and some staff resources from NASW to complete the first phase of the national effort. Social work programs need to assign faculty to specific projects for workload credit to make them sustainable.

FUTURE

This project can be implemented by other programs.



Indiana University School of Social Work (IUSSW)

Policy Training Program for Field Instructors

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

One current MSW student from the Gary campus shared her story of conducting macro work in her undergraduate BSW program and how it influenced her career decision.

Names of PI(s)/primary faculty & staff

Stephanie Lyons (PI), Marlo Dale, Jennifer Hippie, Minjoo Morlan, Jan Nes, and Jackie Votapek.

Agencies/organizations involved

Organizations and legislators that supported and provided materials and videos for the training include Kerri Baker, MSW, LSW former practicum student at Carriage House and graduate of the Fort Wayne campus MSW program; Clara Cooper, MSW, LCSW, ACSW, Retired Lobbyist; Mindi Goodpaster, MSW Director Public Policy and Advocacy for Marion County Commission on Youth; JauNae Hanger, JD, President for Children's Policy and Law Initiative of Indiana; Steven Manning, Clubhouse member from Carriage House; Indiana Senator Jim Merritt, Majority Caucus Chair, Indiana District 31; US Congressman Pete Visclosky, 1st District of Indiana; and Tom Weir, MSW, Director for Carriage House.

ABSTRACT

The Policy Training Program for Field Instructors equips them and Task Instructors with knowledge, skills, and abilities to promote and assess student competence related to policy practice. It also provides concrete opportunities for Field Instructors and Task Instructors to encourage students to be actively engaged in policy practice in the practicum settings. Lastly, it guides Field Instructors and Task Instructors on how to evaluate student competence in social work policy practice. The Policy Training Program for Field Instructors was developed for in-person and online audiences, ensuring that all Field Instructors and Task Instructors have access to the training.

CHALLENGES

The implementation of the training was met with success and positive feedback. Although the training was developed with the Field Instructors as the target audience, during the implementation Task Instructors were invited to participate. The Field Instructors and Task Instructors shared that it was helpful in reframing their thoughts and approach in working with students on policy work. In addition to the Field Orientation and Training presentations, IUSSW field team members presented the training at the annual IUSSW Alumni Conference. The audience participants included Field and Task Instructors, BSW and MSW students. The training was slightly modified to meet the needs of the audience members and the event schedule. Audience provided positive feedback about the content, and realignment with the importance of macro social work practice.

Another success was working with the State Senator and US Congressman. Both legislators were receptive in filming a segment encouraging social workers to get involved and provide them with information on how to best represent their constituents. Having representation from both the Republican and Democratic parties and from the State and Federal levels gave the Field Instructors and Task Instructors a diverse perspective that welcomed and invited their involvement and input.

The timeline for the development of the training was a challenge for both the in-person and online versions. We had hoped to have the in-person training available for the August Field Instructor orientations and did have it ready however due to the advance planning of the orientations, not all of the campuses/programs were able to include it. Campuses/Programs who have January starts

Field Instructors and Task Instructors were assisted in their understanding and developing their confidence in teaching our students how to effectively conduct themselves.

for their practicums delayed the delivery of the training until then. Also, the online version of the training was delayed due to the key faculty involved needing to be trained in a new program, WCMS. The goal for the roll out of the online training was October, 2016 but that was delayed until January, 2017. With these delays, the IU East program was not able to utilize the training with their Field Instructors however they will provide the training when the next group of students enter their field practicums.

OUTCOME

IUSSW trained one hundred twenty-five Field Instructors and Task Instructors on teaching their student about policy in the agency setting. These Field Instructors and Task Instructors were assisted in their understanding and developing their confidence in teaching our students how to effectively conduct themselves. It created an opportunity for IUSSW to expand and enhance the opportunities for students to practice and develop fundamental policy practice skills and strengthen the field experience of students in regards to their policy practice.

The formal project outcomes have not yet been measured as the trainings were implemented from August, 2016 through April 28, 2017. The key measurements of the effects of the training will be evaluated through the end of academic year measurements; Annual Field Education Survey and Educational Assessment – Learning Evaluation Tool and 2nd measure case presentations.

The Annual Field Education Survey will compare the 2015-2016 academic year results to the results of the 2016-2017 academic year, specifically looking at the question of "Were there opportunities to accomplish the following core competencies? Advance human rights and social and economic justice and Engage in policy practice to advance social and economic well-being and to deliver effective social work services." And if a student, Field Instructor, Task Instructor or faculty field liaison stated no to either of these core competencies, then a follow up question is asked, "What do you feel would have been needed in order for you to accomplish the missing core competency(ies)?" The results of this question based on the participant's role will inform IUSSW of the impact that training had on students and the agencies' willingness and confidence in developing their practice in the policy arena.

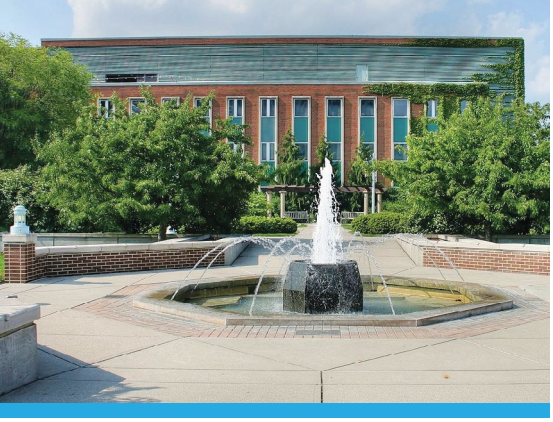
The Educational Assessment – Learning Evaluation Tool and 2nd measure case presentations will compare the 2015-2016 academic year results to the results of the 2016-2017 academic year for each program and campus. The results will indicate whether or not the training had an impact on the students' scores for the two core competencies; Advance human rights and social and economic justice and Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

IMPACT

IUSSW foresees that the Policy Training for Field Instructors will have a long-term impact on the social work program by reinforcing and removing barriers to engaging in policy practice. The training is sustainable as we plan to continue offering it to the Field Instructors and Task Instructors as an opportunity for continuing education units. In order to continue offering the training, the IUSSW will need to continue marketing the training to new Field Instructors and Task Instructors and will need to update the training with new, more relevant information and videos as they become outdated. The resources needed to keep it moving forward are the time and commitment of a faculty member of which the Director of Field Education has been identified to act in this role.

FUTURE

IUSSW believes that the training could easily be implemented by other social work programs with modifications for their specific geographic location.



Michigan State University, School of Social Work

My Brother's Keeper (MBK) Scholars Program

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

One (1) student for Advanced Standing – Organizational and Community Leadership, one (1) student for Advanced Standing – Clinical, one (1) student for Second Placement Organizational and Community Leadership, one (1) student for first placement.

Names of PI(s)/primary faculty & staff

Steve Anderson, Julie Navarre, and Lynn Nee (PI).

Agencies/organizations involved

One Love Global, Angela Waters Austin, Executive Director

ABSTRACT

The MBK Scholars program provides Social Work students an opportunity to be involved in community engagement and planning; policy advocacy on the local and state level, and; direct community member interactions, while expanding their understanding of the intersections of class, race, and policy and how those intersections impede or facilitate individual and community well-being. Social work students are more aware of structural racism in community and organizational policy and develop advocacy skills to effect change as either members or allies of communities of color.

CHALLENGES

Implementation did go as planned and in accordance with our original proposal. We were originally able to place nine MSU MSW students in three geographical placements under the oversight of One Love Global (OLG). One Love Global is the statewide coordinator for Michigan's My Brother's Keeper (MBK) initiative. My Brother's Keeper placements were made in Lansing, Detroit, and Flint. We had the additional opportunity to work with Western Michigan University's (WMU) field education department and they placed two MSW students from WMU in the Benton Harbor MBK site.

Our only challenge was matching the timeframes of the grant award with our field placement practices. The award was made at a time when many of our students had already been placed with agencies and subsequently we did not have any BSW students available but we identified MSW students whose interests aligned with the goals of the My Brother's Keeper project and who were still available.

OUTCOME

Our field project is currently on-going so we are still working on accomplishing our outcomes. The outcomes identified in our original application and the current status of those outcomes is included below. Overall, this project has enabled the School to become involved in a larger University discussion of how we improve educational outcomes, and subsequently economic outcomes for young people of color throughout their educational career (pre-K through post-secondary).

Grant Identified Outcome 1

Create enriched field placements for 10 students in nontraditional placement sites (MBK) that provide strong student learning on policy practice skills related to race, ethnicity, and poverty.

Outcome status: Nine students were originally placed within entities working on issues of race, ethnicity, and poverty.

+ MSW students in Detroit have worked within the Detroit Hispanic Development Corporation agency and have also partnered with the Campaign for Black Male achievement to look at school policies that related to the expulsion of children in elementary school in majority student of color schools. Additionally, MSW students organized a statewide summit that brought together policy makers, youth, and adults to discuss policy issues important to young people.
+ An MSW student in Flint is placed within the Mayor's office and has attended and participated in discussions with national representatives around the water issues impacting Flint citizen's life, which often intersect with issues of poverty, race, and ethnicity.
+ MSW students in Lansing have worked with local policy leaders to change issues of systemic racism within public entities such as the police and education systems. Students are also working to create this year's MBK summit, and are actively engaged in the Truth, Racial Healing, and Transformation (TRHT) effort undertaken by OLG and supported by the Kellogg Foundation.

To measure the change in learning for the students, OLG is utilizing a pre/post-test to measure change in student's knowledge about MBK and its objectives. Students were asked the following multiple-choice question with answer options ranging from not understanding the topic to being able to teach the topic to others. Multiple-choice questions include:

+ I understand the policy framework that supports the My Brother's Keeper Challenge.
+ I understand the MBK Playbook for Action and the benchmarks communities were challenged to meet.
+ I know which communities in Michigan accepted the MBK Challenge and who their conveners are.
+ I understand why municipal and tribal leaders were the targets for the MBK challenge.
+ I understand the MBK Milestones and the data supporting their selection as priorities.
+ I understand the policy and systemic barriers that are present at each MBK Milestone.
+ I understand the value of youth, parent, and community voice in policy transformation.
+ I understand the history of structural racism and its present implications in outcomes for children of color.
+ I understand why data-driven accountability for results is necessary and how to achieve it.

Additionally, students were asked the open-ended question, "how do you believe you will have an impact on policies and systemic barriers that produce inequitable outcomes for children of color in Michigan?" A post-test is scheduled.

Grant Identified Outcome 2

Establish ongoing field placement relationships with nontraditional agencies (OLG and other MBK sites) that lead to continuing field policy practice field placements for our students related to race, ethnicity, and poverty intersections.

Outcome status: We plan to continue our placements with OLG and hope to expand student placement to other identified MBK sites. There are currently ten Michigan communities involved in MBK. Because of our relationship with OLG and the nature of our program's reach within the state we are in a position to continue to place students within any of these communities. By providing an LMSW for supervision as well as the organizational structure of OLG, communities that might not have traditionally had the capacity to support a social work intern are receiving the benefits of their knowledge and work. Overall, MSU's MSW students are providing 3,840 hours of service to MBK communities.

Grant Identified Outcome 3

Develop a larger pool of job ready policy practice graduates to work in impoverished minority communities in both social work focused agencies and more nontraditional settings.

Outcome status: Through this effort we have a total of eleven future MSW practitioners (MSU placements and WMU placements) who are better prepared to work on policy issues related to race, ethnicity and poverty in both social work agencies and in other policy setting organizations, including local and state government.

Grant Identified Outcome 4

Develop content and delivery methods for four policy practice field oriented seminars related to race, ethnicity,

and poverty intersections. The intent is to use these not only with the funded project cohort of students, but to refine them and use with future cohorts.

Outcome status: Students who have participated in this project have received additional learning through seminars provided by OLG leadership to prepare them in their work. Three of the four seminars are complete and included:

+ Overview of the federal Region V structure related to health care and health equity by a representative from the Health Resources & Services Administration (HRSA)
+ Michigan's legislative process by a representative from the Michigan Senate
+ Raise the Age policy campaign by a representative from the Michigan Council on Crime and Delinquency

The final seminar will take place in April and will be a discussion around the W.K. Kellogg Foundation's work on Truth, Racial Healing & Transformation framework. Additionally, a broader audience of students, faculty, and community members were introduced to the work of MBK through the integration of a panel of MBK student speakers at the School's Martin Luther King Day celebration. Students shared their experience working on issues of race, ethnicity, and poverty intersections with event participants.

Grant Identified Outcome 5

Use the project experience to write about social work participation in the MBK initiative, and to submit this experience as a case study for publication and use in recruiting of students into the macro practice concentration of our program.

Outcome status: We have started discussing how we can appropriately package the experience of MBK into a tool that can be used to recruit into our macro practice concentration students who have an interest in the areas of child welfare, juvenile justice, education, poverty, race, community organizing and development, and advocacy. Over the next month, and with additional information from our students currently placed within the project, we will create a one page overview of opportunities within the MBK effort. This work will dovetail with marketing we have developed for a new Advocacy Scholars Program established with donor funding. We will make these materials available not only on our website, but at our state NASW LEAD event and other conferences where we recruit students for macro practice.

Once our first-year experience is completed and we have collected all post-placement information from students, we will begin work on a narrative for publication or presentation at a leading social work conference such as the CSWE annual meetings.

IMPACT

As a part of the MBK initiative as well as our expanded involvement in the TRHT initiative, the School of Social Work is planning for a long-term involvement in the area of field placements with OLG that focus on race, ethnicity and poverty. Our primary identified need for project sustainability is the ongoing financial support to provide appropriate social work supervision to students placed in MBK placements throughout the state. The School is committed to providing this continued support on an on-going basis to ensure that all MBK placed students receive coordinated supervision on a regular basis.

FUTURE

The model that we have created is definitely one that could be implemented by other social work programs that have a centralized partner to work with in the coordination of placements in multiple geographic areas. Again, the utilization of a single individual to provide supervision is particularly helpful in ensuring that student needs are met. Providing supervision through a single source also assisted in coordination with the leadership of OLG, ensuring that everyone was on the same page in project implementation.

We are also very excited that our work with OLG has led to potential interest by other Michigan universities and our director of Field Education, Julie Navarre, along with the Executive Director of OLG, Angela Waters Austin, have already met with the field director and the Dean of the University of Michigan's School of Social Work to explore collaboration. They will also be meeting with the field director at Wayne State University to explain the program and consider collaboration.

Niagara University

Niagara University Public School Collaborative

FIELD PLACEMENT PROJECT IMPLEMENTATION GRANT

Types of students involved & number

4 MSW students, 30-40 BSW students and 25 high school students.

Names of PI(s)/primary faculty & staff

Rolanda Ward

Agencies/organizations involved

Buffalo Public Schools

ABSTRACT

NUPSC aims to train social work students and high school student in youth participatory action research and advocacy skills through intention learning communities in order for them to influence policy changes at the state level. Students convene for large scale training activities where they are asked to converse and practice new skills as co-learners. Practicum students guide high school students in designing, implementing, and analyze data pertaining to their research question. Practicum students prepare students for advocacy meetings at the state capital through weekly in school meetings. The youth engagement, developmental intentionality, social emotional competencies, and boundless compassion guides the project.

The Niagara University Public School Collaborative aims to train social work students and high school student, using an intentional learning community method, in youth participatory action research and advocacy skills in order to influence educational policies at the state level. Field practicum students guide high school students in designing, implementing, and analyzing data pertaining to their research question. Practicum students prepare students for advocacy meetings at the state capital through weekly in school meetings.

CHALLENGES

We successfully trained social work and high school students in January 2017 about advocacy and policy strategies. During the January conference, students practiced the skills they would use in Albany, New York in April. We had approximately 100 attendees including MSW, BSW, high school students, and community partners.

OUTCOME

In March, three BSW and two MSW students arranged and coordinated legislative office meetings for six teams of students. In April, social work students from four universities traveled to Albany to advocate for three bills (raise the age, school social workers, and alternative pathways to a regents diploma). The night before our advocacy day, we trained students on what they were advocating for, how to advocate, and how to organize themselves for the office visits. We had six teams, with each team making four office visits. Later in April, MSW and

Students witnessed one of their bills being used as a bartering tool in the budget process, resulting in one of their advocacy bills being passed while in Albany. This process was extremely enlightening for the students.

BSW students worked with our high school students to organize a stakeholders' meeting. At the meeting, students disseminated findings from their youth participatory action research project and presented recommendations to supporters and school district representatives.

IMPACT

We are looking for ways to make the trip to Albany an annual trip. I sat in on various teams' meeting with legislators, and students were actively engagement in the advocacy work. One group even obtained a co-sponsor for one of the bills they were advocating for.

In addition, we traveled to Albany while the assembly and senate were engaged in budget negotiations, as the state budget was late. Students witnessed one of their bills being used as a bartering tool in the budget process, resulting in one of their advocacy bills being passed while in Albany. This process was extremely enlightening for the students.

FUTURE

This project can be implemented by other programs. We used a learning community model to bring together high school and social work students. Both sets of students inspired the other. Our January conference and our advocacy trip to Albany were highly structured in order to net changes in students' skills.

North Carolina State University

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

250 students

Names of PI(s)/primary faculty & staff

Jodi Hall (PI), Barbara Zelter, Natalie Ames, Kim Stansbury, Karen Bullock, Anthony Bennett, Paige Moore and Daniel Corn.

Agencies/organizations involved

NASW-NC, NC Justice Center, AARP, ACLU, Lutheran Services of Carolinas, Women & Gender Studies, Office of Institutional Equity and Diversity, Phi Alpha, Men in Social Work, Graduate Social Work Students Association, Baccalaureate Student Social Work Association, Robert Wood Johnson Clinical Scholars and Leadership Programs.

ABSTRACT

On March 30, 2017 NC State University Department of Social Work held a statewide symposium titled: *Policy and Advocacy: Intersectionality of Poverty, Race and Gender*. Students attended for free and the cost for others was nominal. No one was refused registration for inability to pay. Prior to the symposium students, with faculty guidance, explored policies that impact clients on their field agencies. Students addressed policy implications in field placement with agency supervisors and clients and in classroom discussions. BSW/MSW students attended NASW-NC Advocacy Day, NC Women's March, and/or Moral March for Justice. The political climate provided landscape for important discussions and advocacy opportunities. All of these experiences and reflections led to the symposium which was planned and organized by students, faculty, agency and community representatives.

The symposium began with the premise that we must unpack and dismantle unconscious bias, racism and bigotry as part of our efforts to affect policy. Noted anti-racism speaker, Dr. Robin DiAngelo, delivered a powerful address. Local police chiefs and community members held workshop on community policing & relationships with the community. The President-elect of AARP, Dr. Catherine Georges, provided the afternoon keynote address on advocacy for older adults. Local policy advocate, Chris Fitzsimon presented information on current legislative activities in the state. The event concluded with students reflecting experiences and discussing next steps. One participant stated: *"Out of 16 years of professional social work practice, this was definitely the most powerful conference I have ever attended as it relates to the topic of race, unconscious bias and policy."*

CHALLENGES

The events went as planned. We had excellent participation during the planning phase so it was an inclusive process. The challenge was decided what topics to cover during the symposium. We decided to focus on addressing racism, community policing, fatherhood, women in advocacy, and women and incarceration. We also decided it was important to have a powerful presentation on current legislative actions and engage students and self-directed advocacy steps.

It was challenging for some undergraduate social work students to get out of classes that were not social work courses. We made the day flexible by allowing students impacted to participate as much as possible. The only way around

We saw the value of broad collaboration which makes continued successful efforts more likely.

this would be to have the event in the evening or on the weekend. We concluded that this would not be a viable option and likely would not yield greater participation.

The unexpected opportunity is that the venue limited us to 340 people. We kept a waiting list and allowed more people to attend if some did not show.

OUTCOME

We did use formal evaluation measures and can share the results upon request. The surveys clearly suggest that participants learned a lot about policy and advocacy and want more of this type of information. Comments from participants have been tremendously positive. Participants describe the symposium as life changing. It was clear from the testimonies given by students and community members that they are moved to advocate for policies that impact race, poverty and gender.

Results: Overall participants were very satisfied by the event. When asked about ideas for future topics it was evident that participants see great need for policy and advocacy education. I can share with you all results from the evaluation. The event was videotaped and can be shared upon request.

Event workshops included the following topics:

+ White Silence in Racial Discussions
+ Advocacy 101
+ Women and Incarceration
+ Women and Advocacy: Do Race and Class Matter
+ Fathers in Child Welfare System
+ White Fragility
+ Muslims in North Carolina: The Real Story
+ Open discussion on Policing and Community Engagement

Large group presentations included:

+ Dr. Robin DiAngelo – The Waters of Race
+ Dr. Catherine Alicia Georges (AARP President Elect – Advocating for Older Adults)
+ Chris Fitzsimon – Legislative Agenda in NC – What you must know

IMPACT

It is clear the students and community member would like our social work program to continue to be leader in policy information and advocacy. We saw the value of broad collaboration which makes continued successful efforts more likely. NASW-NC was very important to the success of the project. The work of NC Policy Watch is also vital. Many were not familiar with their work. We need to partner with these organizations to better inform students and the community.

We can discuss the possibility of quarterly policy/advocacy workshops. This could be brown bag session held at various community agencies. Each year we have a Spring Symposium that coincides with Social Work month. The focus on policy and advocacy was highly praised. This may be an indication to continue with this effort into the future.

FUTURE

This project can definitely be replicated by other programs.

Rutgers University School of Social Work

Policy Practice in Field Education/ 'Policy Fellows' Program

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

Approximately 450 advanced year MSW students and 8 'policy fellows'.

Names of PI(s)/primary faculty & staff

Laura Curran and Mark Lamar.

Agencies/organizations involved

The placement site for the policy fellows were: CASA Camden County, Advocates for Children of New Jersey, Nationalities Service Center in Philadelphia, University Correctional Health Care, Coming Home of Middlesex County NJ, Urban Promises I, and GLSEN Central New Jersey.

ABSTRACT

The goal of our policy initiative at Rutgers was to infuse and enhance policy practice learning across the field education curriculum for all specialized/ advanced year students and to provide enhanced learning opportunities for a select group of policy focused students from our Management and Policy (MAP) specialization. For all advanced/specialized year students (85% are clinically focused) we developed two field education assignments focused on policy learning (advocacy assignment and engagement with a coalition of advocacy organizations) that related to the populations served by their field agencies and addressed intersection of race and poverty. We also had a small group of 'policy fellows' who were placed in policy focused field agencies. We had a monthly seminar with the fellows and invited in a social worker with an established career in policy practice. The seminars typically focused on a substantive problem are in New Jersey (housing, addition policy etc.) areas as well as the career trajectory of the guest speaker. Students were also required to take a course entitled 'Policy Perspectives on Poverty and Inequality.' At the end of the academic year, several policy fellows contributed to a faculty-student panel on social welfare policy under the Trump Administration.

CHALLENGES

The primary implementation challenge involved the dissemination and explanation of the field education policy assignments to field instructors and field liaisons. Rutgers University School of Social Work is a large organization and the dissemination involved communication with over 400 instructors who had individual questions etc. as this was a new component of field learning. We used various strategies, including FAQ and assignment supplements, to assist in this process.

OUTCOME

Projection evaluation is still underway. For the large-scale field assignments, we have surveyed all the field instructors and all advanced year students about their perspectives on the assignments and on policy learning in field more generally. Some of the initial data has been analyzed, although full data analysis will occur this summer. Initial findings suggest that the field instructors were generally supportive of the goal of the assignments and found them to be significant learning experiences. In addition, the field learning contracts documented students' successful completion of the assignments.

This project facilitated a deeper integration of policy learning into field education and encouraged all students, including clinical students, to appreciate the connections between micro and macro practice.

These data will also be analyzed this summer. Evaluation of the policy fellows program was qualitative in nature given the smaller number of students. Feedback was very positive and focused on both substantive learning as well as the development of a 'policy community.'

IMPACT

This project facilitated a deeper integration of policy learning into field education and encouraged all students, including clinical students, to appreciate the connections between micro and macro practice. Our initial evaluation findings also suggest that facilitated field instructor growth in this area as well. We are planning to continue both components next year. Our greatest need is faculty commitment and availability, which we have secured for the upcoming academic year. We are still seeking external support.

FUTURE

We believe this model can be implemented by others with appropriate resources.

Simmons College School of Social Work

Simmons Policy Practice Initiative (SPPI)

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

Two (2) BSW and eight (8) MSW students.

Names of PI(s)/primary faculty & staff

Michelle Putnam (PI) and Sandra Bailly.

Agencies/organizations involved

N/A

ABSTRACT

SPPI was designed to increase policy practice competency and enable BSW and MSW students and field stakeholders to actualize policy practice skills and activities at their respective field agencies. SPPI's major activity areas included field education, trainings & professional development, BSW and MSW program curriculum review and realignment to EPAS 2015, and evaluation. Ten (10) field education partners matched with 10 students (two BSWs and eight MSWs) representing the following policy practice areas participated in the SPPI pilot:

+ Behavioral Health
+ Environmental/Housing
+ Older Adults
+ Veterans
+ Youth Development and Arts Education
+ Urban Education
+ Emergency Financial Assistance/Basic Needs
+ Child Welfare /Children, Youth, Families

SPPI students were offered the following benefits of participation:

+ $300 scholarship for a policy-related conference of your choice
+ Trainings led by current policy practitioners like the Chief of Staff of Massachusetts's Senator Sal DiDomenico, the government relations behavioral health advocacy and policy leader of Boston Children's Hospital, and Simmons SSW Faculty including Dr. Michelle Putnam and Dr. Kristie Thomas
+ The opportunity to prepare for LEAD Day through direct NASW (National Association of Social Workers) Massachusetts chapter mentorship
+ The opportunity to meet and speak directly with legislators at the annual Massachusetts NASW legislators breakfast
+ The opportunity to present their field placement achievements at the Simmons Center for Community and Applied Research Symposium (optional)
+ Access to a wide network of seasoned policy practitioners serving in various capacities at the local, state, and national level

SPPI Field instructors and SPPI Field Advisors were offered the following benefits:

+ Opportunity to contribute to the learning and development of the next generation of social work practitioners
+ Ongoing technical assistance support to enable each agency/field instructor to operationalize the policy practice competency in their respective student's Learning Plan. SPPI Learning Plans were designed to elaborate the agreed upon set of policy practice skills and activities.
+ Trainings led by current policy practitioners like the Chief of Staff of Massachusetts's Senator Sal DiDomenico, the government relations behavioral health advocacy and policy leader of Boston Children's Hospital, and Simmons SSW Faculty including Dr. Michelle Putnam and Dr. Kristie Thomas
+ Access to a wide network of seasoned policy practitioners serving in various capacities at the local, state, and national level

CHALLENGES

The SPPI implementation went as planned and was successful. Activities were expanded on as the project rolled out.

Our project plan emphasized orienting students to SPPI first, then focusing on field instructors and advisors. We learned very quickly Field Instructors and Field Advisors were not as prepared as we had hoped, and that we needed to provide them technical assistance in identifying and developing policy practice activities at the same time we began to orient students to SPPI. Many SPPI Direct Service Field Instructors initially found it more challenging than they anticipated to identify policy practice activities and skills at their respective agencies. We operationalized a list of specific policy practice skills and activities (affirmed by the SPPI Advisory Board) and provided technical assistance to Field Instructors in revising Student Learning Plans to include at least a subset of these skills. Some Field Advisors were tentative about providing policy-practice technical assistance to SPPI Field Instructors (i.e. helping them to operationalize policy-practice skills at their respective agency). We are in the process of developing a training institute for SSW field advisors and instructors to build capacity related to policy practice. An additional challenge was the duration of the SPPI pilot as we felt one academic cycle seemed too short. We intend to continue to expand the SPPI program, realizing that some of the pilot work will need to be further developed. We intend to write a strategic plan for this next phase. Finally, the timing of the awards added difficulty to program implementation. CSWE's announcement of the award at the beginning of the academic year when student and agencies matches were already in place resulted in retro-fitting field placements to be SPPI placements.

Unexpected opportunities included 1) collaboration with Boston University to identify and address training needs to Field Instructors and Advisors, many of whom work for both universities, 2) development of a stronger collaboration with Massachusetts's NASW chapter and Policy Director.

OUTCOME

We intend to continue to grow and expand the SPPI program. Specific achievements include:

+ Establishment of an SPPI Advisory Board comprised of external policy practitioners. We intend to make the Advisory Board a permanent component of this SPPI program.
+ Selection of students and agency partners for this first program year. We intend to try to sustain the initial SPPI placements and agency partners and add at least 10 more in the coming academic year.
+ Provision of technical assistance and advisory consultation to field instructors. One-on-one technical assistance calls/visits and group technical assistance meetings proved to be an effective way to help field advisors identify policy practice activities in their agencies and to develop and monitor policy student's practice activities and learning goals.
+ Revised student field portfolio to include policy practice skills. We modified 1) SPPI student's Learning Plan to include policy practice activities, 2) the Field Instructor Evaluation forms and report for SPPI students to include direct policy practice activities, 3) SPPI student's Field Reflection Paper assignment to reflect policy practice skills and activities. Going forward these will be permanent revisions for all SPPI students. In additional we will begin to review the Learning Plan and Evaluation documents for all BSW and MSW students/placements to more specifically highlight policy-related activities.

+ Developed a weekly policy-practice newsletter that is disseminated widely across the SSW community providing information about local and regional events and activities students can engage in. This newsletter will continue to be produced.
+ Provided students professional development funds to attend a policy practice conference or event of their choice. Students will continue to have access to SSW funds to for professional development.
+ Conducted two SPPI student focus groups as part of overall program evaluation to help monitor and assess where SPPI program changes should be made.
+ Conducted an online field instructor survey, jointly with Boston University, to better understand field instructor need for and interest in policy practice training.
+ Developed and produced a free online policy training module targeted to social workers, but open to anyone interested in policy practice.
+ Supported deeper engagement with MA NASW Policy Director and SSW field advisors
+ Participated as LEAD Day Lobby Leader
+ Held career development presentation for SSW and Simmons College students with MA legislative staff at Simmons
+ Held policy practice training for Simmons SSW field instructors featuring Dr. Kristie Thomas and Dr. Michelle Putnam
+ Transferred findings from SPPI program to faculty discussions of implementation of EPAS 2015 in existing social policy and social action curriculum
+ Engaged SSW Faculty in policy practice conversations

Evaluation of the SPPI program was ongoing and included:

+ One-to-one check-ins with, and consultation to SPPI Field Instructors and SPPI site visits
+ Formal evaluations of SPPI student performance through Evaluation tools
+ Two SPPI student focus groups to evaluate both the SPPI program and the field placement experience
+ An online survey of Field Instructors to better understand their policy practice training interests and needs.

IMPACT

We believe the SPPI program is sustainable and are working to integrate it into our field education program. As noted above, we are engaging in a range of activities from modification of field protocols to provision of technical assistance to Field Instructors to development of policy practice trainings for the SSW community, particularly Field Advisors and Instructors. Most of our activities have modest budgetary needs, thus we believe the SPPI program is fiscally sustainable as well as sustainable and expandable within our curriculum.

Going forward, we are attempting to more clearly connect policy practice activities in field placements to classroom policy and social action curriculum by alignment of assignments and activities. Additionally, we will be working to expand the number of SPPI placements as well as more clearly articulate the policy components of our traditional field placements.

To carrying this work forward, we be engaging the full faculty further to work with both internal and external stakeholders.

FUTURE

We believe this project can be implemented by other programs. We designed the SPPI program model with specific aims and goals and products that we believe are replicable in other SW programs.

St. Catherine University-University of St. Thomas School of Social Work

The Mapping Social Justice Project

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

6 Graduate student Research Assistants, 25 classes of MSW students and faculty viewed the launching video and presentation, 327 total MSW students who have received at least 5 all-students alerts, An additional 60 alerts (as of March 30) were sent to various targeted groups of MSW students, 11 alerts sent to specific course faculty to share with their MSW classes as they chose, and an unknown number of students reached through sharing on social media.

Names of PI(s)/primary faculty & staff

Lisa R. Kiesel

Agencies/organizations involved

N/A

ABSTRACT

This project was developed as an ongoing component of the implicit curriculum to expand and enhance within our clinical MSW program opportunities for all students to see policy in action, to practice and develop fundamental policy advocacy practice skills, increasing civic participation, and advancing awareness of the intersections of race, ethnicity, and poverty impacting our communities and policies. As a first tactic, we created a humorous video, shown throughout the program, to engage and inspire all students regarding integrating advocacy into a social work career, no matter the setting or service type.

Continued tactics included targeted efforts to integrate policy and community awareness throughout the clinical curriculum, providing actionable information and advocacy guidance. This was accomplished through course and field placement "mapping", identifying core issues, service type, and population(s) served, as well as establishing a process and network for monitoring up-to-date policy and community action information. These two elements, maps and networks, are brought together through student policy/community research and dissemination targeted to relevant courses and students. This allows students to relate their current clinical learning with broader or emerging macro and mezzo aspects of the issue, and we believe they feel more empowered with this knowledge to take advocacy action. Methods of dissemination include providing brief forms of information to faculty to share with specific classes, email alerts directed to individual students, active use of social media to reach and interact with students/ faculty, and physical posting of alerts in the School of Social Work.

CHALLENGES

This project, in its inaugural year, has been challenged by institutional technology limits, challenged core participants' democratic process with both rights and responsibilities, and challenged us to think carefully about our core SWK values and policy/community priorities: all worthwhile challenges as we begin to experience results and embrace new opportunities. The largest challenge I have faced in this project has been working within our university to develop an effective and efficient data management and information dissemination system. Despite best efforts begun in the fall, we are yet to have this system, but I am hopeful it is within view. Beginning in March, a Graduate student in the Software Engineering program was assigned to work with us to develop this system. The consequences of the challenge have been the inefficiency of the student

I anticipate a long-term outcome that both students and faculty increase their advocacy and community involvement, increasing our professional presence and both clinical and systems knowledge sharing more broadly within the community.

"targeting" system as well as not being able to target as precisely as intended (i.e.: only considering one target variable rather than a combination of targeting variables). Our hope is that greater precision of targeting enhanced engagement to action. An additional consequence has been that without this system alerts must be sent from an individual email rather than from the Project site. This resulted in more of my faculty time to send out alerts which had been planned and budgeted for student assistants to complete. A challenge as the faculty liaison/organizer of this project and first time supervisor of student RA's, I struggled to balance empowering, democratic process with the need to hold students accountable to the purpose and expectation for work of this project. Another dynamic challenge has been our grappling as a group to walk the fine-line of what it means to take a stand for our Social Work values and ethics in regard to current policy and community issues yet not be political in a partisan way. We processed together to examine, screen, and articulate the information/action ideas we sought to share and to ensure its foundation in our professional values and ethics.

Opportunities have arisen for the project to embrace. We have overlapped with the work of the MSW student association for Social Work Day at the Capitol engagement and action. The project has sent alerts related to this event and the state NASW legislative priorities. Further, the project has printed, provided postage, and will craft brief sample scripts for a postcard campaign targeting legislators that will follow the Capitol event. Ongoing collaboration between the project and the student association is being considered. Another new opportunity has arisen for the project to join with other faculty efforts to provide training and support for people interested in training and building coalitions for advocacy work. March 30th is the first Train the Trainer event. A website has been created to provide an information hub which will be absorbed into the Mapping Social Justice project.

OUTCOME

The project sought a short-term outcome of establishing systems of mapping, networking, and targeting of information that can be sustained over time, a goal whose accomplishment was challenged in terms of accessing necessary technology support. However, as of this report, a system to accomplish mapping, networking and targeting of information has been developed and used. Its limits/challenges have been identified and it will continue to be refined with the hope of a more efficient, effective system by the end of April, allowing for testing in May, and full implementation in June. A medium-term outcome was to increase student and faculty knowledge/awareness of policy and community, and race, ethnicity and poverty connections to their focus of learning in class and field. Evidence of this outcome is at present anecdotal and derived from interpretation of our social media interactions (see Social Media below). We intend a more formal evaluation of effort and outcome at the conclusion of the school year through survey responses and possible focus groups. A method of ongoing evaluation will be considered after this first effort.

Social Media. The Mapping Social Justice Facebook page was first created in January 2015, primarily as a resource for distributing information about Justice4All, a state-wide restorative justice campaign. Content was posted sporadically for the next several months. Starting in fall 2016, a Mapping Social Justice Research Assistant was assigned to manage the page. At that time, the team was still building the infrastructure for the project, so little content was posted. In February 2017, when Mapping Social Justice began sending regular targeted action and information alerts to students, posting to the Facebook page became an important component of the project's dissemination efforts.

IMPACT

I anticipate a long-term outcome that both students and faculty increase their advocacy and community involvement, increasing our professional presence and both clinical and systems knowledge sharing more broadly within the community. Ultimately, I hope for an impact of our graduates entering and maintaining social work careers founded on an integrated micro-macro practice. It is too soon for this outcome, yet early anecdotal evidence supports that the model does to some extent scaffold what was intended/hoped for.

This project with the initial system of data management/dissemination is not sustainable, nor does it allow for the effectiveness of targeting intended. The ongoing work to have an adequate data management/dissemination will serve to make this project sustainable. Other needs include the provision of school funding for one graduate assistant over the summer and at least two graduate assistants during the academic year. I am currently seeking this funding. Other resource needs will be identified as the project develops the opportunities that have emerged.

FUTURE

This is a model that could be replicated. This start-up year has required considerably more of my faculty time than anticipated. A realistic sense of time needed should be considered. This time was in part greater due to the technology challenges. Beginning with an adequate data management/dissemination system is suggested, rather than simultaneously acquiring the data and building the system. I also learned that student workers often needed more help, training, and supervision to be successful at completing their tasks than I had anticipated.

Texas A&M University – Kingsville

TAMUK Social Work Program Community Practice Project

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

102 students participated in the Project. The Project involved primarily BSW students, but ended up including MSW students and even some non-social work students who attended the Policy Leaders Panel.

Names of PI(s)/primary faculty & staff

Mariah Boone, So'Nia Gilkey, Maria Iyescas, Teresa Young, and Robert Villa.

Agencies/organizations involved

TAMUK, Texas Impact, Citizens for Fairness and Progress, Texas Rio Grande Legal Aid, Women's Shelter of South Texas, Child Protective Services, RAICES, South Texas Human Rights Center, Fuerza del Valle, Driscoll Children's Hospital, Texas Legislature.

ABSTRACT

The TAMUK Social Work Community Practice Project enhanced opportunities for BSW students to see policy in action and to develop fundamental policy practice skills as well as knowledge about the intersections of race, ethnicity and poverty. The project included a Brown Bag Series with speakers from Texas Impact, the Citizens for Fairness and Progress, Texas Rio Grande Legal Aid, the Women's Shelter of South Texas, Child Protective Services and RAICES. For the Policy Leaders Panel, called Fronteras & Neighbors, speakers from, RAICES, the South Texas Human Rights Center, Fuerza del Valle and Driscoll Children's Hospital gave a panel discussion on how immigration policies affect South Texas communities. Equipment was purchased for student social work clubs to do life review sessions with senior citizens at the Weavers of Love Soup Kitchen, which will be an ongoing project. Ten students attended Social Work Advocacy Day in Austin and several students advocated for and against state policies that they had chosen, researched and analyzed before state legislative staff. Class sets of Coastal Bend Atlases and Community Needs Assessment Workbooks were purchased for the Social Work Practice II: Practice with Organizations and Communities class and the ten students in the class during the spring semester collected data on Kleberg County demographics and community resources. It is hoped that this data can become part of a community repository of data on the county that can be a resource to community agencies that need the data for grant writing and other purposes.

CHALLENGES

Implementation went mainly as planned. It did turn out that budget estimates were not as accurate as expected after university-approved vendors were taken into consideration; had that been known earlier, the project budget would have included some additional helpful supplies rather than having unexpended funds to send back. The interest of non-social work students in our immigration forum was an unexpected opportunity to extend the educational opportunity beyond its originally intended population for no additional cost.

The project helped faculty extend their repertoire of hands-on community practice teaching methods which has been a good fit for the BSW students.

OUTCOME

While formal evaluations were not used, except for rubrics and grades for the Kleberg County Community Fact Sheets assignment, this project exposed more students to a wider variety of policy practice skills learning opportunities than expected. Fifty-six students attended the Brown Bag Series. Twenty-six students attended the Policy Leaders Panel, a number which included some non-social work students. Student social work clubs continue to engage in the Weavers of Love Service Learning life review sessions. Ten students attended Social Work Advocacy Day at the state capitol and ten students completed the Kleberg County Community Fact Sheets Project.

IMPACT

Much of the project is sustainable, though some consumable supplies will always be needed to carry the work forward on an ongoing basis. The Social Work Program will continue to have a Brown Bag series and hopefully an annual policy forum. Student clubs will be able to continue using the equipment purchased with grant funds to do life review sessions with senior citizens at Weavers of Love. Community practice classes will be able to continue using the atlases and workbooks purchased with grant funds to do the Kleberg County Community Fact Sheets project and the project materials developed for that project can continue to be used and improved with future classes – possibly even supporting a policy-oriented graduate field placement in the future. The project helped faculty extend their repertoire of hands-on community practice teaching methods which has been a good fit for the BSW students.

FUTURE

This project can be implemented by other programs.

Touro College Graduate School of Social Work

Touro Initiative for Policy Engagement (TIPE)

COMMUNITY ENGAGEMENT PLANNING GRANT

Types of students involved & number

300 Graduate students

Names of PI(s)/primary faculty & staff

Jennifer R. Zelnick and Eric Levine.

Agencies/organizations involved

N/A

ABSTRACT

The Touro Initiative for Policy Engagement (TIPE) aimed to enhance opportunities for clinical MSW social work students at the Touro College Graduate School of Social Work (TCGSSW) for policy-engagement. Our long-term goal is to reshape our program so that extra-curricular policy practice activities are integrated with the curriculum, supported by community partners, aimed at addressing fundamental policy practice skills, and focused on the intersections between race/ethnicity and poverty in the policy context.

Our goals this year were 1) to create a Community Advisory Board (CAB) to support policy activities, identify community links for social work students, and mentor students with specific policy interests, 2) to create a TIPE toolkit with critical information about policy practice in the New York City metro region, 3) enrich focus in specific policy areas and courses. Both our TIPE toolkit and CAB are underway. We have added an advanced policy/practice elective for clinical students titled "Social Work with Vulnerable Populations" which focused on HIV, substance abuse, domestic violence, and immigration. This year we focused on environmental justice, engaging students in a continuation of our series of virtual town hall meetings with social work students, faculty and community leaders in Flint, MI and criminal justice reform, with a focus on education and organizing for "Raise the Age" legislation (to raise the age of criminal culpability from 16 to 18 in New York State. Both these initiatives were rolled into our curriculum through specific courses.

CHALLENGES

Our greatest challenge this year was time and multiple demands for our small faculty. Developing a cadre of student leaders who are interested in playing a leadership role in policy practice was an emerging opportunity, and these students played an active role in "raise the age" and virtual town hall activities. Another unexpected opportunity was a small grant to increase attention on homelessness in our curriculum that we used to develop our Vulnerable Populations course. The increased activism following the 2016 election also increased attention on policy and created urgency around policy discussions.

The increased attention to policy through the CSWE pilot grant process, and the Special Commission to Advance Macro Practice have helped to raise the profile of policy and I do feel like there is something of a sea change brewing, with lots of new attention to the policy practice roles for social work students.

OUTCOME

Formal evaluation measure included evaluation of our raise the age participation in the Legislative Education and Action Day (LEAD). We also have a formal evaluation for the new elective course. As part of this project, we held numerous conference call meetings with policy faculty around the city (in collaboration with the Silberman School of Social Work at Hunter College), and face to face meetings with different policy practitioners. These new relationships help to create an enhanced identity for social work policy practice in the NYC community.

IMPACT

The increased attention to policy through the CSWE pilot grant process, and the Special Commission to Advance Macro Practice have helped to raise the profile of policy and I do feel like there is something of a sea change brewing, with lots of new attention to the policy practice roles for social work students. Ongoing supports, mostly non-monetary, would help us to sustain this process. Specifically, more opportunities to respond to CSWE calls for policy practice, student opportunities (including for clinical students), events such as webinars, conference calls, text talks etc. would help us to continue to engage students, as well as provide opportunities for our community partners to plug in. During our community meetings, we kept hearing the question "why aren't social work students attending this?" New York State has an exceptional lobby day event (LEAD) which was attended by a record 800 students this year. Creating additional local opportunities to leverage this student interest is an opportunity waiting to happen.

FUTURE

This project can be implemented by other programs. In addition to what we have done at Touro, the regional conference call is a great model for organizing among policy faculty.

University of Alabama at Birmingham

Infusing Policy Practice in Service Learning Curriculum

COMMUNITY ENGAGEMENT PLANNING GRANT

Types of students involved & number

200+ BSW students, all our majors

Names of PI(s)/primary faculty & staff

Laurel Iverson Hitchcock

Agencies/organizations involved

Alabama Possible, Birmingham AIDS Outreach, Campfire Alabama, United Way of Central Alabama, UAB Hospital's Volunteer Services Department, and Youth Towers.

ABSTRACT

Our project involves creating more policy-based learning opportunities into our undergraduate curriculum through service learning courses, creating a series of policy-focused activities that are grounded in community-based settings. Currently, we offer three courses with a one-hour service-learning lab that students take sequentially and build on each other over the three semesters. By integrating policy-focused learning activities into these service-learning labs, we will be able to bridge the gap between our policy courses and field placement while simultaneously providing all our students the opportunity to see how policy affects communities and agencies in our state, especially related to issues of economic and racial disparities. Our specific objectives for this planning grant will be to: 1) Incorporate at least one policy-based assignment or learning opportunity into each of the service learning labs in our three-course practice sequence; 2) increase and strengthen the number of service learning community partners with local and state-wide advocacy agencies focused on addressing issues of economic and racial disparities; and 3) Enhance our field advisory board by increasing membership to include community partners from our service learning projects, especially partners from policy-based agencies.

CHALLENGES

Implementation has gone as planned. First, we have developed three policy assignments that will be implemented starting in Fall 2017 in our three BSW practice courses:

+ SW 222 Social Work Values Lab/SL – Policy Practice for Economic Justice Assignment
+ SW 322 Social Work Practice I – Policy Practice with Individuals and Families Assignment
+ SW 422 Social Work Practice II – Policy Practice with Organizations Assignment

The final step in the process is to have the assignments reviewed by the Field and Community Engagement Advisory Committee. The assignments were reviewed in May 2017, and are being implemented in all three courses in the Fall 2017 semester.

Second, we have added four new community agencies to our list of service learning partners for the above mentioned courses. Each of these agencies is focused on addressing issues of economic or racial disparities in Alabama:

+ Alabama Possible (Poverty)
+ Birmingham AIDS Outreach (AIDS and HIV health disparities for people of color)
+ Campfire Alabama (Educational disparities for children of color)
+ Youth Towers (Educational disparities for youth of color)

Additionally, we have enhanced our Field Advisory Committee. We changed the name to the Field and Community Engagement Advisory Committee, and have added six new Community Partners who work with the Committee from the following local agencies:

+ Jeannie Oliver with Alabama Possible
+ Karen Musgrove with Birmingham AIDS Outreach
+ Gina Weaver with Campfire Alabama
+ Carolyn Matthews with UAB Hospital's Volunteer Services Department
+ Robyn Hyden with United Way of Central Alabama
+ Alice Westery with Youth Towers

These members will serve on the Field and Community Engagement Advisory Committee for the next three years.

OUTCOME

Our project outcomes are:

1. Incorporate at least one policy-based assignment or learning opportunity into each of the service learning labs in our three-course practice sequence as well as policy practice reflections in the student service-learning portfolio (SW 222, SW 322 & SW 422);
2. Increase and strengthen the number of service learning community partners with local and state-wide advocacy agencies focused on addressing issues of economic and racial disparities;
3. Enhance our field advisory board by increasing membership to include community partners from our service learning projects, especially partners from policy-based agencies.

Currently, we have no formal evaluation measures in place at this time. We plan to conduct pilot assessments on the policy-based assignments this fall with the intention of publishing the work. As part of our implicit curriculum assessment, we anticipate conducting a survey of the Field and Community Engagement Advisory Committee to assess the benefits and challenges of expanding the committee. This will be done in Spring 2018 after of full year of operation by the new committee.

IMPACT

This project will affect both the explicit and implicit curriculum of the undergraduate social work program. For the explicit curriculum, we have developed policy-based assignments; one for each of our service learning labs connected with the course content and emphasizes experiential learning in policy practice and advocacy. For the implicit curriculum, we have increased our engagement with advocacy and policy-based community partners and expanding the mission of our field advisory board to include service-learning agency partners. All of these activities are highly sustainable, and require few resources to carry the work forward.

FUTURE

This project can be implemented by other programs. We plan to draft a brief description about the development of our Field and Community Engagement Advisory Committee with the intention of presenting at national social work conferences. We will also do the same write-up for our policy-based assignments.

University of Houston Graduate College of Social Work

Houston Policy Practice Placement Initiative

FIELD PLACEMENT IMPLEMENTATION GRANT

Types of students involved & number

7 Foundation students. While concentrations had not been declared at the time of placement, the group was split between students leaning towards pursuing a macro concentration and students interested in pursuing a clinical concentration.

Names of PI(s)/primary faculty & staff

Suzanne Pritzker

Agencies/organizations involved

Mi Familia Vota, Houston City Councilmember Robert Gallegos, State Rep. Armando Walle, Texas Organizing Project, and Neighborhood Centers Inc. (Community Engagement Team).

ABSTRACT

The Houston Policy Practice Placement Initiative (HPPPI) partners with local Latinx policymakers and Latinx-serving advocacy organizations in Houston to create generalist placements that incorporate policy practice competencies. Each of our partner organizations spends substantial time on both explicit policy work and direct work with Latinx and immigrant constituencies, enabling students to gain both macro- and micro-level learning competencies. For example, one student learned to conduct one-on-one appreciative inquiry interviews with community members despite language barriers, while also facilitating Know Your Rights trainings and community meetings with refugees to both discover their aspirations and needs and develop policy recommendations. Another student co-facilitated segments of an Emerging Latino Leaders program that empowered adolescents to engage in political action, while also helping to support trauma-related needs that arose among participants during the course of the program.

Students are placed in organizations or departments without access to direct social work supervision. Thus, an off-site field instructor with extensive community-based policy-practice experience was identified for the program. All HPPPI students met weekly as a group with the field instructor, with occasional individual meetings. Field instruction addressed field-based and educational issues that emerged each week, as well as pre-determined topics such as paving the road as the first social worker in the setting, application of core generalist social work practice skills learned in the classroom both to direct practice and policy practice, ethical conflicts experienced in policy practice, and strategies for practicing in accordance with social work values across levels of social work practice.

CHALLENGES

For the most part, implementation went as expected. Most of the agencies had already expressed an interest in this placement prior to the grant application, and were eager for the opportunity. Students were placed smoothly, as the PI working in close partnership with the Field Director. All students will complete their Field I and II placements with their assigned agency.

Three challenges did emerge over the course of the year:

1. Student-related issues – as is not uncommon in field placements, one student brought personal challenges to the placement that needed to be navigated, and required an "Action Plan" for the student. The preceptor was incredibly

supportive of the student, and the student and preceptor ultimately worked through the challenges, with a positive experience for all involved.

2. Two of the students selected for this program ultimately chose to apply to a competitive legislative internship program during their second semester – their preceptors supported this, and the two students will be returning to complete their HPPPI placements in June. So far, this has worked out well for all involved, and the field instructor generously agreed to continue to work with these two students over the summer.

3. Despite individual conversations and an orientation for preceptors before the program began, in several cases, the placements were not fully prepared to provide meaningful work at times that fit with the students' schedules. In one particularly challenging situation, one agency that engages in extensive grassroots work offered its most meaningful learning opportunities during evening and weekend hours. This was not fully realized beforehand, and the student had family commitments at these times. This resulted in the student engaging in more office work and less community engagement work than she would have wanted. This provides an important lesson for future placements with organizations whose policy work is heavily community-engaged.

OUTCOME

A formal pre/post survey was administered to consenting students and because not all students have completed the placement (or survey) at this time, the sample size is too small to draw any meaningful conclusions. Similarly, field evaluations are administered to students at the end of their first and second semesters, but the second semester evaluations have thus far only been completed for three students. However, at the end of the semester, the PI met as a group with the five students who completed their placement on time, along with their field instructor. During this conversation, students shared both positive experiences and challenges (some described above). It should be noted that two of the students who had been torn between pursuing a clinical or a macro concentration found themselves more persuaded by a clinical career after this experience, as they learned more about their strengths and interests. All of the students appeared to exhibit increased awareness of their own social work skills and how they can utilize them to both micro and policy settings. They exhibited greater facility with policy issues facing the communities with which they worked – during this meeting, unprompted, they referenced and demonstrated understanding of policies such as Texas' anti-sanctuary city SB4 that passed this spring, local city ordinances, and even a referendum related to our local school district's funding. Each had started their placement the month prior to the 2016 election, and each clearly demonstrated reflection and thought about the impacts of changes in the local, state, and national political landscape (local=more liberal; state and national=more conservative) particularly on the Latinx and immigrant communities with which they worked.

IMPACT

The field director is in support of continuing this program. Continuing the program will require some funds to support an off-site field instructor. The weekly commitment to meet with a group of students not in one's own agency is extensive, especially as occasional student challenges arose over the course of the year. We will be pursuing other funding opportunities in early Summer 2017 in hopes that we can continue this program.

FUTURE

This project can be implemented by other programs. Two components are needed for this to work for other programs:

1. Identification of agencies/offices in the community that engage directly with individuals and around policy issues. These can be offices of local policymakers who regularly engage both in policy practice and constituent relations (we placed students with a state representative and a city councilmember); grassroots community organizations that build one-on-one relationships with community members in order to empower them to engage in policy change (we placed students in two such agencies); or other community-based organizations that engage in community-led policy change (we also placed two students in one such organization).

2. An off-site field instructor (whether community-based or on faculty) who can help ensure students and agencies new to social work can work well together and who can support students' learning.

University of Missouri – St. Louis (UMSL)

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

160 BSW and MSW students from UMSL, St Louis University, Fontbonne University, and the Brown School of Social Work at Washington University.

Names of PI(s)/primary faculty & staff

Courtney McDermott

Agencies/organizations involved

The Ferguson Commission, Integrated Health Network, Washington University Government Affairs, UMSL Criminology, Ferguson City Councilman, Wesley Bell, Missouri State Representative, Michael Butler, The Missouri Budget Project, Empower Missouri, PROMO, The Missouri Foundation for Health, and The Scholarship Foundation.

ABSTRACT

We proposed a rich variety of activities designed to provide exposure and practice in public policy work to our social work students. Proposed activities are designed to increase interdisciplinary collaboration with local policy leaders and legislators to help build these connections for students. Activities include a panel discussion with members of the Ferguson Commission to discuss their work, the policy recommendations put forth in their report, and next steps. This discussion addressed the intersection of race, ethnicity, and poverty; a panel discussion with local and state legislators regarding the policy recommendations from the report, including strategies to enact policies at the local and state levels; Two policy development workshops, led by social workers who work for agencies primarily focused on advocacy and policy. Agencies that participated included Empower Missouri, PROMO, the Missouri Budget Project, and the Missouri Health Foundation. Skill development topics covered included the: 1) how to look up legislators, 2) how a bill becomes a law, 3) how to write a persuasive letter to a legislator, and 4) basics of lobbying. These skills are essential to professional social workers at any level of practice; a Policy and Advocacy Day at our state capital, Jefferson City, so students could practice some of their newly developed policy skills.

CHALLENGES

All implementation went as planned. We really had no challenges. We did have two speakers not accept their honoraria which led to a bonus event: the screening of the documentary "Show Me Democracy" which followed interns (including social work practicum students) doing advocacy work in the aftermath of the death of Michael Brown. We had one of our alums who was featured in the film come for a Q and A following the film.

Proposed activities are designed to increase interdisciplinary collaboration with local policy leaders and legislators to help build these connections for students.

OUTCOME

Project outcomes included explaining how a bill becomes a law in Missouri; identifying local, state, and federal legislators; increasing understanding of the intersection between race, ethnicity, and poverty; formulating a persuasive argument regarding an important social policy by writing advocacy letters and/or lobbying in Jefferson City; identifying optimal policies that effectively combat racial and economic inequality after attending the workshops; and understanding how the policy recommendations and signature priorities from the Ferguson Commission report impact social work practice utilizing a guided discussion during the panel with Ferguson Commissioners and legislators. We used pre- and post-tests at each event to measure the knowledge students gained at the workshops and panel discussions and all students demonstrated an increased knowledge in these areas. Additionally, we had 70 students lobby in Jefferson City in April.

IMPACT

Yes, this work is going to be carried forward into a new program called *Social Work Conversations*. We will invite individuals from agencies who are working on emerging social work and policy issues to speak with our students four times during the academic year. To support this event, we will partner with the Student Social Association who will provide food for students and grants are being pursued to offer honoraria to speakers. This program will supplement what is happening already in our policy courses.

FUTURE

This project can very easily be implemented by other programs.

University of Missouri – St. Louis (UMSL)

Policy Practice in Field – Racial Equity

FIELD PLACEMENT PROJECT

Types of students involved & number

A total of 12 students (2) BSW (10) MSW from UMSL, St Louis University, and the Brown School of Social Work at Washington University.

Total: 12 (10 MSW, 2 BSW)

Names of PI(s)/primary faculty & staff

Courtney McDermott

Agencies/organizations involved

ADAPT MO, Epworth Children's Center, Catholic Family Services, Lutheran Family and Children's Services, Employment Connections, Parents as Teachers National Center, United Way of Greater St. Louis, Children's Advocacy Center, Covenant House Missouri, and ALS Foundation.

ABSTRACT

While the Ferguson Commission's report was helpful in understanding regional racial disparities, inequalities and systemic problems, the Commission was not charged with developing solutions to address these issues. Dr. Kira Banks, Assistant Professor of Psychology at St. Louis University/K3A Consulting, LLC formed a 10-step arc towards racial equity for Forward through Ferguson, an organization formed to help execute the calls to action put forth in the Ferguson Commission's report. The Commission welcomes all sectors across the region to assess for racial equity. Last summer, Dr. Banks developed an assessment tool for this project.

The Path to Racial Equity Baseline Assessment (PREBA), allowed social work students in practica to assess their organizations using a racial equity lens. The results of the assessment will allow agencies to evaluate their current stage of racial equity capacity, providing a baseline measure utilizing existing data.

Activities included:

1. Preparation work with the pilot sites.
2. Training on use of the agency assessment tool by Dr. Banks.
3. Three consultation meetings with Dr. Banks.
4. On-going support and consultation.
5. Presentation of data and report back to the St. Louis Field Education Collaborative.

CHALLENGES

For the most part, yes, implementation did go as planned. It was difficult to recruit agencies given time between finding out we secured implementation funding and the semester starting. The greatest challenge we had was that five agencies that started the project dropped out for various reasons: one due to too much staff turnover, another because they felt the agency was too small, two because they did not feel they had the administrative "buy-in" to do this work, and the last one because they were implementing a new curriculum and did not feel like they had the time to work on this project.

Due to this work, the PI was invited to participate in the Racial Equity Roundtable which has led to the opportunity of three new agencies (and potentially more) who will become involved in this project in the Fall.

OUTCOME

There was no formal survey used. The results below are anecdotal and from the final agency reports.

+ **100% of key field education faculty at the four schools of social work will receive training on implementation of the analysis tool.** Only 2 of the 4 schools in the St Louis field collaborative were trained in this tool. We are hoping that the other two schools will participate this coming academic year.
+ **Agencies will increase their knowledge of the racial equity at their organizations.** All agencies who participated feel there is this increased knowledge and they have only really begun to scratch the surface.
+ **Agencies will improve racial equity within their organization.** This is really a longer-term measure to examine.
+ **Practicum students will be able to identify projects agencies can engage in to improve their racial equity.** All students have been able to identify such projects. From Courageous Conversations, to changing agency brochures to have more inclusive language, each student has identified something for the site to work on moving forward.
+ **Practicum students will have an increased knowledge of how agency policies and structure impact racial equity.** We have had conversations about this with the students and they all feel that their knowledge has increased in this area.
+ **Practicum students will be able to explain the importance of conducting an agency analysis utilizing a racial equity lens.** We have had these conversations with students and they are able to understand how critical this type of assessment is.
+ **Increased capacity for discussing racial equity in the St. Louis region** 10-15 agencies that were involved in this project in some way did this. While it cannot make a huge dent in the region, it is a start. Further, the United Way of Greater St Louis is very invested in this project and is seriously considering adding some kind of piece related to racial equity for their investments. If this does occur, we are well positioned to help these agencies, thus, creating a greater regional impact.
+ **Increased utilization of the tool by agencies over time.** While we originally hoped that many more agencies would be involved and would be added to this work in the Fall of 2017, the reality is this work is very slow and deliberate. It needs to be to make individual, institution, and regional change. To date, we will only have 3 additional agencies joining the work in the Fall. Because the PI has been invited to attend the Racial Equity Roundtable meeting (a regional group discussing racial equity), there are other agencies who are interested in joining, but are still at the phase of getting agency buy-in. This, coupled with the interest noted above with the United Way, will likely result in a growing number of agencies utilizing this tool.

It is important to note that many of the agencies involved feel like they are changing cultures at their agencies. All have signed on to continue this work next year despite fewer resources.

IMPACT

For the time being, there are no long-term impacts on the social work program or how we will approach policy practice education. This is primarily because not every student will participate in this project. While this project is sustainable and the original ten agencies want to continue to meet and do this work at their respective agencies, it will be difficult without staff support. The greatest need is for additional funding for the PI time, consultant time, and the time of a graduate student.

FUTURE

This project can be implemented by other programs, however, it is recommended that programs receive training and consultation.

University of Nevada Reno

Nevada Policy Practice Academy (NPPA)

FIELD PLACEMENT PLANNING AND IMPLEMENTATION GRANTS

Types of students involved & number

Fourteen (14) Field Practicum Student Interns (7 MSW "Advanced Generalist" Concentration and 7 and BSW). A total of 220 University of Nevada Reno and University of Nevada Las Vegas students and community members attended the NPPA Co-Sponsored Activity – Legislative Day. Ten (10) BSW students were informally involved as they were recruited and supported by NPPA students.

Names of PI(s)/primary faculty & staff

Mary Hylton and Jill Manit.

Agencies/organizations involved

American Civil Liberties Union of Nevada (ACLU), Assemblywoman Amber Joiner, Assemblywomen Teresa Benitez-Thompson, Children's Advocacy Alliance, Communities in Schools, Bristlecone Treatment Center, Former State Senator Sheila Leslie, Human Services Network, National Alliance for the Mentally Ill, Nevada Coalition to End Domestic and Sexual Violence, Nevada Aging and Disability Services Division, Nevada Department of Education – Office of Safe and Respectful Learning Environments, Nevada System of Higher Ed., Government Relations Office, Northern Nevada Food Bank, Progressive Leadership Alliance of Nevada, Reno Initiative for Shelter and Equality (RISE), Reno City Councilman Oscar Delgado, Renown Hospital – Center for Social Justice, Washoe County Public Defender's Office.

ABSTRACT

The Nevada Policy Practice Academy (NPPA) features a model for developing and sustaining policy practice field placements. Through the marrying of university resources with community partners, the model consists of specialized recruitment, off-site supervision, and supplementary trainings. The NPPA was developed with funding from both the planning and the implementation Policy Practice in Field Education grants. Under the planning grant, a policy practice "Summer Summit" was held. The Summit convened policy practice stakeholders and interested students in developing new or the enhancement of existing policy practice field placement sites. The Summit included development of sample policy practice intern job descriptions and the explication of skills, values and knowledge need for policy practice placements. Under the implementation grant, undergraduate and graduate social work students were placed in new and expanded policy practice placements with off-site supervision and additional training. Additionally, a process for policy practice "project-based" field opportunities was developed for students who are interested in gaining experience in policy practice, but may not have the opportunity within their current field placement site. Both projects resulted in the development of materials and training modules that can be disseminated to other social work education programs and can be used in continuing the NPPA model beyond the grant cycle.

CHALLENGES

The implementation of the proposed project went as planned. We are still implementing activities such as providing the weekly supervision to students, coordinating trainings, compiling and analyzing evaluation data.

Challenges generally included logistical details such as coordinating schedules of students, presenters and supervisors for activities such as weekly supervision and trainings. To address this challenge, students were split in to 2 groups according to program (BSW and MSW). Additionally, the student support worker under this project assisted in sending out reminders for training events, scheduling training locations and preparing materials. The faculty member that served as an off-site supervisor, Dr. Hylton, had to navigate multiple site visits for each student within NPPA and maintaining contact with their task supervisors (which became a bit of a challenge during the legislative session). One strategy that the faculty member used to facilitate communication was to informally establish herself physically at the Café within the legislative building. The students knew that she would

be there so they could stop by in between sessions to ask questions and to strategize. This also allowed her to "catch" the task supervisors between their lobbying and advocacy events during the session. This project has also identified a need to further define our legislative internships. As this type of placement is new for our school, we plan to meet with the state representatives that hosted a student to gain "lessons learned" and to further define that placement for the next round of students. Additional challenges included the availability of learning opportunities for students within sites. At one site, impeding factors included availability of oversight from task supervisor and access to learning opportunities. To address this challenge, the students engaged in "rotations" with other affiliate partners. Finally, another challenge experienced was securing a student worker with sufficient expertise to develop the proposed website. The School of Social Work had offered in-kind support of an existing worker, but then that student graduated and became unavailable to work on the project. Fortunately, the project coordinators identified an MSW student who had experience with website development and hired her as the student worker for the project.

One unexpected opportunity that we are very proud of under this project is the leadership development of the students involved in NPPA. They have assumed a role of a "liaison" to their peers on items related to policy practice opportunities and are viewed by their peers as a resource to ask questions. These students took on specific leadership roles for the Legislative Day event where they introduced speakers (to an audience of over 200), coordinated small groups in their activity planning and assisted them in navigating the legislative building and meeting with state representatives. Without prompting from faculty and outside of their practicum requirements, the students have also coordinated peers in tracking legislation that is important to them and providing testimony when appropriate. Dr. Hylton receives daily messages from various stakeholders and lobbyists that commend the students' efforts.

Additionally, while we knew that relationships with our affiliate partners were important, the significant role they would end up playing in this project was an unexpected opportunity. The affiliate partners know NPPA as an entity and actively take steps to support the students outside any requests for support that come from us. For example, the Lobbyist from the Progressive Leadership Alliance of Nevada regularly makes herself available to any student that is planning to provide testimony. She invites them to sit next to her during hearings and assists them in understanding how to sign in and approach the committee. Other affiliates frequently offer project-based opportunities when called upon and have been willing to provide resources and training "on demand." We have found the partnerships with affiliates to be a critical element in the success of this project.

OUTCOME

Project Outcomes: The following reports outcomes organized by the original proposed goals and objectives. The outcomes are split in to the Planning Grant and Implementation Grant.

Planning Grant

Goals, Objectives, and Outcomes: The planning project emphasized capacity building for policy practice within the State of Nevada through the development and implementation of the "Summer Summit" event. The following tables detail the proposed goals, objectives, status of objectives and outcomes achieved to date.

+ **Goal One:** To develop social work policy practice opportunities and capacity within the State of Nevada by building partnerships with new policy practice field placements sites and enhancing relationships with existing sites by 1) Implementing the "Policy Intern – Summer Summit 2016" event, and 2) Outreaching and Confirming Policy Internship Placement Sites.
    - **Summit:** A state Assemblywoman opened the event with a discussion on the importance of developing policy practitioners in the state. There were panel discussions on the necessity to train policy practitioners and breakout sessions on topics such as intern job descriptions, supervision models, tasks to competencies, and formalizing partnerships. The project coordinators are currently planning a possible follow-up event to conclude the academic year, celebrate successes, and launch the next class of NPPA students.

      Outcomes for the Summit: 73.3% of participants reported that they were interested in policy practice and that they connected with other local organizations and may share ideas and resources. 86.7% of participants reported that there was a "high value" in the NPPA event in order to exchange ideas. 60% of participants reported

that they would be willing to work more closely with the School of Social Work due to this event. Agencies that expressed interest in hosting a student were able to conduct student interviews in a "speed dating" format at the conclusion of the event.

- **Policy Placement Sites:** prospective social policy internship placement agencies and policy practitioners within said agencies were identified and invited to the Summer Summit. Following the summit, agency meetings were conducted to discuss and confirm policy internship placements, finalize affiliation agreements & students.

  Outcomes: 30 community partners and students attended. Dr. Mary Hylton served as a liaison to the agencies. In this role, she coordinated follow-up meetings, additional discussions about the role of student interns, etc. She worked closely with Jill Manit (Field Coordinator) to finalize agencies as qualified field sites. Both Mary Hylton and Jill Manit worked June through August to continuously identify students who were interested in policy practice and coordinate interviews and confirm field placements. Mary Hylton gave a brief presentation of NPPA and the opportunity for "project-based" learning opportunities to students during their August orientation event.

+ **Goal Two:** To develop an online repository for policy practice field placement sites and learning opportunities by 1) Developing a searchable registry of policy practice field placement opportunities that is searchable by region and content areas, and 2) Developing a catalog of policy practice learning opportunities that can be utilized by field placement site supervisors in developing student learning contracts and plans.

  - ***Outcomes:*** WordPress was utilized to build a website and the domain nvpolicypractice.org was purchased. A student has compiled pedagogical resources for inclusion on the site.

Implementation Grant

Goals, Objectives, and Outcomes: The implementation grant provided an opportunity to continue with the placements, provide off-site field instruction and implement enhanced training opportunities for the students by 1) Develop NPPA program design, supporting materials, and implementation plan, 2) Implement student field placement activities and supervision, 3) Program assessment, and 4) sustainability.

+ **Objective One:** *Develop NPPA program design, supporting materials, and implementation plan. We worked with stakeholders* to identify and prioritize enhanced training needs for students accepted to the academy, worked to solidify training opportunities and schedule trainings to occur 3 times per semester during the 9-month academic year, and secure trainers, locations and materials. These tasks helped formalize the development of the NPPA symposium.

  - ***Outcomes:*** Workshop topics included Reading and Analyzing Bills, Conducting Policy Research, Policy Briefs and White Papers, Constituency Services, Public budgets and Fiscal Issues, Local Government, Mobilizing Others-Lobbying, Social Work Legislative Day, Implementation Issues, and Working with the media. At the symposium, students created posters highlighting a legislative priority. The posters were displayed for viewing during Legislative Day. The project coordinators are currently planning a possible follow-up event to conclude the academic year, celebrate successes, and launch the next class of NPPA students.

+ **Objective Two:** *Implement student field placement activities and supervision* a) We organized group supervision, structure and student learning agreements, b) conducted group supervision activities, c) developed weekly supervision agendas and support materials, and c) participated in mid-semester Faculty Liaison site visits with students, field placement site, and University faculty member.

  - ***Outcomes:*** Group supervision is provided weekly alternating BSW and MSW groups. Students utilize supervision to ask questions, brainstorm learning opportunities, discuss the context of policy practice and to link their learning opportunities to the development of generalist practice skills.

+ **Objective Three:** *Program assessment. We developed the* NPPA program Logic Model and Assessment plan. Implement assessment plan to include measurement of BSW Student Learning Outcomes, MSW Student Learning Outcomes, Process evaluation of program implementation efforts, and Field placement sites.
    - ***Outcomes:*** An assessment plan was initially developed with the submission and approval of an IRB application. The Logic Model is currently under development. Assessment tools have been developed and implemented for NPPA events (i.e. Summer Summit, trainings, Legislative Day). Data has been compiled, but still needs be analyzed.

+ **Objective Four:** Sustainability. We will 1) continue to build the overall design and search interface of the website repository, 2) compile pedagogical resources for inclusion on the website from internship site support materials, 3) launch the website statewide, 4) Assess feasibility for national launch of website, 5) Prepare NPPA graduates for continued connection to the program and set stage for graduates to become future field instructors, and 6) Identify ongoing funding sources to support off-site supervision until a sufficient number of graduates to serve as site-based supervisors.
    - ***Outcomes:*** The foundation of the website is complete and the complied resources need to be added. During off-site supervision, Dr. Hylton will work with the students on "transitions and endings." This will include a plan for maintaining contact with the school, participation in future NPPA events such as trainings and Legislative Day and becoming a Field Instructor when eligible. The students are well aware of the need to expand the number of social workers who are policy practitioners in the state and have expressed commitment to continue to support the program beyond graduation. The project coordinators are currently scheduling a meeting with a local foundation to "pitch" NPPA as a possible project of interest to the foundation. The goal is to seek funds to continue to support off-site supervision for the next two years (at which time current students will be eligible to become field instructors).

Changes in student, faculty, or community: Project data (in addition to that reported above) is currently being compiled and analyzed. However, there a few examples that highlight some of the changes in students, faculty and the community that were experienced during the course of the project:

+ Affiliate policy practice agencies who were previously unaware of social work's role in policy, now contact us regularly to request student support and involvement on various initiatives.
+ Non-NPPA students are increasingly involved in policy practice outside of the classroom. At least four BSW students have provided testimony at legislative hearings, while other students are tracking bills and regularly reporting on the status of their bills
+ NPPA students have assumed leadership in bringing legislative advocacy skills to diverse community groups. Two BSW students trained high school students on how to advocate for community change at the city level, a project that culminating with the high school students' testimony at a City Council meeting. Two MSW students led a forum on homelessness for community members and agencies that was covered by the media and had an attendance of over 200 people.

Formal measures: The Summer Summit and Individual Training Events had end of session evaluations. For the Policy Practice Student Self-Assessment, students were given a 51 item Pre and Post Test instrument that assesses the frequency of use of policy practice skills and confidence in the use of those skills. Participants of the Legislative Day were given a pre and post Self-Efficacy Test. Students participating in field completed a field practicum assessment form. The Partners/Affiliates were give a satisfaction survey to gauge their perception of student intern experience, perception of support from the School and overall satisfaction with activities to promote the development of policy practitioners.

IMPACT

The long-term impact of this project is the formalization and recognition of NPPA as an "enhanced" training opportunity for students. Through the preparation of competent entry-level and advanced policy practitioners, the NPPA will develop a social work workforce that is capable of addressing the complex issues facing Nevada. In particular, the ability of these policy practitioners to bring social work's values and

Under this project, the average number of students in policy practice internships grew from 2-3 at one primary site in any given year to 14 students across an array of sites.

understanding of social problems into policy making and implementation processes, will be pivotal in ameliorating the structural inequities present within the State.

The project is sustainable from the standpoint of the establishment of policy practice placements. Under this project, the average number of students in policy practice internships grew from 2-3 at one primary site in any given year to 14 students across an array of sites. Our NPPA partner affiliates continue to promote NPPA to additional colleagues across the state, making recommendations to those organizations about taking a student intern. Additionally, the materials developed under this project are in place for continued use in future years. Finally, the Field Education Program is currently incorporating the promotion of NPPA in to pre-placement field orientations and other student materials. This provides an opportunity to recruit students.

An area in need of additional support to carry the work forward is the continuation of providing off-site supervision. As there are still few social workers available to provide policy practice field instruction and with current students not eligible to provide field instruction for at least two years, we anticipate a continued need to provide the community with a faculty expert for field instruction. Additionally, the off-site supervisor has become an informal "hub" for communication and coordination of events across partner affiliates. This was an unintended opportunity that resulted from this project and would be important to continue in the future.

FUTURE

The NPPA provides a model that can be replicated at other social work education programs. The model relies heavily on partnerships with community policy practitioners and agencies. Each of the four steps of the NPPA model integrates the expertise and connections of these community partners. Programs that want to implement the model should begin by identifying potential community partners, including those with whom they have worked in the past as well as those that are not traditionally aligned with social work education, but are well versed in policy practice. The first step of the model, recruit and engaged field agencies, goes beyond the typical field placement recruitment processes to target these policy practitioners. In developing the NPPA, we used our existing policy practice field instructors to help us identify and connect with other, non-traditional policy practice agencies. We then used the Summit to tap into the expertise of these practitioners and to engage them in identifying the knowledge, values and skills needed to practice in the unique context of our State. The Summit created "buy-in" among these practitioners, most of whom are not social workers, which then led them to be actively involved in the other steps of the model. To replicate the Summit, programs will need space large enough to accommodate the group and connections with one or two policy practitioners from the community who can assist in recruiting others. The NPPA will provide a sample agenda and samples of various working documents.

In replicating the second and third steps of the model, programs can benefit from the list of suggested trainings as well as the training modules developed through the NPPA. These modules include sample agendas, PowerPoint presentations, and sample documents, such as policy briefs and press releases. Replicating the off-supervision will require that programs commit faculty time. However, by using the NPPA model of group supervision coupled with NPPA policy practice learning agreements and NPPA sample supervision discussion topics, programs can replicate the off-site supervision more efficiently. Once again, community partners are integral to both of these steps of the model and can be replicated by other programs. Community partners can be called upon to deliver the trainings based on their expertise and can assist in providing space for off-site supervision meetings. All of the aforementioned materials will be available on the NPPA website, which was created through the implementation grant.

University of North Carolina at Chapel Hill

Race, Ethnicity and Poverty: The Call to Action for North Carolina Social Workers

COMMUNITY ENGAGEMENT IMPLEMENTATION

Types of students involved & number

645 BSW and MSW students and associated faculty.

Names of PI(s)/primary faculty & staff

Rebecca B. Brigham (PI), Kathy Boyd, Valerie Arendt, and Kay Castillo.

Agencies/organizations involved

NASW-North Carolina Chapter

ABSTRACT

In collaboration, the UNC-CH and the NASW-NC sponsored two events designed to provide social work educators and students with a historical and modern day context for two specific policies in North Carolina that structurally discriminate against people of color and those living in poverty. These policies included: The Voter Verification and Information Act (2013) and An Act to Update the Reference to the Internal Revenue Code and Decouple from Certain Provisions of the Federal American Taxpayer Relief Act (Earned Income Tax Credit – 2012). The two events focused on promoting awareness of social injustice and utilizing knowledge to affect social change. The first event, *The North Carolina Social Work Policy Educators Summit* included 43 social work faculty members from the 23 BSW and MSW programs in NC. The goal of the day was to teach faculty about these two laws and their impact on North Carolinians. Discussion included strategies for incorporating policy to practice content into their policy courses. The second event, *Social Work Advocacy Day*, was expanded to include information on these two laws by including well-known speakers from North Carolina. Speakers provided information on political and legislative structural and institutional racism and effective strategies for influencing the formation and implementation of these and other state level legislation.

CHALLENGES

North Carolina Social Work Policy Educators Summit: This event took place on Friday, September 16, 2016. Because of the overwhelming response from social work policy educators, 43 faculty members signed up to attend instead of the anticipated 30 educators and we had to move from a smaller free space to a paid event space, which the grant covered. This unanticipated opportunity allowed for more universities to attend and share knowledge of social work policy in North Carolina. The North Carolina Voter Verification Information Act that was originally mentioned in the grant application was struck down by a Federal Appeals Court in July 2016. The requirement for voter ID in North Carolina was no longer legal and was going to be a main topic of the Summit. However, we did invite Matthew Herr, Policy Analyst, Disability Rights North Carolina and Marcus Bass, Campaign Director, Democracy North Carolina to talk about North Carolinians' ability to access their right to vote. Both speakers informed the participants of voting laws that are relevant to social workers and how we advocate for client systems. They were both able to provide an overview of what the court ruling meant for our state. The final speaker, Tazra Mitchell, Policy Analyst, Budget & Tax Center, NC Justice

Participants were able to gain an understanding of how laws and policies effect North Carolina and create a cycle of poverty and inequality, especially among individuals of color.

Center, informed participants about the elimination of the state Earned Income Tax Credit (EITC) in North Carolina and its impact on low-income families.

Social Work Advocacy Day: The unanticipated opportunity that occurred for this event was the unavailability of the free North Carolina General Assembly auditorium because of roof repairs. The auditorium was not available for any reservations for all of 2017 and is usually where the NASW-NC Social Work Advocacy Day sessions are held. The grant funded the rental of the auditorium of the North Carolina Museum of History across the street from the North Carolina Legislature. This larger space was able to accommodate an additional 120 people than the 500-people expected to attend in the original grant application.

OUTCOME

An evaluation was distributed via email to all attendees a week after the event.

We believe that the Social Work Policy Educators Summit helped to prepare both the faculty and the students about Advocacy Day, providing tools, resources and education to feel confident to participate in both Advocacy Day and communicate with North Carolina elected officials on a regular basis. Participants were more aware of the NASW Code of Ethics Standard 6.04, that social workers should engage in social and political action. Participants are more aware of legislative issues that they could advocate on and more aware of the opportunity to become an elected official as a social worker. The keynote address of Advocacy Day was delivered by Dr. Gene Nichol, Boyd Tinsley Distinguished Professor of Law, University of North Carolina School of Law, Director of the North Carolina Poverty Research Fund. His address was titled, "Race, Poverty, Inequality and Public Policy in North Carolina: A War on Poor People." This speech was clearly one of the most effective components of Advocacy Day according to the participant survey. Participants were able to gain an understanding of how laws and policies effect North Carolina and create a cycle of poverty and inequality, especially among individuals of color.

IMPACT

Continuing to connect social work policy educators with the social workers who lobby and advocate at the state level and with each other will allow for information and resources to be shared and developed that will benefit student education. Resources and information on state polices will inform students how they can impact state legislation. This project is sustainable and requested by participants. As the group and need grows, funding for an annual location and lunch may need to be requested or the participants may need to pay for their lunch.

FUTURE

This project can be implemented by other programs. Through this partnership and with limited resources we included a significant number of faculty and students from across North Carolina. One key to our success was developing the events' speakers from relationships held between the two partners. Furthermore, we believe enthusiasm for the events was especially great due to the emphasis on current and specific legislation.

University of Oklahoma Anne and Henry Zarrow School of Social Work

American Indian Field Unit

COMMUNITY ENGAGEMENT PROJECT

Types of students involved & number

3 Foundation Year Students and 1 Concentration Year Student in Administration and Community Practice.

Names of PI(s)/primary faculty & staff

Lisa Byers

Agencies/organizations involved

Indian Health Care Resource Center, Muscogee Creek Nation Behavioral Health and Substance Abuse, Muscogee Creek Nation Family Violence Prevention.

ABSTRACT

American Indian Field Unit students attended policy seminars and contributed to research regarding grandfamily services and policy implications that hinder service provision across local, state, and tribal entities. Students created a resource brochure that was shared at an annual urban Powwow and gaged interest in a support group.

CHALLENGES

The records department could not provide secondary data the behavioral health director had approved. We could not analyze the client records and compare grandfamilies to other family types. As a result, only provider interviews were conducted.

Students shared the importance of their own grandparents during the field unit seminars. During the Powwow, attendees shared stories about their experiences with raising grandchildren and great-grandchildren that indicate a need for trauma informed services.

OUTCOME

Students obtained knowledge regarding the major policy periods in American-U.S. history, avenues of advocacy that are different for American Indian and Alaska Natives, structure of the Native American Caucus, how tribal programs differ regarding policies. American Indian students appreciated the presence of other American Indians in the field unit as a source of support. The community gained awareness of the historical traditions of grandparent caregiving, prevalence of grandfamilies, and the trauma loss experienced by grandfamilies. Students and faculty learned that the majority of Oklahoma tribal nations do not classify services specific for grandparents raising grandchildren. Instead grandparents are referred to elder services and other need based tribal programs. One Western tribal nation expressed interest in the research and a follow up meeting will be scheduled. Presentations will be made throughout the following year regarding grandfamilies and service provision. Research of grandfamilies will expand to other interested tribal nations.

This provides an avenue for community engagement, a research sample of culturally connected families. On a professional level the field unit activities will improve the impression of social work in tribal communities.

IMPACT

The funding allowed me to fulfill the final goal of the Graduate Certificate in Social Work with American Indians: an American Indian Field Unit. The field unit will continue next year. Co-hosting the powwow next year will be key to gathering a community-based survey. This will require a small amount of powwow funds $1,000. The PI is focused on raising this amount for the following year, 2018 Powwow. Further, the coordination of the powwow and research project can be an ongoing aspect of the foundation year field unit in the field education contract. This provides an avenue for community engagement, a research sample of culturally connected families. On a professional level the field unit activities will improve the impression of social work in tribal communities.

FUTURE

This project can be implemented by other programs. The government to government relationship and the impact on federal, state, and tribal policies are essential to understanding social work with American Indian and Alaska Natives. All of the materials related to historical and contemporary policy is relevant. State adaptations can easily be made.

University of Pittsburgh School of Social Work

Year of Policy Practice

COMMUNITY ENGAGEMENT PROJECT

Types of students involved & number

BASW, MSW, and few Doctoral students. Well over 300 students were involved in various engagement project activities. In addition, 20 SSW faculty and staff, as well as approximately 20 alumni and 15 community partners participated in community engagement project with students.

Names of PI(s)/primary faculty & staff

Tracy M. Soska (PI), Ray Engel, Danny Rosen, and Sara Goodkind.

Agencies/organizations involved

University of Pittsburgh's Institute of Politics, Greater Pittsburgh Nonprofit Partnership, Human Services Center Corporation/Mon Valley Providers Council and Southwest PA Partnership on Aging (presenters for advocacy & lobbying training and panelists for First 100 Days Series).

ABSTRACT

The University of Pittsburgh-School of Social Work's Policy Practice grant is focused on enhancing student civic engagement and policy practice orientation. Through this grant, we are making 2017 a "Year of Policy Practice" at our School, which is especially timely given the interest among students in the wake of the November election. During Fall term we hosted a ACA health insurance info/sign-up session at the SSW. For this spring term, we provided faculty mini-grants to supported activities in courses as well as supporting a number of school-wide policy practice and engagement activities, including: a series of *Teach-Ins* on issues from *"the First 100 Days"* of the new administration; *student training workshops* on using a *legislative scorecard* and *student and field faculty on advocacy and lobbying within nonprofits*; a social justice film series; a *forum on community policies* for equitable development and housing affordability; *career session on careers in policy settings*; joining the *NASW-PA Legislative Advocacy Day in Harrisburg* (state capitol); supporting *formation of a student advocacy group* at the School – HEAR-US – that published a weekly newsletter on emerging policies at national, state, and local levels, held regular meetings, hosted a immigrant & refugee letter campaign, and student leaders organized a final *First 100 Day roundtable forum on "proposed budget cuts."* In addition to ipolicy practice and community engagement activities in policy and related courses on social and economic justice, we will look for on-going *collaboration with Pitt's Institute of Politics and its Elsie Hillman Civic Forum*, the *Greater Pittsburgh Nonprofit Partnership*, and other community networks to sustain policy practice beyond the CSWE grant.

CHALLENGES

In our fall term, we had anticipated a major class project from our Social Work and the Law course and Dr. Jeff Shook as faculty sponsor. Unfortunately, when Dr. Shook was appointed Director of the School's Doctoral Program, he eventually determined that he couldn't fulfill this community engagement project. However, following the November election, student engaged faculty for greater dialogue around the election, which resulted in several engagement projects that reprogrammed funds from the fall for spring term activities. These included: The First 100 Series of Teach-In forums, a new student Advocacy and Political Action group, and a student First 100 Days Roundtable session on Proposed Budget Cuts in conjunction with the Greater Pittsburgh Nonprofit Partnership, and expanded Advocacy & Lobbying training workshops for both students and field instructors. We also looked to include, in addition to our Legislative Advocacy Day (NASW-PA) bus trip to Harrisburg for lobbying experience, a bus tour on suburban poverty to make students aware of this growing problem and engage them with community partners on suburban

poverty issues This need to refocus grant funds in fall to spring and the impact of the election on our students were real opportunities for engagement. We hosted a series of ACA Health Insurance Sign-up in the fall with community partners – Consumer Health Coalition, which was focused on graduate students and contract employees needing coverage during this sign-up period.

OUTCOME

The "First 100 Days" Series proved a great success and stimulate faculty and student dialogue on emerging policy issues, and connected the School to community partners involved in various issue campaign. The November election was, in itself, a catalyst for political awareness, policy practice, and community engagement, as the students were both frightened and energized by the outcome and what might and is happening in the wake of this election. Seeing our students forming a new student advocacy group to replace an older, inactive one was another major outcome that seemed to grow out of and was nurtured by increased policy practice activities at the school. Faculty reported an increased level of political and policy dialogue in classrooms, and many student and faculty participated in events like the Women's March, the March for Science, the March for the Environment, among others. This heightened state of policy concern seems more reflection of the times than this grant initiative, but this CSWE Policy practice grant initiative certainly enabled us to seize the moment by offering a "Year of Policy Practice" community engagement activities, highlighted by the "First 100 Day" Teach-In forums.

While we did not conduct formal evaluation of these forums, we do have three creative visuals recordings of the proceedings and dialogue that are artifacts of these events. We conducted a general evaluation of the Advocacy & Lobbying workshops using our standard continuing education evaluation form, which showed that those attending were satisfied with the training and that they felt the workshop had prepared them to better understand their and their organization ability to advocate and lobby, as well as to develop advocacy plans for an organization and to conduct advocacy and lobbying activities.

IMPACT

Our policy practice field placement approach is well-established and should continue to grow. Just during this grant period and without funding to support it, two additional Pittsburgh City Council offices have now requested interns, and School COSA alumni staff four of the nine City Council Offices, including two chiefs of staff. With modest school resources the school can continue

+ To incorporate community engagement activities within policy and related courses to expose students to emerging issues and policy practice opportunities to engage with community partners to address issues at the national, state, and local levels from budget cuts, to state legislation, to local legislative on such issues as affordable housing ($2,000-3,000 per year).
+ Bus trips such as the NASW-PA Legislative Education and Advocacy Day in Harrisburg, our PA capitol, as well as with exposure to suburban poverty issues and policies ($1,000-2,000).
+ To support training in advocacy and lobbying for both students and field faculty, through classes and continuing education

We can continue this work through other university and community partners, such as the Institute of Politics/Elsie Hillman Civic Forum, the Greater Pittsburgh Nonprofit Partnership, the Mon Valley Providers Council, and through our policy practice internship sites with these and other organization, as well as elective offices of City Council members and State Legislators

FUTURE

School work programs just need incentives and support to better incorporate policy practice activities at and through their schools. While our SSW already has an active field placement focus on policy practice as reported earlier to CSWE, this grant allowed us to take advantage of a pressing political climate that encourage greater political and policy awareness by offering a range of activities to enhance student understanding of the policy and political process and encourage dialogue to action among students and faculty. While have a policy practice grant incentive is helpful for piloting and building the infrastructure for ongoing field placements or community engagement activities, this model is one that CSWE should encourage in general as part of its EPAS 2015 and beyond, and through the work of its Commission on Policy Practice to hopeful attract other funders and resource to this initiative for incenting other schools.

University of Portland

Expanding policy practice experience for University of Portland BSW students: A community engagement project focused on Paid Family and Medical Leave

COMMUNITY ENGAGEMENT PLANNING & IMPLEMENTATION GRANTS

Types of students involved & number

Thirty-eight (38) BSW students participated in this project (6 students were involved as researchers, and 32 additional social work students participated in training and lobbying).

Names of PI(s)/primary faculty & staff

Alice Gates

Agencies/organizations involved

Family Forward Oregon

ABSTRACT

This community engagement project advances two goals related to strengthening policy practice in social work education: (a) Expanding opportunities for our BSW students to see policy in action by participating in policy research and advocacy as part of a legislative campaign to win Paid Family and Medical Leave in Oregon; and (b) Increasing the social work presence in policy conversations through community partnerships with local and statewide organizations focused on racial and economic justice for low-income families, immigrants, and communities of color. Our project consists of three phases: (1) Community-based policy research, (2) Advocacy, and (3) Dissemination. In the first phase, University of Portland undergraduate students will conduct interviews with community members to understand how caregiving and the pressures on workers and families affect vulnerable populations in our community. The second phase, advocacy, draws on the interviews conducted by students and involves two components. Students will receive training from Family Forward Oregon in advocacy skills and then, drawing on research conducted in phase 1, they will advocate for policy change with legislators. The third phase, dissemination, involves sharing the results of our project with a wider social work audience.

CHALLENGES

We successfully conducted outreach and interviewed 20 women about their experiences of needing paid family leave with a focus on women of color and immigrants. Our interviewees included 4 African American women, 2 Asian Pacific American women [immigrants], and 14 Mexican immigrant women. We translated this research into policy advocacy materials which became the basis for testimony in the first legislative hearing in an Oregon legislative House committee on March 23, 2017. We distributed a synopsis of the research report to all House Representatives and Senators advocating for a Paid Family and Medical Leave social insurance program. We also succeeded in offering training to 30 BSW students in advocacy methods and specifically how to work effectively in policy coalitions.

The central challenge associated with implementation is that policy is unpredictable and requires a great degree of flexibility. One example of this is that the hearing date changed multiple times, so it was difficult to organize a group of 30 students to attend on short notice. Another challenge had to do with the political climate during the 2016-2017 year. The outcome of the Presidential election in November had the effect of shifting priorities for the community based

Students in our program who participated in this project now articulate more interest in policy advocacy as part of their future social work careers, and several graduating seniors have chosen to pursue a policy concentration in their MSW education.

organizations with whom we were working. They had to focus efforts on supporting low-income communities of color and in particular immigrant communities that felt immediately threatened by the election of Donald Trump. For our project, this meant that we needed to be flexible in terms of how we worked with community organizations that were helping us recruit interviewees for our project.

OUTCOME

The project outcomes included a research report for community partners and for use in legislative testimony and lobbying. The six students who participated most actively in the data collection and analysis learned valuable skills related to qualitative research methods *and* how to translate research findings into advocacy tools. The other students learned through training provided by Family Forward Oregon about how policy coalitions work and in their visit to the State Capitol how legislators receive testimony and evidence from multiple points of view that inform their deliberations and policy decisions.

Our social work program strengthened our relationship with Family Forward Oregon, the statewide policy advocacy organization that served as our primary community partner. We also made effective contacts with additional community partners including CAUSA Oregon, PCUN, the Healthy Birth Initiative, Asian Pacific American Network of Oregon, and Adelante Mujeres.

Student researchers gained experience in disseminating community engaged policy research to a wider audience through their presentation at the Institute for Social Policy 2.0 conference in St. Louis, Missouri, June 1-3, 2017.

IMPACT

Students in our program who participated in this project now articulate more interest in policy advocacy as part of their future social work careers, and several graduating seniors have chosen to pursue a policy concentration in their MSW education.

The project involved significant investment of time and energy on the part of the faculty member, particularly because the work of community-engaged research involves an investment in relationship building and maintenance with community partners. To this end, what is needed to sustain this kind of active involvement in community-driven policy work is a course release for faculty to have dedicated time to carry out the project in a way that is responsive to community partners and allows for individual and small group training of student researchers.

FUTURE

Although our project was built around a particular policy issue, Paid Family and Medical Leave, there are components of our project that could be used as a model for how to do community-engaged research and advocacy with social work students. The trajectory of our project included relationship-building, training, mentoring and supporting student researchers, and having a clear plan for action (data collection, analysis, and advocacy) and dissemination (conference presentation) and this is certainly a path that other programs could use and modify to fit their capacity and focus.

USC Suzanne Dworak-Peck School of Social Work

Activating Community & Policy Responses to Homelessness: A Social Change Lab Experience

COMMUNITY ENGAGEMENT PROJECT

Types of students involved & number

In SOWK 639, 153 on-ground and virtual second year USC MSW students participated in creating policy briefs; on the day of the main event, 77 on-ground first and second year USC MSW students from the Department of Community, Organization, and Business Innovation (COBI) participated in the policy advocacy forum; for the forum, nine (9) on-ground students formed the student committee that helped organize the policy advocacy forum (also referred to as a social change lab).

Names of PI(s)/primary faculty & staff

Renee Smith-Maddox (Co-PI), Tory Cox (Co-PI), Ruth Supranovich, Stacy Kratz, Rick Newmyer, Melissa Singh, and Adrienne Lennix-Little.

Agencies/organizations involved

USC Gould School of Law, USC Annenberg School for Communication and Journalism, USC Hartford Academic Center of Excellence in Geriatric Social Work, USC Suzanne Dworak-Peck School of Social Work: Initiative to Eliminate Homelessness, Grand Valley State University, Safe Place for Youth, and the Glendora Police Department.

ABSTRACT

The USC Suzanne Dworak-Peck School of Social Work Community Engagement grant focused on developing the policy practice of MSW students through two primary efforts addressing the Grand Challenge of homelessness: (1) focused assignments (a social issue report, policy brief, and policy advocacy campaign using social media) in both our on-ground and online *Policy Advocacy and Social Change* course, and (2) the creation of a Policy Advocacy & Policy Practice Forum bringing together social work policy practitioners and MSW students to develop policy recommendations. In the *Policy* course, six ground and virtual faculty taught over 100 students to identify, analyze, and advocate for new ways to end homelessness. The instructors developed a homelessness speaker series and created practice experiences that enhance learning, including outreach and support to individuals and families experiencing homelessness in downtown Los Angeles' Skid Row. The one-day policy practice forum titled "Activating Policy & Community Responses to Homelessness: A Social Change Lab Experience" convened MSW students, community organizers, legal advocates, researchers, and practitioners making a difference in alleviating homelessness. The forum included a panel discussion on the state of homelessness in Los Angeles and the root causes of homelessness to educate, inspire, and prepare students and community stakeholders to design solutions to this wicked problem.

CHALLENGES

Implementation went as planned for the majority of the items that we set out to accomplish. In the course SOWK 639: Policy Advocacy and Social Change, on-ground and virtual students worked in teams in the fall semester, 2016 to create policy briefs that were first vetted by the SOWK 639 professors, and then judged by the grant implementation team as to their quality. The students who wrote the top eight policy briefs were recognized at the policy practice forum on April 7, 2017 as winners of the Social Policy Brief Impact Awards. During "Activating Policy & Community Responses to Homelessness: A Social Change Lab Experience" forum, approximately 100 students, professors, practitioners, and community members tackled the issue of homelessness. From an opening agenda-setting welcome by Dean Marilyn Flynn and COBI Dept. Chair Michalle Mor Barak to a keynote by Grand Valley State University Criminal Justice Professor John Walsh, a panel featuring "guest thinkers" on race and homelessness, and a social change lab experience where tables of ten social change designers developed innovative ideas for addressing homelessness and

converted them through social media apps to online videos. The event exceeded expectations. Prof. Miki Turner from USC Annenberg School for Communication & Journalism led participants through steps to develop ways to portray their innovative ideas, film them, and then post them at *#FightOn2EndHomelessness*. The topics showcased in the video solutions included ways to raise awareness with defined actionable and achievable calls to action. Examples included innovative programs such as a communal food truck, a safe parking lot for people living in their cars, and a "buddy system,"; public service announcements that use storytelling and unfiltered stories from individuals who have experienced homelessness; and creative ways to leverage public and private enterprises. For a glimpse at the social change lab experience, go to: https://youtu.be/zjnQwLXVVCU.

OUTCOME

A hashtag (#FightOn2EndHomelessness) was created where information was posted, a live stream ran throughout the forum via Facebook, YouTube videos highlighting innovative ideas were filmed and posted, and partnerships between organizations, students, and professors were formed. One interesting unforeseen outcome that occurred during the forum involved noted author and USC Suzanne Dworak-Peck School of Social Work's Margaret W. Driscoll/Louise M. Clevenger Professor in Social Policy and Administration Bruce Jansson. Prof. Jansson attended the forum, read the policy briefs monograph, focused on "AB 218, Employment Applications: Criminal History," and proceeded to gain permission from the four second year COBI students in attendance to include the brief in his new book on extreme income inequality. He commented on the quality of the briefs and that he had been looking for a case study to include in his book that illustrated an important aspect of the widening gap in income inequality. Prof. Smith-Maddox closed the event with a call to action: "COBI's social lab represents a new way of bringing together a diverse group of stakeholders to develop a portfolio of solutions to solve homelessness. This work signals that we must continue our collective efforts to #FightOn2EndHomelessness. Next steps, test the solutions in the real world, use the data to further refine the solutions, test them again, and curate more social labs."

IMPACT

The long-term impact of this project was summarized by Dean Flynn in her opening remarks. She indicated that we need to promote social change labs by creating curated space for ideas to develop to tackle the Grand Challenges of social work. With this type of support, the concept of combined policy advocacy and innovation now has a road map to follow at our school. Including students in the planning, implementation, participation, and dissemination of the event is a template that will be followed for future events. Already, the COBI Dept. is planning to replicate this type of event next year and has allocated funds in the budget for this purpose. SOWK 639 is an essential component for the continuation of this project, as the policy brief assignment is endemic to the course. The process of vetting the briefs and selecting the best for publication can be done at a lower cost if they are all housed online. However, because the monograph was handed out to each participant in the forum, the impact of the work that was done was more tangibly felt and realized by those in attendance. The monograph showcased the work done by students and Prof. Rick Newmyer, whose graphic arts skills helped present the briefs in a colorful, organized, and accessible format. The cost of continuing to produce a physical version of the monograph could be cost-prohibitive; still, all policy briefs will be able to be posted online each year. The cost of the forum exceeded the budgeted amount from CSWE. Therefore, some changes may need to be made even as the idea moves forward. If CSWE continues this grant program, we would definitely benefit from additional funds to build on the successes of this first-year initiative.

FUTURE

With resources available, this is a project that could be duplicated. The project took a concerted effort from multiple stakeholders to scaffold the project across two semesters with more than ten ground and online policy professors, 153 students, a core planning group of nine students and five ground and virtual professors, administrative support, and leadership endorsement and approval of the project. The funding from CSWE was the impetus to pull these ideas together into a consolidated effort. Being part of a national cohort of policy practitioners who used these funds to promote policy practice helped motivate us to create the best possible experiences for our students.

University of Wisconsin – Milwaukee

Intersection of Race and Poverty

FIELD PLACEMENT

Types of students involved & number

340 BSW and MSW students.

Names of PI(s)/primary faculty & staff

Jeanne Wagner

Agencies/organizations involved

Children's Hospital Community Services, Boys & Girls Club, NASW-Wisconsin, Southeast Wisconsin, 16th Street Community Health Center, SET Ministry, Benedict Center, Aurora St. Luke's Medical Center, Aurora Zilber Family Hospice, Mental Health America of Wisconsin, Lead2Change, Inc., Health Care Network of Racine, Outreach Community Health Centers, Milwaukee Public Schools, Milwaukee Child Welfare Training Partnership, Aurora St. Luke's South Shore, VETS Place Central, Wisconsin Department of Children & Families, COA Goldin Family Resource Center, Colonial Manor, Fresh Start Counseling Center, Jewish Family Services, Life Navigators, and Truancy Abatement Program.

ABSTRACT

Race and Poverty Field Assignment. Each field student was required to complete a social justice field assignment from a list of eight options during the funding cycle that addressed the intersection of race and poverty in Wisconsin. The assignment choices included a Community Needs Assessment, Development of a Focus Group, Field Research Paper, Group Presentation-Public Speaking, Letter Written to a Public Official related to public policies that negatively impact those living in poverty, Position Paper Related to Social Injustice or Political Advocacy, Project Related to the Study of Poverty and Social Class, and Review and Written Analysis of a Current Social Justice Issue in Social Work. Students were able to submit their *Race and Poverty* assignment for a chance to win $100 at the end of the semester. Additionally, we recognized the respective agency Field Instructors who oversaw the student's work with $100 awards for their contribution toward the student learning experience, and their input and feedback on this policy practice assignment.

NASW Wisconsin Collaboration. Ten (10) NASW student memberships were provided to students who participated in the monthly NASW Legislative issues conference calls and related activities of the committee.

Advocacy/Lobby Day April 12th. Thirty-five (35) students and five field faculty attended Advocacy/Lobby Day at the capital. Students learned how to effectively lobby, and spoke with their state representatives on important social justice issues such as "ban the box", which disproportionately discriminates against poor African American men.

Social Justice/Advocacy Events. We coordinated two Social Justice events where we had guest speakers addressing the social justice disparities in Milwaukee. Most of the student winners of the Field Assignment Awards presented their respective project or assignment during the event. We had a good attendance at both events with students, faculty and community social workers.

CHALLENGES

Yes, overall implementation went as planned. The events were both very successful, and the required field assignments were very interesting and well done overall. We were hoping to get more students to attend Lobby Day; however, many of our students are working and were unable to take off. There was a lot of detail

This social justice event was a perfect complement to the Intersection of Race and Poverty field project.

to coordinate since we had an ambitious project agenda. We accomplished the multiple tasks with the assistance of Field and Social Work Program Assistants.

OUTCOME

The overall outcome of this project was to educate students and raise their awareness about social justice issues related to race and poverty, especially in Milwaukee. The students researched a variety of areas including health, education, criminal justice, mental health, veteran's issue, refugees, homelessness, trauma, etc. that disproportionately affect poor people of color. They learned how social policies have contributed to these disparities and how important political awareness and advocacy is to affect change. The quality of the field assignments and student presentations at the two events was outstanding. Collectively, they did a thorough job in researching their topic, and their presentations were polished and passionate. The community social workers and faculty members in attendance at the two events were very impressed with the topics presented and the diversity of issues facing poor communities of color that were addressed. Our Field Instructors were very appreciative of the recognition and awards given to them and their field students. They also greatly appreciated the invitation to attend the event with CEH's provided.

IMPACT

During this grant cycle, our Social Work Program with support of a private donor purchased the documentary *53206*, which is the zip code for the poorest section of Milwaukee. We hosted a screening including a panel discussion with those in the documentary, and had over 600 students and community members attend. This social justice event was a perfect complement to the Intersection of Race and Poverty field project. The faculty have agreed to adopt a Social Justice event with a macro focus annually due to the great success of this grant project and the 53206 event. We are also considering a continued requirement of the field assignment addressing the intersection of race and poverty. We will seek donors for the annual Social Justice event, but no fiscal resources will be needed for the field assignment component. We would also like to continue the Lobby Day event and will seek resources to fund it.

FUTURE

This project can absolutely be implemented by other programs. All of our program components could easily be replicated by other social work programs. The Social Justice event is highly recommended as an excellent way to increase student's awareness of this important topic while engaging community agencies and the entire faculty. We also provide CEH's, which is an added bonus for our Field Instructors.

Wayne State University

Policy to Action: A Student Run Initiative

COMMUNITY ENGAGEMENT IMPLEMENTATION GRANT

Types of students involved & number

100 student programs wide –BSW, MSW, PhD (community partners and members not included).

Names of PI(s)/primary faculty & staff

Takisha V. LaShore, Shantalea Johns, and Tamarie Willis.

Agencies/organizations involved

The People's Water Board, We the People of Detroit, and Michigan Welfare Rights Organization.

ABSTRACT

The Policy to Action: A Student Run Initiative focused on policy related community engagement experiences for students.

The first component of the initiative was "Learning" and student engagement. This component attempted to promote student education of and involvement in city/local and state policy issues focusing on the water crisis in the City of Detroit and beyond. This project was student led, and faculty and staff supported. As such, students took leadership in identifying community partners, coordinating events, designing a community action project and planning a symposium.

The second component of the initiative was "Exploring." This component focused on policy analysis and examination. This component of the initiative includes policy analysis and examination in the BSW and MSW policy classes; a lecture series that includes panel discussions, roundtable discussions, and presentations; and meetings with community partners. This series included an opportunity for students to discuss social welfare policy in general and policies to address the water crisis specifically from a historical, social, cultural, environmental, and social justice perspective.

The third component of the initiative was "Action." This component of the initiative was a policy to action project to address issues related to the water crisis in the City of Detroit. This included work focused on 1) access issues citizens face around discriminatory shut-off practices that have disproportionately affected the most vulnerable citizens; 2) unsafe water distribution techniques; and 3) policy that addresses the general inaction to provide a basic necessity to citizens.

CHALLENGES

Yes, implementation went fairly well. We implemented programming and activities in each of our 3 program components – Learning, Exploring, and Action. The Learning component was our education piece. This included policy analysis and examination. We had the opportunity to exam policy in the classroom but were also able to provide presentation from the People's Water Board and the Wayne State University Law School related to the mapping of Detroit water shutoffs. The Exploring component was our policy engagement piece. We offered the opportunity to host a student lead trip to our state capital for Legislative Education and Advocacy Day (LEAD Day). LEAD Day is an annual gathering

of social workers in the state to discuss social justice, legislative issues, political action, and advocacy efforts around the state. We had over 50 BSW, MSW and PhD students, faculty, and staff participants.

The action component was our third component and presented the greatest challenge. The initial hope was a large scale "boots on the ground" outreach project where we trained students as deployment teams to meet with individuals in the community and educate them about resources, and advocacy efforts. Not to say, that we did not have the direct impact on the community, but our project became "training the learner." Our students felt that we would have a greater impact if we focused our efforts on the Social Work Grand Challenges and how we are preparing students to transition into the professional role and continue to do the policy and advocacy work we began as a part of this project, regardless of the practice setting they found themselves in. The challenge was having to shift the original focus while still meeting expectations for the project. The action project continued as a collaborative effort between the university and community partners to educate students outside of the classroom. The project included a series of engagement opportunities where students gathered with community leaders and constituents in the community and develop educational opportunities around policy, advocacy, and develop a platform for action.

OUTCOME

The engagement activities were framed in an intersectional framework to policy and practice focusing on poverty, race, age, and gender. There were four key events that comprised the action piece of the project.

First, students developed and hosted a "Water as a Human Right" film and discussion event that allowed participants to view a documentary on the global, national, and local water crisis. This event allowed for over 75 students and 10 community partners, faculty, and staff participants to engage in an event to raise awareness of social issues facing the global and local community as it relates to water access. The students that attended were not just from Wayne State University but other institutions within the City of Detroit and disciplines other than Social Work. Discussions focused on current issues related to policies on access and affordability to water within communities that are impoverished, aging, and primarily people of color (African American, Hispanic, and Arab American). There was an emphasis on networking and ways students and community members can implement cost saving and conservation efforts.

Second, students lead a social action and diversity-focused forum, "Elevate Their Voices," which provided a platform for students to engage with community members, government officials, and activist. This event provided a platform for students to develop relationships and action steps to work with community programs and agencies that are currently working in the community. Forum participants include Donna Givens, president and CEO of Eastside Community Network; Antonio Rafael, cofounder of The Raiz Up; Dennis Black, policy analyst for the Detroit City Council, and Rashida Tlaib, the first Muslim woman elected to the Michigan Legislature. "Elevate Their Voices," became a part of a day of social justice and action that included the School of Social Work's 11th Annual Diversity "One Drop of Love" event.

Third, students developed and implemented a multi-culture Social Justice Seder. The Seder include a Haggadah and traditional Jewish dinner, yet incorporated various languages, social justice issues (race, class, gender, and access to basic needs – water), and even religions. The central theme of the Social Justice Seder was repairing the world, with a unique focus on access to basic human rights and making a difference in the lives of others.

Fourth and finally, we displayed student engagement activities as a part of a Social Justice Student Symposium. The symposium was designed to give students a chance to highlight research and project-based work they have done which may include thesis work, directed study projects, faculty-student projects, or community engagement initiatives. Presentation topics included: crisis intervention team training, African American men's health, homelessness, child welfare, community health, and social entrepreneurship. The Symposium also featured a keynote lecture on the 12 Grand Challenges for Social Workers and training on community deployment activities and activism from the Detroit People's Water Board. Founded in 2008, the People's Water Board is a coalition of Southeast Michigan organizations who work collectively with Michigan community-based groups and national coalitions to advocate for policies and programs to ensure clean and affordable water for all residents – regardless of their ability to pay.

This series included an opportunity for students to discuss social welfare policy in general and policies to address the water crisis specifically from a historical, social, cultural, environmental, and social justice perspective.

I think one of the things that stands out as a positive outcome is that students were involved and fully engaged in our activities. Each of these events, programs, and projects were developed and implemented by students. This was one of the goals for the project – to get students actively involved in policy and community engagement activities.

IMPACT

There are several long-term impacts for our school. Among them is the establishment of a Social Justice Committee and inclusion of policy and practice engagement in the school's strategic plan. Our sustainability efforts include continuing our Policy to Action efforts on water issues and other human rights. For the upcoming year, we will be partnering with the Michigan Welfare Rights Organization. The organization fights for the rights of disenfranchised populations. We will begin our 2017-2018 activities with a summit hosted by the Social Welfare Action Alliance titled "Rumble for Human Rights." The summit will be an international gathering of social movements on water.

FUTURE

My hope is that we can take the design of this program to address other social problems, specifically related to our Grand Challenges. The hope is to provide students a platform to engage in learning outside of the classroom and field. It will be paramount that we support students as they incorporate the macro-micro continuum into professional identity but also their personal advocacy and social justice efforts. We are looking to sustain the program long term by seeking University approval to become a student led multidisciplinary Learning Community focusing on Community Engagement.

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