Policy Practice in Field Education

SUMMARY REPORT | 2020–2022
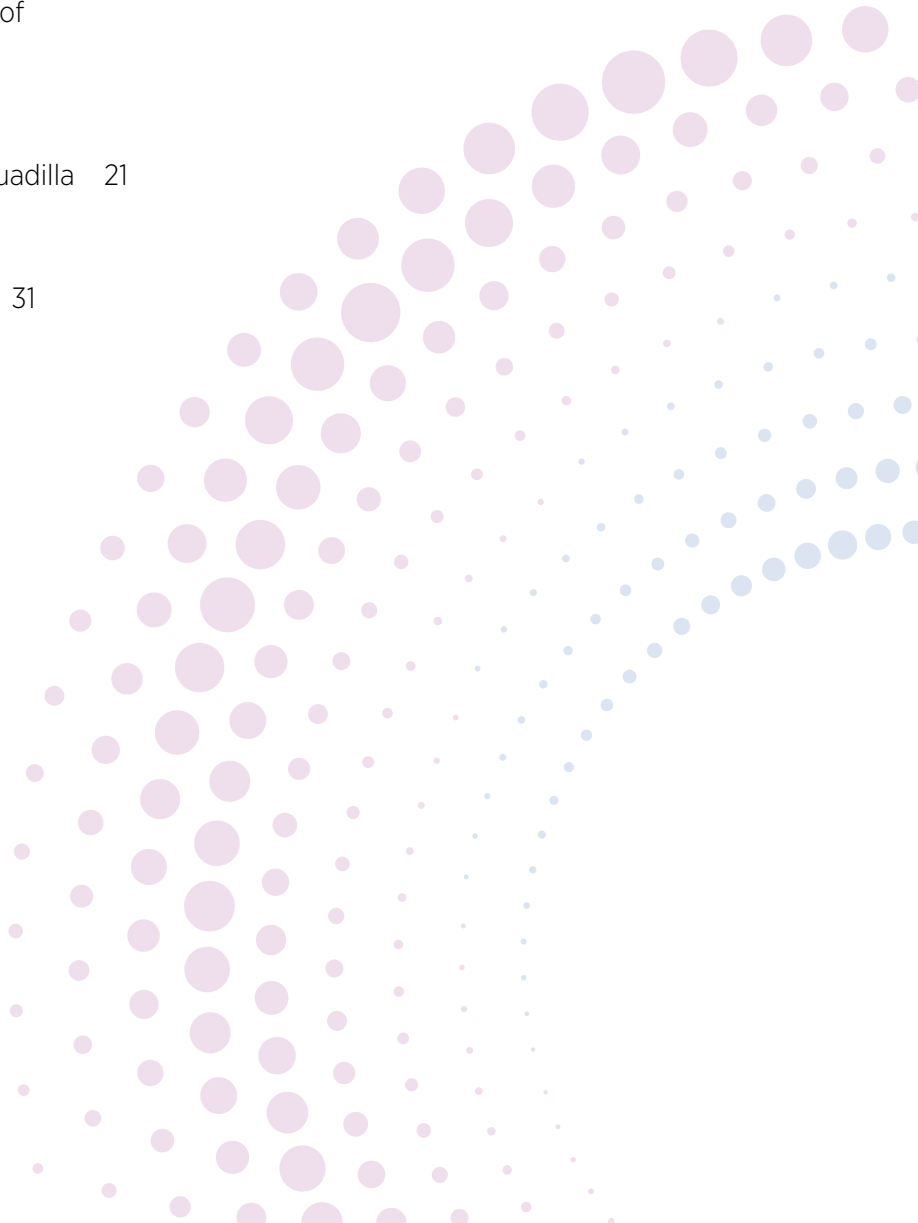
CSWE

Acknowledgments

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Introduction

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.

CSWE awarded nearly $120,000 in grants to 12 colleges and universities for community engagement and field placement projects.

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 the country. Vulnerable populations experience structural discrimination enforced by social policies and programs used as a means of support. If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality.

The CSWE 2015 Educational Policy and Accreditation Standards identify nine competencies that define effective social work practice, including the following two:

ENGAGE IN POLICY PRACTICE

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings.

ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Yet survey findings from National Coalition for Policy Education and Practice in Social Work Scholar Suzanne Pritzker suggest many social work programs expose their students to only one policy activity during their academic career. This limits exposure to different types of policy practice and might hamper policy practice skill development.

Goals and Objectives

The Policy Practice in Field Education Initiative awarded grants to schools of social work for the 2020–2021 academic school year, with a grant term extension into 2022 due to the COVID-19 pandemic.

The purpose of this project is to seed innovation and develop new models for an integrated approach that strengthens the policy skill set of all undergraduate and graduate level social work students, regardless of specialization. The expectation is that activities of these funded projects will be shared broadly and influence how all schools of social work prepare their students.

The primary goals of this project are to expand policy practice through field education and community engagement projects, to improve student knowledge and application of policy-related skills, and to deepen their ability to understand and analyze the intersections of race, ethnicity, and poverty. This will be accomplished by providing small grants to social work programs that perform the following functions:

- Create opportunity for schools of social work to expand and enhance the opportunities for all students of social work (regardless of specialization or degree) to see policy in action and to practice and develop fundamental policy skills as well as gain knowledge about the intersections of race, ethnicity, and poverty.

- Engage schools of social work in strengthening the field experience of social work students pursuing careers in policy so they are supported in developing advanced skills in research, policy analysis, debate, development, and advocacy, and present as strong candidates for employment at research, policy, and advocacy organizations.

- Increase 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 on the intersections of race, ethnicity, and poverty.

Additionally, by providing grants for schools and programs of social work, CSWE will create a network of social work educators to serve as leaders of policy practice in social work education. These leaders will inspire and encourage their colleagues to pursue similar innovative endeavors.

Expected Outcomes

The expected outcomes of grant awards and project implementation are as follows:

- Expand and enhance opportunities for all students to see policy in action and to practice and develop research and policy skills.

- Deepen student understanding of the intersection of race/ethnicity and poverty, particularly as they engage in policy implications of their work.

- Strengthen field experience of students pursuing careers in policy so they are supported in developing advanced skills in research, policy analysis, development, and advocacy.

- Increase social work presence in a wider breadth of policy, labor, and advocacy organizations, including research and policy centers that contribute to the knowledge base on the interaction of race/ethnicity and poverty.

- Increase policy, labor, research center, and advocacy organizations' access to the social work skill set, perspective, and experience.

- Expand knowledge of other social work programs by creating and publishing a case study booklet and disseminating it widely.

- Create a cadre of social work educators who specialize in policy practice by sponsoring a networking opportunity for past and present grantees at the CSWE Annual Program Meeting. Approximately 2,500 social work faculty attend this meeting each year.

Award Types

Through this initiative, CSWE offered two funding opportunities to schools of social work: grants that support the development or enhancement of field placement experiences in policy practice and grants that create policy-related community engagement experiences for students outside of field placements. In total, almost $120,000 was awarded to grantees for PPFE projects.

Field Education grants supported the development or enhancement of field education placement experiences, providing 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 of social work to provide students with policy engagement experiences such as research, policy analysis, discussion with community stakeholders, and community partnership projects.

Population Served

With universities and institutions being the beneficiaries as grant awardees, the primary audience was baccalaureate and master's level students of social work. Through the development of new or enhanced curricula, students developed policy and advocacy skills. Additionally, faculty and field instructors were directly served by this grant opportunity as it increased the exposure of policy development throughout the curriculum and provided social work faculty with the necessary skills and tools to teach policy to their students. Students and faculty with policy and advocacy skills are able to implement their skills in supporting field placement agencies and affect the communities and agencies in which they will serve.

This project reached schools, students, faculty, and agencies across the country because a diverse group of CSWE member programs received funding and conducted innovative projects.

Grantees represented universities and social work programs across eight states and Puerto Rico. Approximately 25% of the awards were given to Historically Black Colleges and Universities, and one award was given to a Hispanic-Serving Institution.

Case Studies

In the case studies that follow, each program outlines how it approached the project, challenges, and opportunities in the implementation, the outcomes, and the sustainability of the activities. We hope 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 they can be used and adapted by others.

Summary Report Questions

1. **Abstract**

2. **Challenges:** Did implementation go as planned? What were the challenges and/or unexpected opportunities?

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

4. **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?

5. **Future:** Is this a project/model that could be implemented by other social work programs?

6. **Materials:** Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?

Summary Reports

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: College of Staten Island, The City University of New York (CUNY)

Title of project: The Public Conversations for Change Leadership Fellowship (PCCLF) Training Initiative

Type of project:

☒ Field Placement Project

☐ Community Engagement Project

Types of students involved and number: BSSW and MSW students

Names of PI(s)/primary faculty and staff: Mayra Lopez-Humphreys and Paul Archibald

Agencies/organizations involved (if applicable): The Staten Island Not For Profit Association, Person-Centered Care Services, and JCC of Staten Island

1. **Abstract**

   The PCCLF Training Initiative at the College of Staten Island, CUNY Department of Social Work, provides training and a network of supports that enhance first-year master of social work (MSW) and senior bachelor of science in social work (BSSW) students' commitment and skills for leading participatory policy change efforts that work to address forms of inequities at the intersections of race, disability, and poverty in Staten Island, New York. The PCCLF works as a community of practice where a broad range of diverse stakeholders, including self-advocates, college students, nonprofit leaders, neighborhood activists, human service professionals, educators, and academics, engage in civic dialogue, sharing knowledge, experiences, and resources and developing a common agenda for fostering equity and belonging on Staten Island.

2. **Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?**

   The implementation of the project was incredibly successful. Given the realities of the COVID-19 pandemic, the PCCLF was moved online, and this served to garner more participation of students and field instructors. Approximately 75 people have participated in the first year of the PCCLF, and we decided to extend the project for another year. Participants have explored and practiced implementing several strategies and tools for cultivating equity and belonging within their spaces of influence. The PCCLF 2020–2021 Report provides an overview of the project and learning outcomes.

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

PCCLF Evaluation

Survey data collected so far have revealed how fellows are using the practices and resources learned during the fellowship program in various settings across Staten Island. Knowledge and practices pre- and post-PCCLF were assessed on a scale of 1 to 5, with "1" representing low knowledge/skills and "5" representing high knowledge/skills. Participants reported an increase in their knowledge and skills during all 10 sessions. For example, participants significantly increased their knowledge/skills about story circles and community/asset mapping during Session 3 (see below).

SESSION 3: LEADERFUL GROUPS

Before PCCLF Session	Self-assessment of Knowledge and Skills Related to:	After PCCLF Session
MEAN		MEAN
3.16	Story circles	4.37
2.74	Community mapping processes	4.26
2.95	Asset mapping	4.21
2.74	Different types of asset mapping	4.21

Rating Scale: 1 = low   3 = medium   5 = high

During Session 5 (see below), participants reported that their knowledge and skills increased regarding the leadership assessment process, particularly what it would mean for their work in the community, how they engaged in new projects, and how it informed their decision-making processes. These results show that participants were able to develop their self-awareness related to their identities and an increase in knowledge and skills associated with their leadership.

SESSION 5: COMMUNITY ASSEMBLY

Before PCCLF Session	Self-assessment of Knowledge and Skills Related to:	After PCCLF Session
MEAN		MEAN
3.68	Leadership assessment	4.42
3.53	What a leadership assessment can mean for you and the work you do in the community, informally and formally	4.37
3.42	What a leadership assessment can mean for how you engage in new projects	4.37
3.42	What a leadership assessment can mean for your decision-making processes	4.37
3.53	Practicing equitable leadership strategies in my work	4.21
3.68	Importance of naming and reflecting on individuals' indentities	4.42

Rating Scale: 1 = low   3 = medium   5 = high

During Session 8 (see below), participants reported an increase in their knowledge/skills when engaging in their work using an accessibility and justice lens. The data supports positive changes in participants' understanding of the power dynamics and cultural assets.

Before this session, it's possible that participants had a limited understanding of power and cultural assets and how they affect community change efforts.

SESSION 8: INSIDE AND OUTSIDE ORGANIZING FOR CHANGE

Before PCCLF Session	Self-assessment of Knowledge and Skills Related to:	After PCCLF Session
MEAN		MEAN
3.17	Assess accessibility and justice lens	4.39
3.28	How to get community feedback/input	4.39
3.22	Creating a collective vision	4.39
3.28	Developing a transformative vision for your community	4.50
3.39	Comprehensive understanding of power with versus power over or power for	4.61
3.83	Comprehensive understanding of cultural assets and how they impact communities	4.56

Rating Scale: 1 = low   3 = medium   5 = high

During the final session, Session 10 (see below), participants reported that the PCCLF sessions allowed them to increase their knowledge/skills about appreciative inquiry (AI) and use it in their community work. This is crucial to the work that the Equity and Belonging Project is leading because AI is a strengths-based, positive approach to leadership development and organizational/community change. During the AI process, one searches for the best in people, organizations, communities, and society as a whole. This was demonstrated in the reported increase in participants' ability to ground their exploration in the *best of what is*, working together to develop *what might be* and collectively experimenting *with what can be*. One of the most powerful results of the PCCLF sessions that was reported is increased connections with Staten Islanders, which garnered the highest mean score for this session.

SESSION 10: GRATITUDE SESSION

Before PCCLF Session	Self-assessment of Knowledge and Skills Related to:	After PCCLF Session
MEAN		MEAN
3.29	What is gratitude?	4.56
3.11	What is appreciative inquiry?	4.44
2.94	Grounding exploration in the best of *what is*	4.06
3.22	Visioning, debating, and articulating collaboratively *what might be*	4.50
3.39	Working together to develop *what might be*	4.56
3.28	Collectively experimenting with *what can be*	4.44
3.06	Increased connections with Staten Island leaders	4.61

Rating Scale: 1 = low   3 = medium   5 = high

Participant feedback. Through our appreciative inquiry process and our closing evaluation, we were able to learn about the impact that the PCCLF facilitation training had on community leaders. Several themes emerged from the qualitative responses:

1. Awareness of self in the equity and belonging process:

   • "Awareness of inclusion has deepened in my daily tasks."

   • "PCCLF has contributed to how I see myself impacting Staten Island and the broader world in the area of equity and belonging. I will take the lessons I learned and apply them to bettering Staten Island and the world."

   • "Making sure I am aware of not assuming identities and if I am being inclusive of all when making decisions or speaking."

2. Tools to use in equity and belonging efforts:

   • "The process of coming up with a beautiful solution."

   • "Appreciative inquiry practicing accessibility"

   • "Use of engaging tools like Jamboard and Padlet"

3. Collectively and diversely engaging equity and belonging practices:

   • "It helped me to see different perspectives."

   • "Networking with groups of people outside of my practice /service has been a strength and an opportunity for growth both professionally and personally."

   • "Meeting a diversity of people from throughout the borough, different sectors, experiences . . . the space for learning . . . the shared ownership of that . . . so many different ways to look at, explore, implement and take away DEI best practices."

Staten Island Equity and Belong Survey

A second component of the PCCLF prioritizes gaining a better understanding of Staten Island residents' views and perceptions about aspects of equity and community belonging. To this end, the project has asked local organizations in Staten Island (SI) to invite their community members to participate in completing the SI Equity and Belonging Survey. The survey is a borough-wide public opinion poll that measures the attitudes, perceptions, and awareness that SI residents have about aspects of equity and community belonging. To date, we have collected 1,500 surveys from residents across the island. The survey results will be circulated and made widely available for SI organizations and community groups to review and integrate within their equity and justice work. Geo-enrichment software (ArcGIS Platform) will be used to enhance our data analysis by allowing us to join additional data for context. For example, a social equity analysis will incorporate our survey data, aggregate it into geographic reporting areas, and calculate a community condition rate for each given geography. The findings are anticipated to inform interventions, training, and policies that can address barriers to wide-ranging public participation and create potential bridges to increase equity and belonging among historically marginalized populations in Staten Island.

4. **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?**

Each of the PCCLF pods developed a proposed "Beautiful Solution," which was shared out at the final community assembly. These projects build on Staten Island's strengths and centered equity and belonging with an intersectional lens. Each pod engaged community leaders and stakeholders and identified key assets and opportunities through the community mapping process. Below are the pod proposals that were developed:

Pod EM: We All Belong Here on Staten Island (WABHOSI)

Understanding that SI residents who identify as people with disabilities, BIPOC (Black, Indigenous, and people of color), immigrants, people living in economic insecurity, and the LGBTQ+ community often experience barriers to belonging on Staten Island, Pod EM sought to answer the question, What will it take to build a "bigger we"? We All Belong Here on Staten Island proposes to

- raise public awareness and broader application of the pivotal experiences that shape one's sense of belonging and connectedness to spaces and people on Staten Island;

- influence residents, community groups and organizations, and local policy makers to examine who is not connected in SI; and

- cultivate sustainable individual, organizational, and institutional support to expand belonging to people with stigmatized identities who are experiencing barriers to belonging on SI.

WABHOSI proposed to accomplish these goals through a campaign that includes building an app and badges for places and spaces that promote belonging on Staten Island, creating an online story-mapping project to crowdsource stories of belonging, and developing a tool kit on creating and sustaining a culture of belonging.

Pod Indigo: Invisible Disabilities

Pod Indigo focused on communities and individuals that experience invisible disabilities: hidden disabilities or challenges that are primarily neurological in nature. While numerous disability services are offered throughout SI, the needs of many people with invisible disabilities might not be met. Pod Indigo's Beautiful Solution involves supporting hidden disabilities in the workplace through an awareness campaign on invisible disabilities. This campaign includes educational placards that inform others that not all disabilities are visible or apparent, staff trainings on hidden disabilities, and social media.

Pod Magenta and Pod Hope: Picturing Alternatives

Equity, Access, and Well-Being in Staten Island's Transportation System: Pod Magenta and Pod Hope combined forces throughout the fellowship to collaborate on a Beautiful Solution

to promote equity in SI's transportation system. Through sharing personal stories and looking into the history of transportation on Staten Island, it became apparent that ableism and racism shape the public transit system. Pod Magenta and Pod Hope's proposed "Picturing Alternatives" project would continue the theme of storytelling with a photovoice project designed to elevate the voices and stories of Staten Islanders and their experiences with the transit system.

Pod Canary: Fostering Community Wellness in New Brighton's Public Spaces

Pod Canary sought, specifically within the Jersey Street Corridor, to answer the question "How might we . . . make community wellness resources more accessible in New Brighton, starting with utilizing public spaces in the New Brighton area?" Through asset mapping and identifying local community strengths and ongoing efforts taking place within the Jersey Street Corridor, Pod Canary proposed a beautiful solution of expanded community programming through existing parks to convene wellness organizations and community-led programming such as SI Therapeutic Gardens, as well as to offer a COMEUnity fridge to facilitate food access in the area.

Language Access Pod: Equitable Language and Communication Belongs on Staten Island

Language justice is a key opportunity to advance equity and belonging on Staten Island (a community with significant language diversity). The Language Access Pod centered their project on the intersection of language and culture, which are core components of belonging. This four-phase project proposed to

1. examine language accessibility needs/plans across communities, agencies, and organizations on SI;

2. conduct language accessibility mapping and develop a resource to be made available to agencies and organizations on SI;

3. create a language access logo that agencies and organizations can have on their website indicating the agency is a language-friendly or language-accessible space; and

4. partner with College of Staten Island and other agencies to train community members as language interpreters in health care, criminal justice, education, and so forth.

While the initial fellowship was designed to develop these Beautiful Solutions, PCCLF 2021–2022/Season 2 will continue to move the Beautiful Solutions from plans to action.

As the SI Equity and Belonging Project moves into its second year, there are three funding opportunities that we believe are in line with the mission of The Staten Island Foundation.

Option 1: Funding for Two Training Consultants

Beginning in October 2021, the College of Staten Island Department of Social Work will convene monthly virtual (online) PCCLF Community of Practice sessions with the community leaders and students. Two co-coordinators will receive an honorarium for designing and co-leading the PCCLF. The virtual sessions will provide training in dialogue and deliberation practices (World Café and Appreciative Inquiry). Dialogue and deliberation practices involve structured conversational processes that assist diverse stakeholders in engaging in constructive dialogue on critical questions; it also fosters collaborative learning toward a collective intelligence that prioritizes local, contextualized solutions. The dialogue and deliberation process is particularly conducive to moving citizens with stigmatized identities beyond a role as consumers or recipients of policy decisions to being active partners in defining public issues and developing strategies to solve shared problems (Vargas et al., 2017).[1]

Two project consultants, with more than 20 years of experience in the field of disability and racial/ethnic equity and also trained in facilitating community conversations with dialogic World Café practices, will provide twelve 1.5-hour virtual (online) trainings to all PCCLF participants and well as 15 hours of planning and design support for the implementation of World Café conversations. Participants will be expected to use the World Café model as an approach for hosting conversations on equity and belonging at the intersections of race, disability, sexuality, and poverty with constituencies within their sphere of influence. The goal of the training and a support network is to enhance and strengthen participants' skills for leading participatory change efforts that work to address inequities in Staten Island.

Public Conversation for Change Leadership Training Program: Budget	
	2021–2022
Honorarium for PCC Project Co-Coordinators 1	3,000.00
Honorarium for PCC Project Coordinator 2	3,000.00
World Café Project Consultant	4,000.00
	$10,000.00

1. Honorarium for PCC Project Co-Coordinator: Coordinator who will be designing and co-leading the PCCLF (September 2021–June 2022/$1,500 per semester × 2 = $3,000)

2. Honorarium for PCC Project Co-Coordinator: Coordinator who will plan and implement administrative tasks for the PCCLF (September 2021–June 2022/$1,500 per semester × 2 = $3,000)

3. Certified World Café Trainers: Provide training on World Café model and facilitation of monthly PCCLF seminars ($4,000)

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1 Vargas, A., Lo, A., Howes, M., & Rohde, N. (2017). The problem of inclusion in deliberative environmental valuation. Environmental Values, 26(2), 157-176

Option 2: Story Mapping on Staten Island

We have initiated a preliminary analysis of the SI Equity and Belonging Survey, which is still being distributed all across the island. In response to the survey question "Which places do you feel a sense of belonging on Staten Island?"

- 528 participants responded,

- 16% feel a sense of belonging in outdoor spaces,

- 12% feel a sense of belonging in the North Shore and 13% in schools, and

- 11.5% shared stories of exclusion or stated they do not feel a sense of belonging on SI.

Our vision is to increase the number of places on SI in which *all* people feel welcome and included. Through an online mapping system, we will develop a geographical and story-based community map. ArcGIS StoryMaps software will serve to integrate community voices into the community mapping process. PCCLF faculty/researchers will use ArcGIS StoryMaps to combine geographical information systems (GIS), computer-aided design, 3D imagery with the stories and neighborhood wisdom collected by PCCLF participants to create a single map of SI. ArcGIS StoryMaps will also be used to examine spatial relationships and to make better, data-driven decisions about opportunity factors (social, economic, cultural, and historical) that control, influence, and/or condition ongoing inequities on Staten Island.

ArcGIS StoryMaps will also assist us in developing an app with an online map where stories of belonging will be curated. The app and online story map will include places where residents have experienced belonging. At each identified place, a user can hear the stories of people who have identified this place as a place of belonging. The app would continue to crowdsource voices to compile and share stories. We will also have ways for people at different places in their tech journey (PCCLF and community partners) to complete paper forms at partner sites to continue collecting stories of belonging. A prototype for an online Staten Island story map can be found here: https://arcg.is/1eXafe0

The app will be used to generate positive social pressure and social accountability because the places that most people identify as places of belonging would be acknowledged, and places will also be acknowledged with certificates to display that label them as a "Place of Belonging on Staten Island." Signposts for such places will emerge throughout Staten Island to create positive social accountability, encouraging community leaders of other places to inquire about how to also become a place of belonging. The PCCLF will serve as a resource for such questions.

Story Mapping on Staten Island: Budget	
	2021–2022
ArcGIS StoryMaps/1-year subscription	1,000.00
ArcGIS app and web consultant	8,500.00
	$9,500.00

1. ArcGIS StoryMaps: GIS Professional Basic for cloud-based access and a 1-year license ($1,000)

2. ArcGIS app and web consultant: Consultant to lead the development of a customized app that will crowdsource voices to compile and share stories and gather community observations, input, and data on opportunity factors ($8,500)

Option 3: An Online, Crowdsourced Guide of Staten Island Resources

Through the PCCLF initiative, the Amber Pod (one of the eight pod groups working on Beautiful Solutions for a specific issue in Staten Island) recognized how many resources were available on Staten Island—not only formal resources and organizations but also communities and groups coming together for each other and paving the way for social change. One of the critical barriers to the accessibility of resources is the knowledge that they exist. The Amber Pod focused on creating an online, crowdsourced guide of Staten Island resources encompassing the broad scope of meaningful work happening on Staten Island. The guide would entail a grassroots process where outreach, vetting, and verification of resources that exist would occur through an open-source submission process so that communities could share and update the information. Through work–study programs and student placements, college interns would develop and maintain the guide, and in turn, this opportunity would also build the knowledge and investment of young adults in the Staten Island community.

An Online, Crowdsourced Guide of Staten Island Resources: Budget	
	2021–2022
Ushahidi online crowdsourcing platform consultant	6,000.00
Honorarium for coordinator/supervisor of student interns	4,000.00
	$10,000.00

1. Ushahidi online crowdsourcing platform consultant: Technical setup, survey design, a variety of targeted training, metrics and analysis, programmatic management, ongoing technical support, and custom feature development ($6,000)

2. Honorarium for coordinator/supervisor of student interns: Coordinator to provide weekly 2-hour supervision to college intern (September 2021–June 2022/$2,000 per semester ✕ 2 = $4,000)

Conclusion

The primary goal of this project is to strengthen and leverage the unique resources among diverse Staten Island stakeholders to increase public involvement in supporting person-centered, equitable changes that secure the needs and rights of the most stigmatized on Staten Island. The concerns we are contending with are far too complex for a single leader or stakeholder group to fully understand and address. Activist and emergent strategist Adrienne Maree Brown reminds us that "the healthiest ecosystems are the most diverse." This necessity has only become more critical as communities, programs, and organizations

in Staten Island find themselves imagining new ways to connect and collaborate in a fluid post-COVID-19 city. The Staten Island Equity and Belonging project is committed to building a thriving, intersectional network of organizations and community groups that can gather insights from diverse community leaders to create a shared language and practices and work toward collective action that fosters equity and belonging in Staten Island.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

It is critical for social work programs to play a role in building a culture of belonging that can sustain conditions for policy/structural change. This understanding has profoundly informed our blueprint for the PCCLF.

Healthy community-led movements foster a hyperlocal culture of belonging. Culture can move people in a way that policies cannot. The healthy communities field continues to transform how leaders approach community well-being and health. It advanced efforts beyond "programs and education" to cultivating a collaborative, place-based, and multisector approach that collectively works to build a well-developed ecosystem that fosters belonging. People largely organize themselves and operate according to stories and beliefs, not facts. A culture of belonging coalesces community power through culture, art, and story to shift public sentiment and forge a new collective consensus on a social problem or issue.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

Yes. The CSI Department of Social Work has created an open resources page on the Staten Island Equity and Belonging Project website.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Fayetteville State University

Title of project: FSU Community Engagement Project

Type of project:

☐ Field Placement Project

☒ Community Engagement Project

Types of students involved and number: This project involved both MSW and BSW students. Attendance was 65 students.

Names of PI(s)/primary faculty and staff: Dr. Dennis E. Corbin (PI) and Dr. Dorrance Kennedy (co-investigator)

Agencies/organizations involved (if applicable)**:** Homeless organizations that presented for the project: Offroad Outreach, Connections of Cumberland County, Cumberland Interfaith Hospitality Network, Operation In As Much, and Cumberland County Community Development

1. Abstract

This project was designed to enhance the bachelor of social work (BSW) and MSW social worker students' understanding of policy practice and provide insight into the homelessness and affordable housing issues in the local community. Homelessness and affordable housing are a major issue here in North Carolina. There are many factors that contribute to the ongoing challenges to the homeless population, with one being the availability and affordability of housing. This project will assist students in gaining a greater understanding of the housing policies and issues within their local and surrounding communities with special emphasis on the homeless population. This project develops students' knowledge on current policies as they relate to housing and interview key policy stakeholders about the challenges and current efforts to curtail homelessness. The presentation provided by the five panelists from various homeless agencies here in Cumberland County allowed students to get firsthand knowledge that provided a direct link between their understanding of policy and practice and the community they live in regarding homelessness and housing issues.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

Once we got through the COVID-19 restrictions and limitations we were able to execute the project with little to no challenges.

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

    The projected outcomes were to provide an overview and more direct understanding of how social work practice from the policy perspective can affect the community as much as the social work direct practice; to allow students to hear from stakeholders of the community in which they live, to better understand the importance of policy and that social work at the macro level is just as impactful; and to enable students to hear from former students who began their career in direct practice and found fulfillment at the macro level. During the question-and-answer session at the conclusion of the presentation, students commented about how informative the presentation was, and several students indicated that based on the presentation, they were likely to focus their practice on a more macro level with an eye on policy.

4. **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?**

    The long-term effects of this type of project on the School of Social Work here at Fayetteville State University is to develop a policy practice annual presentation. This project is sustainable with the right resources, planning, and supports. Because the project was executed effectively, the foundation has been formed and the foreseeable need to carry this type of work forward would be to secure financial support for this initiative.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

    Yes

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

    No

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: InterAmerican University of Puerto Rico–Aguadilla

Title of project: Policy Skills Development Lab

Type of project:

☐ Field Placement Project

☒ Community Engagement Project

Types of students involved and number: BSW level, 94 students

Names of PI(s)/primary faculty and staff: Dr. Irma Sandoval-Arocho, LCSW

Agencies/organizations involved (if applicable):

- Toastmasters International, Inc. PR chapters (Aguadilla and San Juan), Speechcraft Program

  — Nora Mujica, PhD

  — Daniel Torres

  — Lourdes Corujo

- Office of Citizen Participation (civic engagement and responsibility)

  — Alba Muñiz Gracia, director

- Government of Puerto Rico, Capital Building

  — Legislative office tours (virtual and in person)

  — Johnny Méndez Nuñez, president, House of Representatives

- University Institute of Community Development (participatory action research)

- Emmanuel Vélez, Esq., Marketplace (simulation activity)

- Puerto Rico Somos Gente (nonprofit)

- Stronger Than Maria (nonprofit)

1. Abstract

The aim of this community engagement project was to make policy relevant for BSW students in Puerto Rico by linking social work policy practice to their lived experiences, in particular, natural disasters and severe weather events. The Policy Skills Development Lab was established to offer lab-centric instruction to help students build practical and essential skills important to their formation as change agents. The lab targeted the development of core policy practice skills such as persuasive oral and written communication and community engagement and social action skills based on the thematic

content of the project. To develop persuasive communication skills, students completed an 8-week Speechcraft Program provided by Toastmasters International, Inc. Mini debates were used as a forum for students to practice oral communication skills and to expand their knowledge about the thematic topic emphasized in the lab. To foster community engagement skills, students interacted with community providers to learn about services following natural disasters. Through this project, students also participated in lunch-and-learn sessions to better understand social issues like climate change. To develop social action skills, students participated in interactive workshops about civic engagement and responsibility as provided by the local Office of Citizen Participation. An interactive simulation emphasizing the principles of community activism and lobbying helped students understand the role of social workers in policy practice. Through participatory action research with the University Institute for Community Development, field education students engaged with the community to address real problems. A magazine publication captured highlights of this project.

2. **Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?**

This project began shortly after the COVID-19 pandemic was announced, making implementation more challenging than originally planned. However, having made prior contact with the local Toastmasters chapter and with an established relationship with the Office of Citizen Participation in place, the collaborative process was less cumbersome. The campus response to the pandemic proved helpful to ensure face-to-face activities transitioned to an online platform in a user-friendly manner. The sudden change in expected modality did not hinder student participation and was not a barrier to helping students learn persuasive communication skills. In fact, through evaluations at the end of each Speechcraft session, students expressed what they liked the most about the sessions. Here are some student expressions:

> "[What I liked the most was] the way we were shown how to improve and [given] the proper techniques."

> "That they taught us how to be a good speaker by giving simple examples and then they allow[ed] us to participate."

> "His way of communicating with students and recognizing our weaknesses in terms of presenting ourselves in front of a group."

> "I like the knowledge that each of the professionals have and the dynamics with the students."

The online modality proved to be an unexpected opportunity that gave this project greater flexibility in securing Speechcraft session facilitators. Initially, the project was unable to locate Speechcraft facilitators that had availability during the time and day of participating classes.

The online modality, however, enabled the search for facilitators to be expanded beyond our local catchment area. As such, facilitators living in other parts of the island who

had availability were able to facilitate sessions without the need to travel 2 hours away. Site visits during the early part of the pandemic were conducted virtually; although the experience was different than originally intended, the quality of the experience was not affected, and in fact, students were able to visit parts of the Puerto Rico State Building that would have been considered inaccessible in a face-to-face modality.

Additional Challenges

The COVID-19 restrictions in Puerto Rico and on campus did not permit this project to expend funds allocated for lunch-and-learn activities during the early part of the grant. As such, these activities took place during the grant extension period when the campus began to ease COVID-19 restrictions. Additionally, the community engagement component of the project took longer than expected to initiate because in the early part of the pandemic, local community-based organizations did not experience a seamless transition to a virtual modality, and many lacked technological readiness and/or experienced budgetary constraints because of the pandemic. The toughest challenge encountered by project was the unexpected difficulty in the availability and shipment of products to the island. Many of the originally planned purchases for this project had to be modified because of increased costs, because of lack of product availability, and because many vendors do not offer shipping to Puerto Rico.

For example, the original budget had monies allocated for the purchase of an interactive smartboard. With the pandemic, the demand for such products rose significantly and, as such, so did the costs. Although a request was made to increase the monies allocated for such a purchase, the increase was unsuccessful as prices continued to rise, making this product further and further from the project's reach. As such, the project had to consider other items that would be useful to the aims of the project. In turn, the project used monies to purchase a speaker's podium for all students to practice and present in a professional manner; along these same lines, the project purchased a portable speaker and microphone for classroom use. In addition, two stand-up banners were purchased for use during designated policy practice events, such as lunch-and-learn sessions and mini debates. A portable laminator was purchased to give students opportunities to create professional-looking material in written communications. Despite the challenges experienced, the addition of these materials supports the work of the Policy Skills Development Lab by creating a learning environment that makes policy practice relevant, relatable, and real for BSW students, and in this way, they are capable of developing as agents of change who promote social action.

Unexpected Opportunities

By 2021, the successful virtual promotion of different projects and services opened the door for collaborations that had not been contemplated in the original implementation of the project. For example, the project was able to connect with a resource devoted to the creative implementation of social change projects. This resource comprised a 4-hour workshop that allowed students to engage with community activism and

lobbying activities in a simulated and interactive environment. Likewise, a collaboration with an organization devoted to participatory action research provided field seminar students with an opportunity to add to their field practice experience by focusing on community social work where students aid in assessing the impact of a local waste site on community health. This types of experience had not been contemplated but has become an excellent opportunity to demonstrate the different ways that social action can occur.

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

Through this project, students were able to demonstrate and apply social work policy skills. Students learned essential public speaking skills and transferred those skills to special assignments, such as writing a letter to the editor and preparing and conducting an elevator and legislative floor speech. In addition, students completed community member interviews and engaged in creating community profiles. By learning effective public speaking skills, students were able to discuss complex problems in a clear and convincing manner. Project activities helped students to identify and describe policy in action through participatory action research, where they conducted interviews in the community to address the health and environmental impact of a local dump site on the community. This opportunity is helping field education students to gain a firsthand understanding of the role of social work and environmental justice. Likewise, students are better able to describe how poverty, race, and ethnicity intersect with real-world issues. As a result of having community-based organizations showcase their organizations, students have an expanded view of the reach of social services. Last, the exposure students obtained from policy site visits and guest speakers, for example, helped students to formulate ideas for solutions to real-world problems and have their work published in a magazine that highlights the activities of this project.

Outcome-based evaluation was measured through the following project activities:

- Letter to the editor
- Elevator speech
- Floor speech
- Mini debate
- Law project
- Community member interview
- Community profile

These tasks and activities became signature assignments for each participating course and allowed the program to measure the attainment of the first five social work competencies in the respective courses. Results demonstrate that the Policy Skills Development Lab

can help students attain competency and build practice behaviors that are essential to becoming agents of change. The results are as follows:

Competency	Aggregate Competency Attainment*
1	94%
2	95%
3	97%
4	94%
5	98%

*Calculation: Sum of the course competency attainment/total courses measuring the competency.

Competency	Course 1 – SOWO 2514 Social Policy and Social Services	Course 2 – SOWO 3801 Communication and Interview Process	Course 3
1	90%	96%	95%
2	90%	100%	95%
3	97%	Not measured	97%
4	90%	96%	94%
5	97%	Not measured	98%

4. **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?**

The long-term impacts for students are many. Specifically, the project will help students become competent generalist social workers who

- demonstrate community engagement;

- engage in policy formulation, implementation, and evaluation;

- promote social change and development;

- mobilize and organize for social action; and

- uphold a human rights perspective.

Integrating this project into the BSW curriculum through planned intention and design merits consideration by social work programs. The outcomes obtained by this educational approach for policy practice demonstrates that it works. Through this project, the program developed a creative solution that helped students connect to policy practice in a way that extends the course content and that made policy practice relatable and, therefore, relevant. At the BSW level, understanding social work policy practice can be a challenge that is often complicated by lack of prior knowledge and exposure. In creating the Policy Skills Development Lab, students were able to make essential connections between social work practice and social policy practice. As an example, the public speaking component to the project specifically targeted core communication skills that leaders need, and given that

these skills are not targeted in this way through the liberal arts or traditional social work curriculum, the benefit to students is significant. For example, informal faculty assessment noted improvement of student's critical thinking skills and a boost in confidence. For at least two students, the Policy Skills Development Lab led them to develop a strong enough interest in social policy practice that they were motivated to apply for the highly regarded Congressional Hispanic Caucus Summer Internship. Although they were not selected, the process of applying helped these students envision themselves as social work leaders.

Our program will continue to integrate the Policy Skills Development Lab across the curriculum because the lab supports a differentiated instructional approach that benefits all kinds of learners. In this sense, this project is highly sustainable. Programs interested in integrating such a lab into their curriculum would be able to do so with limited monetary resources. The most important resource that any program would need is time. At least one semester of planning should be considered by programs to develop quality activities that merge theory and practice in an effective manner and to create the necessary community networks to complement the skills taught and practiced in the lab.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

This project can be implemented by other social work programs. The different types of activities held under this project may be adapted whole or in part. The following logic model has been developed to help other social work programs determine replicability.

Inputs	Outputs	
	Activities	*Participation*
• Staff • Students • Time • Community collaborations • Partnership with local Toastmasters chapter • Civic leaders	• Public speaking sessions • Social policy site visits • Community-based organizations' lunch-and-learn/mingle-and-munch sessions • Mini debates • Policy simulations • Elevator speeches • Floor speech • Letter to the editor	• Students • Community-based organizations • Civic leaders • Legislative offices • Multidisciplinary partners
Assumptions • Policy practice can be relevant and relatable for BSW students. • Effective communication skills need to be taught, practiced, and reinforced. • BSW students need opportunities to engage and connect with policy practice. • Exposure to civic leadership and responsibility can lead to connectedness to policy practice. • BSW students need to be aware of available community resources and services.		

Outputs		
Short	*Medium*	*Long*
• Diversified knowledge • Skills[AU: Specify? What kind of skills?] • Analysis • Listening skills • Empathy • Awareness • Confidence • Reflectiveness • Persuasiveness	• Enhanced practice behaviors • Improved decision- making • Increased social action	• Demonstrate community engagement • Engage in policy formulation, implementation, and evaluation • Promote social change and development • Mobilize and organize for social action • Uphold a human rights perspective

External Factors
- Fees associated with public speaking partners
- Course planning, scheduling, and preparation
- Teaching style
- Program support

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

A guide for integrating a policy skills development lab in the BSW curriculum has been developed. The guide includes suggested activities for building persuasive communication, community engagement, and social action skills and outlines the social work competencies that can be addressed. Suggested assignments are included as a starting point and can be expanded as needed. A bibliography of recommended readings allows students to examine the different elements that contribute to being a change agent. The suggested videos provide examples of effective and persuasive communication, and the recommended podcast is a medium for students to engage with social policy issues and debates.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Philander Smith College

Title of project: The Voter Education and Empowerment Project

Type of project:

☐ Field Placement Project

☒ Community Engagement Project

Types of students involved and number: BSW and MSW students and undergraduate political science majors represent the type of students involved. The following number of students were involved during each phase of the project: pretest = 124 students; posttest = 103 students; 1-year follow-up = 68 students; received 1-year student memberships to the National Association of Social Workers (NASW) = 64 students; attended the NASW Arkansas conference = 13 students; received scholarships to attend the Campaign School for Social Workers = 5 students.

Names of PI(s)/primary faculty and staff:

PI: Tracey McElwee

Co-PI: Laura Danforth

Co-PI: Gloria Davis

Agencies/organizations involved (if applicable):

- **Tanya Rhodes Smith:** Nancy A. Humphreys Institute for Political Social Work at the University of Connecticut

- **Jen Tomasetti:** Campus Election and Engagement Project

- **Kristin Higgins:** University of Arkansas Public Policy Center

- **Holly Barron:** National Association of Social Workers–Arkansas

- **Susana O'Daniel:** Arkansas Education Association

- **Kaleem Nazeem and Morgan Leyenberger:** DecARcerate

- **Kevin Hunt:** Social Action Ministry

1. Abstract

This project replicated and built upon two voter engagement/empowerment project models. Philander Smith College and the University of Arkansas (UA) at Little Rock partnered for this project. There were 124 students who completed a pretest in August 2020, prior to receiving any materials or training on voter registration laws, voter identification laws, and barriers within the voting process in Arkansas. We used adapted

versions of the eight-item measure of political efficacy from the American National Election Survey (American National Election Studies, 2016) and the Civic-Minded Graduate Scale to measure student's knowledge of, commitment to, attitudes toward, and level of engagement with voting registration laws, voter identification laws, and barriers to voting. The posttest was administered in December 2020 and completed by 103 students. Last, a 1-year follow-up survey was administered in December 2021–January 2022 with 68 students completing the survey. In August 2020, 80% of students who participated in this project were registered to vote, but by December 2020, this number increased to 92%. Another pretest finding revealed that before the project, only 25% of students felt that their experiences at UA Little Rock and Philander Smith College helped them become involved in the community. However, by the end of December 2020, posttest findings showed this original finding increased to 45%. Students from both schools felt their institutions played a significant role in helping them become more involved in their communities.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

Implementation did not go as planned. The pandemic interfered with our attempts to do more in the Arkansas jails. Also, because our schools were 100% virtual, we could not require our students to participate in any originally planned in-person activities.

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

We used the adapted versions of the eight-item measure of political efficacy from the American National Election Survey (American National Election Studies, 2016) and the Civic-Minded Graduate Scale to measure student's knowledge of, commitment to, attitudes toward, and level of engagement with voting registration laws, voter identification laws, and barriers to voting. Pretest, posttest, and 1-year follow-up project outcomes were collected.

4. 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?

The long-term impacts of replicating this model would increase the number of social work students who are civically engaged. The project is sustainable as all guest speakers indicated they would speak to our students for free, but since we had funding, we honored their time with an honorarium. Local, regional, and national experts are needed to carry this work forward as we did in our study.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

   Yes, our project can be replicated because we replicated our project and built upon two voter engagement/empowerment project models. The first model is the Voter Engagement Project, originally piloted in 2015 by the Nancy A. Humphreys Institute for Political Social Work at UConn School of Social Work. The second model is the Voter Empowerment Project created by the University of Mississippi's Department of Social Work.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

   Tonya Rhodes Smith taught a 1-hour voter education training that we offered to all NASW Arkansas members via Zoom. The replay of that webinar is available to all members of NASW in the state of Arkansas.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: University at Buffalo School of Social Work

Title of project: Educational Justice Policy Initiative

Type of project:

☒ Field Placement Project

☐ Community Engagement Project

Types of students involved and number: Three foundation-year students; one student assistant

Names of PI(s)/primary faculty and staff: Michael Lynch, LMSW (PI), and Annahita Ball, PhD

Agencies/organizations involved (if applicable): None

1. Abstract

The Educational Justice Policy Initiative (EJPI) was an entirely virtual field placement focused on educational policy practice. The initiative had two main aims. The first aim was to encourage MSW students to engage in direct policy practice focused on local educational justice issues. Second, the initiative sought to add to the knowledge base of social work field education by piloting and evaluating a new, all-virtual field placement. Through a mix of virtual seminars, partnerships with community organizations, and volunteer opportunities with local activism campaigns, students developed the ability to analyze policy, create and propose innovative solutions, and effectively communicate them to various audiences. Three students participated in the program as their foundation-year field placement. Their projects focused on access to mental health services, LGBTQ youth homelessness, and access to disability services. The students created and distributed infographics, podcasts, webinars, guides, and fact sheets related to the project's focus.

We evaluated the EJPI using survey and focus group data. Several themes emerged from the data, including the benefits of the self-directed, project-based approach. Students liked taking something from the idea phase to completion, for example, creating an infographic or podcast and sharing that product with the world. They felt this forced them to be leaders, encouraged them to be more technology proficient, and allowed them to exercise creativity.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

The original proposal for this initiative was a school-based field placement; due to COVID-19, we had to pivot to an all-virtual model. The most important factor was to find a lead field educator/instructor who would be capable of facilitating such an initiative. Luckily, we found someone who was the perfect fit. The students admitted some struggled with the isolated and autonomous nature of the field placement; however, once project

management tools and expectations were put in place, the students improved. It proved a valuable learning experience for us, as faculty, because we gained insight into how to develop a virtual field placement. It was also a valuable learning experience for the students who developed new skills in managing self-directed projects.

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

   1. That students' understanding of best practices increased for all-virtual field placements centered on policy.

   2. The students improved their understanding of policy topic areas, leadership, technology proficiency, and communication and project management skills.

   3. The students created digital products (e.g., podcasts, infographics) to advocate for policy change. These products live in the real world and can be shared via social media.

   Students were given a survey at mid- and final placement. The students participated in a 90-minute focus group on completion of the initiative. The focus group was recorded and transcribed. Data from the survey and focus group were analyzed collectively to identify students' feedback on the experience and best practices for future similar field education initiatives.

4. **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?**

   Long-Term Impacts

   With the growth of online programs, the increased use of technology, and our comfort with remote work, there will be increased opportunities for virtual field placements. With that in mind, findings from this project inform future endeavors. For instance, upon learning that students felt isolated (as reported on the midyear survey), we implemented a peer support structure that offered biweekly check-ins and social time. This may be a feature on virtual field placements that could prove useful in future projects. Additionally, the initiative was "project based," meaning the students created advocacy-related products incrementally over time. Student feedback indicated that this fit well with policy practice. It can be difficult to influence policy, yet the projects allowed them an opportunity to raise awareness about policy-related issues.

   Sustainability

   This project would need funding, or a course buyout, for an instructor to provide field education and facilitate the initiative. It also requires a small amount of additional administrative support beyond that traditionally provided for field placements.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

    Yes

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

    Yes: guides, infographics, podcasts, and project management outlines.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Temple University

Title of project: New Year, New Vision: Building Collaborative Relationships and Skills for Social Change

Type of project:

☐ Field Placement Project

☒ Community Engagement Project

Types of students involved and number: Undergraduate and graduate social work and health professions students. Nine students were hired to help facilitate the event. The event had approximately 80 attendees for the morning panel discussion and 40 attendees for the subsequent small group conversations.

Names of PI(s)/primary faculty and staff:

Laurie Friedman, PhD, LCSW

Anne Frankel, PhD

Jennifer Ibrahim, PhD, MPH

Jamie Mansell, PhD, LAT, ATC

Patricia Dormer, MSW student

Agencies/organizations involved (if applicable): The panel was moderated by faculty member Dr. Marsha Zibalese-Crawford, with participation from Congressman Dwight Evans, Councilwoman Maria Quinones-Sanchez, Brenda Shelton-Dunston (executive director, Black Women's Health Alliance), Derrick Cain (community engagement specialist with Resolve Philadelphia), and Jose Benitez (executive director of Prevention Point).

1. **Abstract**

More than 40 College of Public Health (CPH) faculty and staff convened for a visioning meeting to inform the development of this event. These individuals clearly articulated the importance of, and their desire to, involve community members in this process. We subsequently connected with Heather Gardiner, PhD, Associate Professor of Social and Behavioral Sciences and Director of the Office of Community-Engaged Research and Practice at Temple University, who invited members of the CPH community advisory board to join us in this work. In accordance with the grant's guidelines, we designed and carried out an event on January 22 that featured a panel discussion with local and federal elected representatives, Temple faculty, and community representatives to articulate the connection between policies and individuals' lives. Subsequent small group discussions and activities provided opportunities to build and strengthen interprofessional and

community relationships, thus developing the foundational skills and knowledge to advocate for systemic changes and identify opportunities to build on this work throughout 2021. Ryan Villagran, associate director of the CPH Office of Clinical Practice and Field Education, worked with one of our students to create a policy advocacy webpage (https://sites.temple.edu/advocacy/) to support the event and ongoing work related to civic engagement.

2. **Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?**

This event was initially conceived as an in-person event. In accordance with health regulations, we pivoted to an online format. Given the changes in our social and political context since we wrote the grant in February 2020, we intentionally shifted our approach to increase engagement within our CPH and North Philadelphia communities in the planning process. This engagement demonstrated the communal interest in moving our event from a singular initiative to reframing it as the beginning of a conversation on ways that CPH might address systemic inequities that disproportionately affect our North Philadelphia neighbors.

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

This event illustrated the benefits of collaboration in multiple capacities. There were more than 40 CPH faculty members, students, staff, and community members who contributed their ideas and perspectives in the planning process. Additionally, we appreciated the support and contributions of the CPH Community Engaged Research and Practice Office, the CPH Marketing/Events Department, the CPH Grants Office, and Temple's Government Relations Office. Through this event, we would like to highlight that the Church of the Advocate is actively reengaged with the CPH Community Engagement Research and Practice center. There is also a panel discussion focused on advocacy scheduled as part of the college's Public Health Week.

One of our afternoon small group activities focused on brainstorming ideas on how to build on this event moving forward. The students who facilitated these groups used an action planning worksheet to focus their discussions. Results from our post event survey were sparse, with only five attendees responding and one noting they were interested in attending similar events in the future. Of those five responses, the majority reported that the event was "excellent" or "good." We chose not to send a follow-up request given (a) the rich information from our small group discussions, (b) our own observations, (c) unsolicited feedback we received from attendees, and (d) our recognition of the strain of the pandemic and presidential transition during the time of the event.

4. **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?**

   The timing of this event coincided with our college's increased focus on civic engagement. We collated the responses from the small group discussions to provide summative feedback to our college's Dean's Executive Team. The School of Social Work is actively partnering with the college on interdisciplinary initiatives to broaden our focus on advocacy across the disciplines in the college.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

   Yes, we believe this project can be implemented by other social work programs. We are especially appreciative of the interdisciplinary collaboration throughout this project and the relationships built within our college and with community organizations.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

   As part of this project, we developed a policy advocacy webpage as well as small group discussion questions to facilitate the brainstorming process.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Tulane School of Social Work

Title of project: Putting Policy in Its Place

Type of project:

☒ Field Placement Project

☐ Community Engagement Project

Types of students involved and number: The Putting Policy in Its Place program utilized permanent curriculum changes and a competitive fellowship to meet the goals of the project. This project included permanent changes to course assignments, affecting every MSW student currently in the program and moving forward. The fellowship included seven MSW students from both the on-ground cohort and the online cohort.

Names of PI(s)/primary faculty and staff: Dr. Coleen Cicale and Dr. Maurya Glaude (co-directors); Dr. Lauren Terzis and Dr. Heather Gillis

Agencies/organizations involved (if applicable): None

1. Abstract

Tulane School of Social Work (TSSW) is centrally located in the resilient and largely African American urban city of New Orleans. Residents continue to witness the collateral effects of decades of racial, educational, health, and income disparities within communities with histories of gentrification, trauma, and substance use related to both human-made and natural disasters. Rarely do schools of social work teach or require students to identify larger policy and structural issues that also contribute to problems. The proposed program, Putting Policy in Its Place (PPIP), was developed to teach TSSW students to understand how policy affects their practice and to more effectively use policy to inform their practice through amplification of existing skills, advocacy training, and ongoing mentoring.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

Given the unpredictability of the pandemic and regulations regarding vaccination, the symposium was a hybrid model, offering in-person and online guests to participate. We extended the invitation to five guests per fellow model and held the symposium on campus, adhering to Tulane's COVID-19 protocols for in-person activities. Twenty guests joined us in person, and 15 joined online.

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

PPIP scholars participated in the following over the course of 12 months: (1) training using Bardach's (2020) Eightfold Path to More Effective Problem-Solving framework of analysis, (2) 1-day advocacy training with keynote speakers and virtual breakout sessions, (3) four guest speaker presentations, (4) biweekly mentoring with faculty to supplement their social change campaign Community Organizing and Policy Advocacy course assignment, and (5) culminating event presentations at a 1-day hybrid symposium.

We created a Qualtrics (web-based survey) as a formal valuation and measure. We shared it with our seven fellows via email. The summary is provided here:

Participants of the PPIP program were sent a Qualtrics link to evaluate and provide feedback on the program. Eighty-five percent of program participants responded to the survey (*n*=6). There were four quantitative questions (strongly disagree to strongly agree) and three questions where participants could provide a short-answer response.

In terms of the quantitative questions, when asked if the PPIP program enabled participants to gain a better understanding of how policy affects social work practice, 33.3% strongly agreed, 50% somewhat agreed, and 16.67% of students neither agreed nor disagreed. Several additional trainings were offered (Undoing Racism, a legislative workshop, and a guest panel), and participants were asked whether these increased their knowledge of social work practice and advocacy, where 33.3% strongly agreed, 50% somewhat agreed, and 16.67% of students neither agreed nor disagreed. Participants were also asked if their culminating project that they completed throughout the semester and presented at the symposium enabled them to make connections between micro and macro aspects of social work practice at their field placement: 66.67% of students reported that they strongly agreed, and 33.33% somewhat agreed. Last, participants were asked if they received meaningful feedback from their mentors and the PPIP team throughout the program, where 50% strongly agreed, 33.30% somewhat agreed, and 16.67% somewhat disagreed.

The qualitative questions enabled students to report on the strengths and challenges of the program, as well as the opportunity to provide any other additional feedback. Strengths included the training, workshops, guest panels, and mentorship. Students reported expanded knowledge of legislative and social issues, and a better understanding of how macro can fit into social work practice. Students also appreciated the sense of agency that they had in creating their own project for the program. Challenges of the program included feeling confused at times due to the individual nature of the project and wanting closer mentorship and wishing broader topics were discussed, as well as the entirely virtual experience (due to COVID-19). Several students also discussed their experience in the Undoing Racism workshop; while a powerful workshop and an important topic to address, they reported not having a good experience in the workshop. Last, participants were asked to add any more feedback, where students reported their overall satisfaction and benefit of

the program to the School of Social Work at Tulane, the limitations of the Undoing Racism workshop, appreciation of mentors, and the suggestion that field trip experiences be incorporated in the future.

4. **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?**

    The PPIP project is sustainable and could be carried out each year with a small group of fellows (approximately eight students per academic year). The pilot of the PPIP program has provided students with the opportunity to incorporate policy work into their field placement. The program has enabled students to see the interconnectedness and value of policy in their field placement. If the program were to continue in the future, necessary resources include support from the School of Social work, including administration and faculty members, as well as a similar amount of funding. The funding ensures that all trainers/guest speakers are rewarded for their time, as well as ensuring that students have the resources they need to create their final presentation/project.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

    Definitely. We believe the PPIP can be replicated and implemented by other social work programs that are looking to incorporate more macro aspects, such as policy, into the field experience. Our program pilot provides a model of how this could be conducted, using guest speakers, special training, weekly mentoring, and a symposium culminating all that was worked on throughout the program.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

    There were several trainings that were implemented by outside parties that we would recommend other schools use. For example, all fellows and faculty members/mentors participated in the two-and-a-half-day People's Institute for Survival and Beyond (PISAB) Undoing Racism workshop (https://pisab.org/). PISAB holds workshops all over the United States, offering both in-person and online formats, with qualified community trainers that focus on developing anti-racist principles. We highly recommend schools of social work invest in the PISAB Undoing Racism training. Other trainers/workshops included a daylong legislative policy workshop that included a panel of experts, a plenary guest speaker, breakout sessions, and a DoorDash coupon for a complimentary lunch for the mentors and fellows.

    We are so very thankful for the CSWE funding that made the PPIP a rich learning experience for our students.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Western Illinois University

Title of project: PLEA (Policy Learning for Environmental Action) Project

Type of project:

☒ Field Placement Project

☐ Community Engagement Project

Types of students involved and number: All students completing a practicum Fall 2020, Spring 2021, Fall 2021, and Spring 2022

Names of PI(s)/primary faculty and staff: Dr. Katherine Perone, Professor Karen Zellmann, Dr. Debra Allwardt, Professor Kaycee Peterman, and Professor Lori Smith Okon

Agencies/organizations involved (if applicable): Illinois Institute for Rural Affairs (IIRA)

1. Abstract

The purpose of this project was to support and enhance the expressed policy and environmental justice educational needs of our students and field instructors. Field placement presents the optimal time for students to build and critically explore policy practice experience in novel ways. Since marginalized communities experience the brunt of environmental issues, students identified, researched, and disseminated information on an environmental issue, an environmental-related policy, and their impacts on race, inequality, and poverty. During each semester, practicum students presented their projects to field instructors, faculty, and program administration at a formal poster presentation event.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

Implementation did not go as planned due to the COVID-19 pandemic. The original proposal was intended for face-to-face interaction and was to take place for 1 year. Due to state mandates and university COVID-19 protocols, students completing a Fall 2020 and Spring 2021 practicum were not able to present their presentations in person. Originally the project was to be held in the 2020–2021 academic year. Since we were able to extend our project for another year, Fall 2021 and Spring 2022 practicum students were able to present in person, but with limited attendance due to continued state and university COVID-19 restrictions. Attendance was limited to practicum students, field instructors, faculty, and the health science and social work chair. The dean's office administration and staff were invited but were not able to attend. Two consultants (one from IIRA and an associate professor with environmental justice expertise) were also invited but were unable to attend.

There were several challenges, all related to COVID-19. Due to the proposed budget, we initially created posters for Fall 2022 practicum students, but they were not able to present the posters in person. Since we were able to extend the project to the following year, the

money for posters was extended for the following academic year. Spring 2021 students were able to complete the project, but they completed an electronic poster presentation on Zoom. An additional unexpected challenge was the in-person COVID-19 restrictions. We were not able to invite community leaders, additional students, and other agency representatives to the in-person presentations held in Fall 2020 and Spring 2021. We also had some challenges of students presenting on the presentation date due to extenuating health/personal circumstances.

Two unexpected challenges occurred with the budget. When proposing the budget prior to COVID-19, we projected 40 students completing the project for one year (the number was based on the previous year's data). Student enrollment was down for the last 2 years, and we ended the project with 29 students participating instead of 40. This changed the amount of money needed for poster printing. Finally, we projected money for travel. We were not able to travel the first year due to COVID-19 travel restrictions. We were able to travel the following academic year, but we used only a small amount of money as many of the agencies were still not allowing visitors in their buildings and the university changed the reimbursement rate from 55 cents a mile to 18 cents a mile during the project extension.

Because of these budget challenges, an unexpected opportunity presented itself this semester (Spring 2022). Due to the challenges, we requested from CSWE budget modifications. These modifications included the purchase of environmental justice books for Spring 2022 students and field instructors as well as the additional purchase of environmental justice books to sustain the project for future social work students enrolled in policy, macro, practicum, and social justice, and diversity classes. The books will serve as reference material for students completing macro social work/environmental justice/policy assignments and practicum core competency learning activities. We also purchased poster cases for students to use as needed this semester, and for faculty to use to carry posters to future classes in different on-campus buildings. An additional unexpected opportunity due to COVID-19 restrictions was the use of e-poster presentations during Fall 2020 and Spring 2021 semesters. By students using Zoom to present their e-poster presentations, field instructors outside of the Macomb geographical area were able to attend the presentations. Field instructor attendance was greater at the Spring 2021 e-poster presentation than at the Spring 2022 on-campus poster presentation.

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

The project outcomes included the following: students and field instructors learned how to identify policy issues related to environmental justice; students and field instructors gained knowledge about environmental issues, including the definition of an environmental issue and environmental justice; and students gained an understanding on how the project intersected with social issues, including racial and/or ethnic/poverty equality.

One formal project outcome was for social work students and field supervisors to gain knowledge about the importance of policy practice in general and in the specific area of environmental justice. A formal evaluation measurement tool was distributed to all

students and field instructors in the Spring 2022 semester to evaluate the project's strengths and potential areas of improvement. The table below shows student responses (*N*=17) to the project on items related to key outcomes. The majority of students consistently found that the project increased their knowledge and skills.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was able to identify a social policy at the local, state, or federal level that relates to environmental justice.	58.82%	11.76%	11.76%	11.76%	5.88%
The project increased my knowledge about social policy.	64.71%	5.88%	5.88%	11.76%	11.76%
The project increased my interest in social policy.	35.29%	11.76%	23.53%	17.65%	11.76%
I have a better understanding of how policy is related to social work practice.	58.82%	17.65%	5.88%	5.88%	11.76%
I can identify ways in which to advocate for policies related to my environmental justice topic.	47.06%	23.53%	11.76%	17.65%	5.88%
This project allowed me to engage in social work practice that advances environmental justice.	52.94%	17.65%	11.76%	5.88%	11.76%
I recognize how my project relates to racial and/or ethnic inequality.	64.71%	11.76%	5.88%	0.00%	17.65%
I recognize how my project relates to social justice.	64.71%	17.65%	0.00%	0.00%	17.65%

Responses from field supervisors were similar to student responses, but agreement was consistently to a slightly lesser extent, although this information is somewhat limited in that less than 25% of field supervisors responded to the survey (*n*=5). This may have been due to the short turnaround time between completion of the project and deadline for submitting their evaluation. Among those responding, the majority recognized the importance of social policy and how the topics related to social justice and poverty but were less likely to agree that they could see how the project could directly benefit clients. This response may simply be a literal interpretation of the question in that the project was intended to be at a macro level. They also overall reported less increase in knowledge about the topics, which may be indicative of the need for students to share more detailed information throughout the project.

An informal measurement was students' verbal comments at the poster presentations about the impact of poverty on an environmental issue. Students verbally stated that they were surprised at the poverty levels in their practicum community. Students also reflected on the association of poverty with their environment issues, especially with marginalized populations geographical locations.

4. **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?**

Long-term impacts we foresee on the social work program include incorporating an assignment in the macro social work course, SW 425; continuing a practicum seminar course assignment to address Core Competency 5 on policy; and revising an assignment in the social justice (SW 123) course. The project's professional posters will be reviewed in the macro social work class to identify one environmental issue that the students in the macro class want to explore in greater depth. Students will have the opportunity to use the environmental justice books as part of their literature review for the class. Although future students in the macro class will analyze, reflect on the issue, and revise the project, they will continue to support the project's purpose. This project provided us with diverse resources, environmental justice and policy analysis examples for future students, a format to use for other social work classes, and ideas on how we can implement policy throughout the curriculum. This project also provided us with a template for future different policy initiatives for other issues. Additionally, the project was an educational opportunity to infuse policy into practicum and to the social work program in general.

Yes, the project is sustainable. One of the outcomes we did not anticipate was the ability to sustain the project without spending additional money. Due to COVID-19 restrictions, we did not spend much money in the first project year, but the project was still considered successful. Students were still able to complete the environmental project assignment, but they presented an e-poster instead of a hard-copy professional poster. We plan to incorporate student posters from this project into the macro social work and social policy courses so that students can see the historical issues at hand, and how policy and social issues have or have not been addressed over time. In the practicum seminar class, we plan to modify this assignment. Future practicum students will present an in-service at their agency on a chosen topic and how a policy on the chosen topic affects the agency's clients. From the education and training provided with this project, there has been faculty professional growth and reflection in addressing future social justice class assignments to ensure they meet the standards (discussed or outlined) in this project.

As mentioned in the previous paragraph, this project can be successful using little monetary resources. In the first year of the project we did not spend much money but still considered the project a success. We will use the environmental justice books purchased with grant funds as resource materials for students to use in future project assignments. We will use technological resources, such as archiving e-posters, and digital technology, such as Zoom, to share the information going forward. In using e-posters to carry the work forward, we will also need university technological resources for e-poster presentations. This includes laptops and PowerPoint software that are currently accessible on-campus.

We see this project as a base for how we approach education for policy practice. This project created a legacy for policy practice and innovative strategies to use to demonstrate mastery of specific social work competencies.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

    Yes, this project could be implemented by other social work programs. This project could be incorporated in other social work courses, including but limited to practicum seminar courses, policy course, macro courses, and courses that include environmental justice topics. For practicum students, this project would be an excellent learning activity to demonstrate student competency, especially in Core Competencies 3 and 5. Included in our student and field instructor training were procedures and timelines that other social work programs could use to implement this project.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

    Yes, a training webinar that included a PowerPoint presentation was used for students and field instructors. The material was distributed to students and field instructors by email or Western Online (a Brightspace university course management system). Students created a PowerPoint template that was used to produce a professional poster. This assignment was also included in the social work practicum course syllabus with specific instructions. An additional potential activity could be for students to prepare information related to a policy issue based on this project to be shared with area legislators at the state-level NASW Advocacy Day event.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Winona State University

Title of project: Community Changemaker Lab

Type of project:

☐   Field Placement Project

☒   Community Engagement Project

Types of students involved and number: 22 senior undergraduate students in the same cohort in two connected classes: community practice and policy analysis

Names of PI(s)/primary faculty and staff: Jay Palmer and Ruth Charles, Winona State social work faculty; Brian Voerding, Engage Winona executive director; Marcia Ratliff, Engage Winona executive director; Abbie Pierce, WSU social work student and Engage Winona practicum staff; and Brooke Holloway, WSU public health intern

Agencies/organizations involved (if applicable): Engage Winona

1.   Abstract

The grant-funded projects took place in two stages. The first stage was implemented in the fall and spring semesters of 2020–2021, and the second stage was implemented in the spring semester of 2022. During the 2020–2021 academic year, a cohort of undergraduate social work students, through the Community Changemaker Lab, spent two semesters collaborating with Engage Winona's Lived Experience Leaders cohort on policy analysis and advocacy, community research, and direct project support.

The Changemaker Lab is a collaborative program run by the nonprofit Engage Winona and the Winona State Social Work Department to address community challenges affecting marginalized populations through authentic learning and meaningful community change. Engage Winona's Lived Experience Leaders program is a cohort experience that provides training and resources to ideas of diverse changemakers and entrepreneurs whose lived experiences have given them unique and powerful expertise to create equitable change.

The students spent the Fall 2020 semester researching community context, community readiness, and project viability for Lived Experience Leaders cohort members. The projects included providing affordable housing for families in poverty; creating a community diversity council; supporting the LGTBQ+ community with resources; supporting Let's Erase the Stigma, a nonprofit serving primarily folks of color with histories of incarceration and addiction; and studying community loneliness, especially in diverse populations.

The students spent the Spring 2021 semester in two interconnected projects. They provided hands-on support to Lived Experience Leaders cohort member projects in their

community practice course, and they conducted policy research and advocacy through their policy analysis course. Students investigated policies that directly affected the Lived Experience Leaders projects, such as affordable housing, expunging criminal records, anti-LGBTQ+ legislation, and codes and laws upholding or exacerbating racial inequities.

In both semesters, student groups were supported in the classroom with curricula often tailored to specific case studies, experiences, and policies; in the community by Engage Winona providing connections, resources, and guidance; and navigating both authentic learning and meaningful community outcomes by a student leader completing her practicum placement at Engage Winona.

In the second stage of implementation, students in a Spring 2022 community practice course continued their support of Engage Winona's work through two projects. Engage Winona was hired by the city of Winona to facilitate its comprehensive plan, with an emphasis on including marginalized voices. In support of this work, students conducted a series of interviews with key informants on community readiness and community climate regarding racial equity and structural barriers and accessibility for the differently abled.

2. **Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?**

Yes. Student groups each had the opportunity to research and advocate for specific (primarily state-level) policies and laws directly affecting diverse populations. Student groups made substantial and concrete progress serving each Lived Experience Leader and their community project. And students achieved meaningful classroom learning by integrating their fieldwork and community work with lessons, conversations, and tailored content. We were pleased with the depth of the work in all stages of project implementation, as well as the buy-in and ownership several student groups brought to their work.

Unsurprisingly, COVID-19 presented the most significant challenge. In the past, student groups have worked more intimately with diverse individuals and groups, and conducted more fieldwork (listening sessions, interviews, applied research). Their research and work during the grant period was almost exclusively virtual. This turned out to be much more efficient for the bulk of their work. The virtual environment also made participating in or watching meetings and hearings of legislative bodies and made tracking legislation more efficient (though COVID-19 also brought confusion with significant changes to the legislative process in 2021).

The original intent was for the Changemaker Lab to partner with Resilient Winona County, an Engage Winona–facilitated project consisting of a countywide coalition leading trauma-informed practice and resilience building in schools and communities. When COVID-19 paused and then reshaped Resilient Winona County's work, it created an opportunity to pivot to a partnership with Lived Experience Leaders. This turned out to be an excellent opportunity for the students and program participants. The transition provided students with stronger connections to diverse communities, more opportunities for direct practice, and significantly stronger and more personal understandings of how state policies in particular affect diverse communities and the most pressing issues they face.

A second challenge involved the dispersal of grant funds to Engage Winona. Due to procedural errors on the part of a social work faculty member, we were unable to spend $3,000 of the grant funds. A revised project MOU was written to extend the project to allow the remaining grant funds to be used in support of the Changemaker Lab partnership. This provided the opportunity for social work students and the public health intern to support Engage Winona's work on the city comprehensive plan.

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

In the first stage of implementation, the Changemaker Lab most directly worked with five participants of the Lived Experience Leaders cohort on policy and projects. Among the highlighted outcomes, students of the Changemaker Lab launched, completed, and analyzed a community-wide survey on loneliness and connection; built an action plan and connected with key stakeholders on developing community-based solutions to affordable housing; researched and compiled a list of LGBTQ+ friendly businesses in Winona; conducted research and built a foundation for programming and operations for a community diversity council in the social and cultural context of rural Minnesota; and produced accessible, public-facing infographics and resources to assist people in navigating criminal expungement processes in Minnesota as well as three adjoining states.

In each case, students researched and advocated for specific local and state-level policies to support the projects. The students examined policies that affected their target population and formulated a plan for advocating for the policy. Through meetings with the participants of the Lived Experience Leaders program, the students put a human face on the policies they were researching, which allowed them to understand the impact that policy could have on the community and its members.

Throughout the semester, the students grew substantially in their roles as community practice social workers. They utilized skills they learned in the classroom to engage, assess, and intervene with the Lived Experience Leaders participants and the community. The participants of the Lived Experience Leaders program expressed sincere gratitude for the students' work, in providing capacity and walk-alongside support to bring their projects much closer to reality and making a positive impact on the communities they seek to serve.

During her practicum experience with Engage Winona, senior social work student Abbie Pierce served as the project leader and coordinator for the Community Changemaker Lab. Abbie offered leadership and guidance to the student group as well as the Lived Experience Leaders participants. Abbie had the opportunity to further her skills of engaging, assessing, intervening, and evaluating on the micro, mezzo, and macro levels. Abbie took a deep dive into understanding the vast cultural differences in the Winona community and encouraged the students of the Community Changemaker Lab to position themselves as learners when working with folks of marginalized backgrounds. The work with the Community Changemaker Lab has positioned Abbie to become a practicing social worker after graduation.

We evaluated the students through traditional classroom methods of conversations, reflection essays, and tests throughout both semesters, as well as with semester-end-facilitated conversations focused on their experiences with the projects, policies, and participants. All students reported their experiences gave them deeper understandings of diverse populations, the policies that affect them, and how effective community practice uplifts and empowers while avoiding the traps that often limit success or cause harm when working with diverse populations.

We evaluated the experiences of the Lived Experience Leaders cohort members with the student groups through one-on-one reflection interviews and surveys, provided both at the beginning and at the end of the project. In all cases the program participants expressed high levels of satisfaction and accomplishment directly due to the students' work and support.

The specific outcomes for the second stage of implementation are still to be determined, as this report is being submitted prior to project completion.

4. **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?**

This project provided us with the best opportunity since launching the lab to connect the students with members of marginalized communities directly affected by policies and other structural challenges, both in their day-to-day lives and in seeking to create positive change. The ability to combine community practice with policy research and advocacy presented a unique opportunity to build substantial capacity and support on interconnected fronts for the cohort members' projects and work. While collaboration always presents some logistical challenges, we foresee a longer-term impact of continuing to connect these experiences to further policy practice and impact. The added benefit of having a community partner in Engage Winona to sustain these efforts beyond the scope of semesters and academic years—continuing to advocate for the policies we research and continuing to support program participants—is invaluable and in many ways is what makes this collaboration possible.

The project is sustainable under several circumstances. On a practical level, we have a trusted and consistent partner in Engage Winona, whose work and active projects will always bring the ability to connect students to meaningful real-world field experience and policy research. The extra level of success that collaborating with community participants brought will depend on the partnership's sustainability, as well as undergraduate students continuing to have interest in pursuing practicum placements through Engage Winona. The students serve a critical role as bridging the classroom and community experience and in monitoring to ensure the learning is authentic and the community outcomes are meaningful.

For several years the faculty in the Social Work Department have wanted to create joint assignments/projects for students in the community practice and policy analysis courses.

The grant provided us with the scaffolding and resources to operationalize that goal. The success of the project has inspired the Social Work Department to continue developing joint assignments/projects. Although this will not result in a formal curricular change, it is a substantial change in our pedagogical approach to the community practice and policy analysis courses. One of the tangible outcomes of the grant is that students were able to connect policy advocacy to individuals affected by those policies. Policy advocacy can seem remote and abstract to students. Working with the Lived Experience Leaders on their projects in the community practice course and advocating for policies affected those individuals in the policy analysis course allowed students to "put a human face" on their policy advocacy work. This resulted in students having a more intimate connection to the role that policy plays in the lives of the people they serve.

We do not anticipate needing additional resources for continuing this work other than those needed to support our work with Engage Winona around the Community Changemaker Lab. We will address this more fully in Question 5.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

Yes. From the start we've designed the Community Changemaker Lab as a scalable, replicable model capable of being plugged in and uniquely fitted to other social work programs engaged in university–community collaborations. The focus is on designing mutually beneficial collaborations where community partners receive meaningful benefit and students receive meaningful learning experiences, with the lab providing all necessary instruction, oversight, guidance, and support.

There are three critical elements for success. One is filling and supporting the three primary roles: a willing and capable professor tending to the learning in the classroom; a nonprofit partner focused on ensuring the work provides true and needed community value; and a strong student leader serving as the bridge between the classroom and community, providing support and guidance to students while working closely with community individuals and partners to ensure their needs are met, and that they don't find themselves in the role of instructors or managers. The second is in designing meaningful and achievable goals and projects that allow students to feel accomplished while meeting community goals. This often requires careful design and planning outside of the semester, and the involvement of a community partner that works closely with and understands community readiness and content. The third is providing rigorous, hands-on attention throughout the semester.

The collaboration between Engage Winona and the Winona State Social Work Department is completing its fifth year. We have sustained this partnership through mutual aid and support. For example, social work faculty have leveraged academic resources in the form of grants to help support Engage Winona and frequently volunteer in Engage Winona programs. The staff of Engage Winona and its intern take an active and substantial role in teaching, mentoring, and supporting social work students.

6. Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?

Interns Abbie Pierce and Brooke Holloway developed teaching materials, including a go-to training manual used in the policy analysis class, interview guides, a tailored community readiness questionnaire, and a program planning resource guide. These documents were particularly helpful and will be used by future cohorts.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Rhode Island College

Title of project: Engaging students in policy practice by enhancing field instructor capacity

Type of project:

☒ Field Placement Project

☐ Community Engagement Project

Types of students involved and number: 45+ MSW students participating in foundation-year field placements

Names of PI(s)/primary faculty and staff: Diane Martell, Jenn Meade, Gokul Mandayam, and Michael Andrade

Agencies/organizations involved (if applicable): None

1. Abstract

The purpose of this grant application is to build upon, expand, and strengthen the Rhode Island College Graduate Program in Social Work's (RIC-SSW) current practice of engaging MSW students, through field instructors, in meaningful policy practice. Our plan was to increase field supervisor knowledge of, and confidence in, policy practice through additional training and support. All foundation-year MSW field supervisors were invited to participate in a mini-course on (1) policy practice and (2) how to develop and supervise student interns in policy practice activities in field. At the end of the course, participants submitted a plan outlining a specific policy project or activities they could assign to an MSW student intern. Each field supervisor who completed the mini-course received a $50 Amazon gift card and earned 1 credit/unit for continuing education (CE) in social work. We created a project website and email address to share additional resources with field supervisors and provide the opportunity for consultation. The resources included case examples of foundation-year MSW student policy projects in field and links to websites relating to the state and federal government. We also shared these resources with foundation-year faculty field liaisons who facilitate the students' field seminars. At the end of the project, we hosted a focus group with participating field supervisors to hear their thoughts on the strengths of the initiative and how the RIC-SSW could improve the project's effectiveness.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

We began the project in the summer of 2020 at the beginning of the COVID-19 pandemic. Therefore, we had to (1) change our plan to create and facilitate two, in-person mini-courses to a virtual mini-course format and (2) create a website that provided much more than resources to participants. The website had to serve as an accessible and engaging

venue for field instructors at all levels of policy knowledge/expertise. Transitioning to a virtual mini-course was beneficial as it allowed participants to access the course at any time and offered them a way to gain a (free) CE credit during a time of social distancing. The development of a more expansive website was a challenge as none of our team was experienced in web development. CSWE provided us with a 1-year, no-cost extension, which allowed us the time to meet our goals.

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

Forty-five field supervisors participated in the mini-course and developed policy projects or activities for student interns. Since some of these field supervisors oversee more than one student each year, more than 45 students benefited from the initiative. In addition, we received requests for additional support from four participants and a request for a presentation to all social workers at a large charter high school. Through this project, we learned that our field supervisors sometimes feel isolated and want the opportunity to connect more with the school, especially regarding their duty to support student policy activities. They expressed appreciation for the mini-course and website resources and reported that the course was a "great refresher." However, they are busy and their work is draining so our project had to attract, engage, and help to sustain them. The focus group participants reported that their students want to engage in policy practice and are often passionate about specific issues. However, even though policy practice is part of the SSW Field Learning Contract, the supervisors often struggle to come up with a project that is acceptable to faculty field liaisons. They are clinicians and do not practice in the policy realm. They asked the school to inform them of concrete and current opportunities for students. One participant reported that the course motivated her to get her agency more involved in a state coalition that focuses on issues related to their clients' needs. The supervisors suggested that each year the SSW create and make available case examples, as well as a list of current opportunities and contacts for policy engagement, such as bills being supported by the RI NASW. They recommended that policy practice be taught in the fall versus spring of the foundation year. They also felt that a page specifically designed for students should be developed for the website and that it should include a step-by-step guide that helps students create and engage in policy activities.

4. **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?**

We are excited that 45 of the RIC-SSW field supervisors completed the mini-course. Since most of the school's field supervisors continue to take student interns each year, this project will affect the likelihood of a large group of field supervisors engaging students in meaningful policy activities in the future. We will soon be posting on our website videos of three social workers speaking on specific types of policy practice. We also hope to continue offering the basic mini-course, develop and offer more advanced mini-courses, and work with Rhode Island College to see if the website can be integrated into the college's official

website. We will apply to the College Lectures Fund to host another policy practitioner speaker next year in order to add to the website's resources.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

   Absolutely. The field supervisors did express that they appreciated the support and information and that they had come to the project wanting more guidance on policy activities. However, the incentives ($50 gift card and 1 CE credit) gained their attention and were strong motivators.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

   Yes. Our website can be accessed via https://swpolicy-practice-in-field.squarespace.com/

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: Southern Illinois University Carbondale

Title of project: Addressing Rural Policy Issues and Capacity Building in Social Work

Type of project:

☐ Field Placement Project

☒ Community Engagement Project

Types of students involved and number: BSW and MSW, 160

Names of PI(s)/primary faculty and staff: Sarah Buila (PI),
Paul Brinker, and Colleen Bader

Agencies/organizations involved (if applicable): Restoration 61 and Paul Simon Public Policy Institute

1. Abstract

The original plan was to provide policy and advocacy training workshops within BSW and MSW policy courses, an Advocacy Day field trip to our state capital for students, and a speaker series for students and practitioners. The training workshops and speaker series were a collaborative effort with the Paul Simon Public Policy Institute, a nonpartisan, nonprofit organization focused on making a difference in society. The timing of the project and the pandemic resulted in numerous adjustments but ultimately retained the spirit of the objectives, and we were able to provide specialized instruction to BSW and MSW students. Instead of the in-person speaker series, we held a single half-day virtual workshop in collaboration with the Paul Simon Public Policy Institute and Restoration 61. Restoration 61 is an organization that provides services to exploited individuals coming out of trafficking situations. The panel included survivors turned policy advocates, a trauma expert, a human trafficking expert, and a representative of law enforcement. The virtual workshop topic of human trafficking was perfect for incorporating race, ethnicity, poverty, and inequality. The workshop was well attended (128), and we were able to provide continuing education units to licensed social workers. Portions of the recorded workshop have been shown to the next cohort of BSW and MSW students.

2. Challenges: Did implementation go as planned? What were the challenges and/or unexpected opportunities?

The implantation did not go as planned. There were many challenges. Initially, we had difficulty securing the training workshop speakers, two legislatures canceled, and some faculty were inflexible about using their class time, but we did have a speaker from the Paul Simon Public Policy Institute speak to two MSW classes, and then we were able to use portions of the virtual workshop in the BSW classes. We were unable to hold our speaker series as no events could be in person. We were unable to take students to Springfield for

the Advocacy Day field trip, also because of the pandemic. Much of what we budgeted for was not needed. Even the printing and copying was not needed as the flyers and materials were created by our team (with some help from a creative student volunteer) and were distributed virtually. We had to make changes to the budget and use an extension, but we were still unable to complete much of the project as originally planned.

Additional challenges included the resignation of two of our four original team members. The BSW director and the BSW field coordinator are now working at different universities. When it came time to reimburse the Disability Support Services team that helped us make an ADA-compliant recording and to provide honorariums, there were many challenges. Several of the speakers were unable to accept honorariums or refused them, and a complete staff working from home created unique confusion in finalizing the paperwork in order to distribute funds. Then, when the first honorarium check was sent, it was sent to an incorrect address and had to be canceled and reissued. Since we used the Disability Support Services on campus, this meant a transfer, which also proved complicated. We did record the virtual workshop, but shortly after one of the speakers was being stalked by a former trafficker, and we were asked not to make it public. The challenges were many, but there were some successes.

The unexpected opportunity was the chance partnering with Restoration 61. A BSW student had been volunteering with Restoration 61 and introduced the co-founder and chief operating officer (COO) to one of our principle investigators. The original project plan was a joint effort with the Paul Simon Public Policy Institute, and joining with Restoration 61 just happened to be in line with the institute's recent efforts researching and informing policy on human trafficking. We were fortunate to have two alumni who had done their practicum projects at Paul Simon on human trafficking join our panel. The COO from Restoration 61 spoke at the event and was able to secure two survivors turned policy advocates as keynote speakers and a deputy sheriff to be on the panel. It was also her idea to invite an expert in trauma-informed care to increase participant knowledge of how advocating for the human trafficked is challenging because of the trauma they have experienced. This partnership was truly serendipitous. We discovered a way to provide continuing education units for our field instructors and other community members that was inexpensive, efficient, and convenient. We used existing campus resources to manage the technology and track participation. We were able to gather speakers from multiple locations with no travel or lodging expenses, and participants were able to join from the convenience of their homes or offices. We were able to stay true to our goal of incorporating race, ethnicity, poverty, and inequality within a rural perspective. The topic of human trafficking provides a prime example of how race, poverty, and inequality intersect, making certain populations more vulnerable to exploitation and less likely to receive help. We also helped raise awareness of human trafficking happening close to home and how to find resources for these individuals when needed.

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

Virtual Workshop Evaluation

An evaluation was conducted after the virtual workshop. There were 44 participants who responded to the request to complete the evaluation. Participants were both community members and students. For the question "How would you rate yesterday's program overall on a scale of 1 to 10, where 1 is not good at all and 10 is extremely good?" the following information has been identified. The minimum response was a 5.98, and the maximum response was 10. The average score was 8.95 (N=44, SD=1.05) with a median of 9.20 and a mode of 10, indicating strong and positive perception of the program.

Three open-ended questions were asked to gain additional insights to participants' perceptions of the program. All responses were first read, and categories were developed before responses were grouped. All information can be found in Tables 1 to 3.

Table 1. What did you learn from yesterday's program? (N=41)		
RESPONSE	*f*	%
Learned information	34	65.4
Learned about programs	12	23.1
Learned about policy	6	11.5
Total	**52**	**100.0**

Note. Some participants discussed multiple aspects in their response; therefore, the number of total coded responses is 52.

Table 2. What did you already know from yesterday's program? (N=40)		
RESPONSE	*f*	%
Knew minimal on human trafficking	19	38.8
Knew very little or none	12	24.5
Knew about trauma	9	18.4
Knew about adverse childhood experiences (ACEs)	9	18.4
Total	**49**	**100.1**

Note. Some participants discussed multiple aspects in their response; therefore, the number of total coded responses is 49. Due to rounding error, total percent does not equal 100.

Table 3. Do you have any additional comments or feedback? (*N*=26)		
RESPONSE	*f*	%
Amazing speakers	9	29.0
Well put together	7	22.6
Miscellaneous:	5	16.1
1. Yes, I did inquire about CEUs in the chat box, and the comment to my response, "in my opinion," was unprofessional. For example, "We have another CEU hanging around!"		
2. The portion on trauma was somewhat unexpected and was not at all new information to me.		
3. This was a great opportunity to increase our knowledge. The ability to earn CEUs was very helpful. It was an excellent approach to bring in former victims and a police officer as speakers.		
4. I would appreciate a follow-up email with the resources mentioned during the presentation and the slides provided by Ginger Meyer.		
5. The panel approach made some of the information rather hard to follow.		
Gratitude/thanks	4	12.9
More time with specific speakers:	3	9.7
1. First survivor/advocate (n=3)		
2. Commander (n=1)		
More meetings and/or presentations	3	9.7
Total	**31**	**100.0**

Note. Some participants discussed multiple aspects in their response; therefore, the number of total coded responses is 31.

Student Training Workshops

Students were asked to complete a pre and posttest in order to evaluate students' knowledge, behaviors, and attitudes toward social work policy practice. So far, only 10 students completed the survey. This part of the project will continue, and returning to face-to-face classes should help the response rate.

4. **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?**

The single most powerful impact was the establishment of collaborative relationships, which are continuing. We learned that the investment in time to nurture these relationships with both the public policy Institute and the private organization was beneficial to both students and community members. The remaining team members have a blueprint for inviting and fostering future relationships and providing additional workshops at least annually. If we were to attempt this virtually, the primary resources needed would be faculty and staff time. It is important to compensate keynote speakers. If we were to

attempt this as originally planned, in person, additional resources for event space and printing would be needed.

The collaboration with the Paul Simon Public Policy Institute was also beneficial for enhancing student classroom learning and exposure to "real life" policy practice. This is a resource that faculty can use for future cohorts of students. This is currently a field practicum site, but incorporating speakers from the institute into the classroom would enrich policy course offerings.

Finally, the goal of the virtual workshop was not to create a recording, and had it been such, we might have done a better job recording. (For example, it was very difficult to hear the commander.) Some editing would create a product that could be used for future classes. Resources for professional editing would facilitate this endeavor, and the potential for creating a library is in sight.

5. **Future: Is this a project/model that could be implemented by other social work programs?**

The project/model could be implemented by other social work programs. The partnering with public and private organizations to bring policy practice to life for our students is not a new idea, but do social work programs actively attempt to do this? Finding or supporting the creation of organizations that use the practice model used by Restoration 61 would be a worthwhile goal. Their model uses persons with lived experience to be advocates for policy change. They make clear the line between helping individuals and using the practice wisdom from helping individuals, to inform policy. This may be a missing link for many students who seek to help individuals but never step back and see the bigger policy picture.

6. **Materials: Were any materials developed (e.g., training modules, curriculum, exercises) that could be helpful to others in developing similar policy-related events?**

At this time, there have not been any materials developed that could be helpful to others in developing similar policy-related events.

POLICY PRACTICE IN FIELD EDUCATION INITIATIVE SUMMARY

Name of institution: North Carolina A&T State University

This report was not available as of the date of publishing this document.