

SIMMONS COLLEGE

**SCHOOL OF SOCIAL
WORK**

The Urban Leadership Program
in Clinical Social Work



The Urban Leadership Program Student Handbook

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URBAN LEADERSHIP PROGRAM

August 30, 2011

Dear Students,

Welcome to the Simmons College School of Social Work Urban Leadership Program for the academic year 2011-12. We hope that your tenure at Simmons will be a rich and rewarding experience both professionally and personally.

The Urban Leadership Program (ULP) grew out of former Associate Dean Carol Bonner's vision of clinical social workers as effective leaders. The first Urban Leadership class entered in 1998. To date we have graduated over 200 ULP students. Each year we have more and more talented individuals asking to participate. This year 19 new students will join us for a total of approximately 59 full- and extended-time ULP students.

The ULP is unique in social work education. While many schools talk about developing leadership in the profession, no other school offers a specialized curriculum and field experience that focuses on fostering leadership skills for clinical social work practitioners. Every year the ULP evolves as we seek to make the educational experience responsive to a changing practice world. We encourage the active involvement of students and partner agencies in our program's development. We look forward to your input.

This program is demanding, but we have confidence that you will meet the challenges it presents. Our philosophy is one of collaboration and cooperation. Make use of faculty and each other to make your time here as meaningful as possible.

Welcome!

Sincerely,

Sherdena D. Cofield, M.S.W., Ed.D.
Director, Urban Leadership Program
Assistant Dean for Academic Programs and Diversity

The Urban Leadership Program

Our Leadership Model

Utilizing a theoretical framework developed by Ronald Heifetz of Harvard's Kennedy School of Government, the ULP strives to prepare students for "adaptive leadership" in situations where problems are not clear-cut and technical solutions will not suffice. According to Heifetz, making progress in such complex situations requires leadership that induces learning, that promotes changes in people's values, attitudes, and behavior (*Leadership Without Easy Answers*, 1994).

Leadership is a moral activity: a leader is someone who takes initiative and risks around a perceived need to improve a situation, an organization, or a community. Leadership is not a personal characteristic or attribute, nor is it restricted to someone who occupies a position of formal authority. Leadership is an activity that individuals can move in and out of, and that can be initiated from any position within a given setting.

LEADERSHIP IS ABOUT LEARNING

"The practice of leadership requires the capacity to keep asking basic questions of yourself and of the people in your organization and community." (Heifetz and Linsky, 2002, *Leadership on the Line*, p. 234).

Leaders...

- ✓ Perceive a problem
- ✓ Develop a learning strategy
- ✓ Take action

-Adapted from *Leadership on the Line*, 2002.

THE "URBAN" IN "URBAN LEADERSHIP"

We encourage students to practice leadership in clinical settings that are diverse—multi-lingual and/or multicultural—preferably in urban environments. We believe that it is critical for students to learn to move comfortably within complex environments and be able to think critically about the agency setting: does the agency address the challenges and make use of the opportunities that are present within a diverse community?

The Urban Leadership Program

1. Overview of the Program

The Urban Leadership Program in Clinical Social Work (ULP) was conceived in 1998 as the result of a partnership between Simmons College School of Social Work and a group of urban agency partners who are committed to developing social workers for leadership roles in urban communities. MSW students who graduate with a ULP Certificate are prepared to take on leadership roles in challenging, multicultural environments. The program aims to teach them a broad repertoire of leadership skills for advancing the needs of their clients, organizations, communities, and the profession.

We encourage the integration of clinical practice and leadership skills for social work students, offering them experiences in the classroom and field that stimulate and support leadership learning and the development of individual leadership styles, in addition to promoting excellence in clinical practice. The specialized curriculum is designed to give ULP students theoretical and practical grounding in leadership. In addition to the normal course requirements for a Simmons MSW, candidates take two leadership skills courses and complete four skills-based mini-courses. The field experience is designed to help students integrate some of their learning through a “hands-on” project in the field during the second year. Additionally, students have opportunities for contact with community leaders who are willing to share their own leadership experiences.

The ULP accepts students who demonstrate potential for leadership and an interest in applying their practice and leadership skills in the urban community. To date, the program has graduated over 200 students. Graduates of this program have established themselves as strong agents of change who are grounded in direct clinical practice and committed to working with under-served populations. Areas in which graduates are currently working include child welfare, community mental health, corrections, disaster response, domestic violence, HIV/AIDS, housing, juvenile justice, medicine, public health, public policy, and school social work.

The Urban Leadership Program is unique in the field of social work. It is the first such program in the nation to deliberately focus on fostering leadership potential in clinical social workers through coursework and field experiences. The ULP seeks to prepare flexible, innovative, and entrepreneurial social work practitioners for a range of leadership positions throughout the greater community.

2. Program Requirements

Course Requirements

Simmons MSW students must take sixteen courses to graduate. Twelve of these 16 are required of all MSW candidates and four are electives. ULP students must take specified leadership courses as two of the electives available to MSW students: Year I students take SW 451, “Leadership Skills for Social Work Practice,” and Year II students take SW 452, “Leadership in Action for Social Work Practice.” Both courses must be taken concurrently with field placement.

In addition to the leadership courses, students are required to take four skills-based, non-credit mini-courses over the course of their enrollment. Required mini-courses include Oral Presentation Skills, Community Politics, and Grant Writing; students select their fourth mini-course from a list of choices.

Mini-courses are generally scheduled in September before the first year field placement begins, during the January break, and on Saturday so that they do not conflict with field placements. If a student should choose to enroll in a mini-course that meets at a time when he or she is scheduled to be in the field, it is the student's responsibility to negotiate time away from the agency with the field supervisor.

See Section 4, Course Descriptions, beginning on page 7.

Spanish Language Option

In recognition of the importance of future leaders speaking more than one language, the School of Social Work has developed on-site Spanish courses for social workers. These one-credit courses may be taken as electives. Additionally, in collaboration with programs in Costa Rica and Argentina, four-week immersion experiences are available. These programs are open to all Simmons students and any social worker in the field interested in pursuing Spanish. This component is not required.

Urban Leadership Field Placements

ULP students address clinical practice issues with multicultural populations through their field placements in Year I and Year II. The placement agency provides a venue for leadership learning in Year I (Foundation Year) and supports a leadership project for Year II (Concentration Year) students.

Agencies that accept ULP students must be prepared to support students in fulfilling the ULP's specialized requirements at the school and in the field. Faculty Field Advisors work closely with agencies to help them promote students' leadership learning.

Foundation Year (Year I):

Learning leadership skills is a developmental process. During the first year clinical field placement, ULP students are encouraged to explore the functioning of the field placement organization and the community it serves, and to participate in carrying out the mission of the organization. Assignments in the Leadership I course are designed to help students develop this broader focus. While students are not expected to initiate and carry out a leadership project as they are in Year II, they are expected to pursue opportunities to move beyond the level of direct service to clients and engage in leadership-related activities. These activities, which generally involve observation or limited participation, should be jointly identified by the student, the field supervisor, and the field advisor. Activities might include attending board meetings, serving on a quality assurance committee, helping to conduct a needs assessment, assisting with a community event hosted by the organization, or supporting implementation of a new policy or procedure.

Concentration Year (Year II):

During Year II, the program emphasizes development of leadership skills through the UL Project, an opportunity for students to practice taking leadership in their clinical field placements. The project assignment requires students to identify a compelling "larger systems" obstacle to service delivery at their placement agency, analyze all of the factors contributing to the problem, develop appropriate intervention plans, and take leadership for facilitating change which benefits the agency and the community it serves. The goals of the assignment are to: 1) provide students with an opportunity to integrate leadership learning into clinical practice; 2) enable students to develop leadership skills; 3) help students to assess their own skills as leaders and to identify areas needing further development; and, 4) support leadership learning and activity by exposing students to agency leaders who share their own experiences of leadership. With careful planning, the UL Project can and should make a valuable contribution to the work of students' placement agencies. See Concentration Year Project Guidelines on page 3.

Students must develop and implement projects in addition to managing a clinical caseload, but should be able to fulfill this requirement within the 24 hour per week field education commitment. The

project may be completed during a concentrated period of effort, rather than week by week. In some cases, it may require additional time beyond normal coursework and field placement demands.

Other Leadership Learning

Taking initiative to respond to challenges and demands is integral to students' development of leadership skills. From time to time, ULP students will be asked to take on responsibilities that are outside of the normal student role, such as mentoring an incoming student, meeting with prospective students, leading a discussion, and planning orientation events. It is expected that, when students are asked to respond, ULP students will accept the challenge, and that they will take leadership when they perceive an unmet need.

Expectations of Students

Students in the ULP must meet the same admissions requirements as other MSW candidates. In addition, they must demonstrate potential for leadership and a commitment to working in urban communities with diverse populations.

Just as there are criteria for admission to the ULP, there are also criteria for remaining in the program. Urban Leadership students are expected to:

- ✓ Receive no grade in any course lower than a B or Pass
- ✓ Perform well in the field
- ✓ Exhibit leadership qualities
- ✓ Participate in the life of the school and in ULP activities
- ✓ Attend required events
- ✓ Always act in an ethical manner
- ✓ Work collaboratively
- ✓ Follow through when given any remedial direction

Students who do not meet these expectations may be asked to withdraw from the ULP.

3. Concentration Year Project Guidelines

DEVELOPING THE PROJECT

The Urban Leadership project assignment is intended to give students the opportunity to put the leadership theory and skills that they learned through the Year I Leadership course and through mini-courses into practice during their Year II field placements. Students will be gaining valuable experience with identifying, describing, and analyzing problems, formulating realistic goals, and planning and implementing effective interventions—on a larger systems level as well as with clients.

In selecting a focus for their projects, students must use their clinical skills to assess agency needs and to identify an obstacle to service delivery, a problem that defies technical, clear-cut solutions. Students should utilize input from a variety of agency stakeholders (administrators, staff, clients, collaterals) to identify this obstacle. Stakeholders will undoubtedly differ in their perception of the problem and how to solve it, creating an “adaptive challenge”—one that requires changing people’s values, attitudes, and/or behavior to effectively address it (Heifetz, 1994).

Development of the project focus should involve a process of negotiation between student, supervisor, agency administration, field advisor, and the ULP faculty. This process should begin during the initial field placement interview and involve ongoing discussion of the agency’s needs during students’ first weeks of placement. Similar to the process of developing treatment plans for clients, students must invest significant time and energy in completing the assessment process, propose an action plan to

address the larger systems problem, anticipate roadblocks that they may encounter, and set measurable goals for evaluation of their interventions.

PROJECT PROPOSALS

Project proposal drafts are due to the ULP Project Consultant, Elaine Mittell, approximately eight weeks following the beginning of the Year II field placement (November 1, 2011). Final proposals are due approximately four weeks later (November 29, 2011). Students must contact the Elaine Mittell one week prior to the due date if an extension is needed for either the first draft or the final proposal.

Proposals should be approximately five pages long and written in narrative form with at least a paragraph for each major section of the outline (see Required Format for UL Proposal on page 4). Please utilize subheadings. Overlap with an assignment from another course is acceptable, as long as students complete all requirements for both assignments and the course instructor approves the plan.

Proposals should be submitted via e-mail to Elaine Mittell, Project Consultant. Each proposal will be reviewed and either approved or returned for revision until it meets project guidelines. **Because of the challenging nature of this assignment, very few first drafts are approved. Most students are asked to revise their proposals based on feedback from the ULP faculty in order to insure that they are focusing on an appropriate problem, have a realistic plan for intervention, and will have adequate opportunity to practice leadership principles that they have studied.** Investment of significant effort in the development of the project will insure that it provides a meaningful and manageable learning experience. Students should provide copies of approved proposals to supervisors and faculty field advisors. An approved project proposal is a requirement for registration for the Leadership II course.

REQUIRED FORMAT FOR UL PROPOSAL

- I. Provide relevant background information on the agency/program, the clients served, and your placement responsibilities, so that the reader understands the context of the project.
- II. What obstacle to service delivery have you identified?
 - A. How did you identify it?
 - B. What is the impact of the service delivery obstacle on clients?
 - C. How do various agency stakeholders differ in their perceptions of the obstacle?
- III. What do you hope to accomplish in taking leadership to address the obstacle?
- IV. What do you plan to do to address the obstacle?
- V. What roadblocks do you think you might encounter as you carry out your plan?
- VI. How will you know if your leadership has been effective? What measurable results will you produce as a result of your project efforts? What specific changes will indicate to you that your project has been successful?

CARRYING OUT THE PROJECT

Students may pursue many different types of leadership activities in fulfilling this assignment, including (but not limited to) conducting needs assessments, developing policies and procedures, creating programs and curriculum, writing manuals, marketing, fundraising, community liaison work, political advocacy, organizing focus groups, making presentations, program evaluation.

The project is an opportunity for leadership development, whether it succeeds or fails in achieving intended goals. Many projects will require mid-course shifts in direction, as students will encounter roadblocks that they did not anticipate. Due to the challenging nature of this assignment, students are encouraged to make use of their field supervisors, agency administrators, advisors, and ULP faculty to support their project work. Tackling a leadership challenge is in many ways similar to intervening with individual clients: it takes a great deal of clinical skill and effort to assess the underlying issues, to develop realistic plans for intervention, to work with resistance to change, and to measure progress towards achieving goals. Students are not expected to function as seasoned clinicians or experienced leaders!

We also encourage students to reflect on their experience taking leadership by keeping a journal about your experiences. How are you demonstrating leadership? What roadblocks are you encountering and what are you doing to overcome them? Are your interventions effective? Where are you getting frustrated? How are you integrating theory and coursework into your practice of leadership? Are you doing what you originally proposed, or have you had to shift direction? This kind of ongoing reflection will help students maximize what they learn about themselves as a leader and to produce the final project summary.

FINAL SUMMARY

In order to complete the project assignment, students must write a final summary paper that should be submitted, along with the approved project proposal, to the Leadership II course instructor (with copies to the field supervisor, advisor, and ULP director). This final summary will count for 1/3 of the Leadership II course grade. Papers should be 8-10 pages in length and include the following information:

I. Context for the Project

Briefly describe the location, population served, services provided, your placement within the agency, funding sources, restrictions on services, interface with other systems.

II. The Proposal

Summarize the project proposal: how you identified the obstacle, its impact on clients, differences in stakeholders' perceptions, your original goals and plans.

III. Process

How did you take leadership to address the obstacle to service delivery? Who did you involve in the process? What roadblocks did you encounter and how did you intervene to overcome them? Were there problems that you did not anticipate and did you have to change plans in response? Utilize leadership concepts taught in class and from readings to interpret your experience.

IV. Outcome

What was the outcome of your leadership project? Was it the outcome you anticipated? Did you achieve the desired goals? Why or why not? Was the project successful? How are you measuring success?

V. Learning

What did you learn from your project? What would you have done differently, in retrospect? How do theoretical frameworks you have studied help you to understand your leadership experience?

EVALUATION

Students will be evaluated by their Leadership II instructor based on their ability to reflect on the process of taking leadership, to demonstrate that they are integrating theory and coursework into the practice of leadership, and to assess their own leadership skills and areas where further development is needed. Grades for the final summary paper will depend on the degree to which students demonstrate an ability to:

- Express ideas coherently, including all the information requested
- Integrate theory into the practice of leadership
- Reflect on the process and outcome
- Identify professional strengths and areas that require further work

PROJECT TIME LINE

September: Students become familiar with the agency mission, the community served by the agency, and the obstacles faced by the agency. Students should initiate conversations on these subjects with supervisors and other key people in the agency and read relevant agency documents. From this process, students will develop a focus for the project.

November 1 Project Proposal First Draft due. Submit via e-mail to Elaine Mittell. See Page 4 for required format.

November 29 Final Project Proposal due. Submit via e-mail to Elaine Mittell in narrative form, approximately five pages.

Copies of the approved project proposal are due to:

- Supervisor
- Advisor

November: Update Advisor via Field Education Report Form.

December: Progress on project is reviewed at fall field visit by Faculty Advisor

January: Student completes Project Update in “Evaluation of Student Performance in Field”

February: Update Advisor via Field Education Report Form

April: Tuesday, April 24, 2012, Urban Leadership Program Project Showcase

May: Due May 1, 2012, Final Summary Assignment, 8-10 pages. Refer to p. 5, Final Summary, for assignment description.

Copies of the Final Summary Assignment are due to:

- Faculty, UL II class
- Advisor
- Supervisor
- ULP Director, Sherdena Cofield

2010-2011 URBAN LEADERSHIP PROJECT PROPOSALS

In 2010-2011, Year II ULP students tackled a variety of leadership challenges to complete the project assignment. We offer this list to give you a sense of the broad range of issues that were addressed.

Adaptive Challenge: Confusing registration procedures

Plan: In-depth assessment; work with staff to develop recommendations to present to administration

Adaptive Challenge: Failure to include clients in treatment planning meetings
Plan: Share observations and engage team members in discussion re: inclusion of clients

Adaptive Challenge: Resistance to providing group services for adolescents
Plan: Work with staff to develop a proposal for group services, gain administrative approval, develop group curriculum

Adaptive Challenge: Problematic relationship with child protective services
Plan: In-depth assessment; build understanding between programs; develop structures to maintain ongoing communication

Adaptive Challenge: Workers' lack of empathy for clients
Plan: Develop a tool based on the Liberation Health Model for use in supervision; work with administration and supervisors to promote its use

Adaptive Challenge: Domestic violence program services are not open to the community at large and are therefore not in line with host hospital's strategic plan
Plan: Organize strategic planning meetings within program; undertake a feasibility study of expansion of services; community outreach to other domestic violence programs to foster collaboration

Adaptive Challenge: Lack of coordinated care planning for discharged mental health patients
Plan: In-depth assessment; improve dissemination of information between mental health-related programs, promote collaboration

Adaptive Challenge: Lack of attention to secondary trauma experienced by workers delivering services
Plan: Needs assessment; development of prevention groups for new workers and targeted intervention groups for staff

Adaptive Challenge: Lack of attention given to fathers of babies in hospital OB unit
Plan: Creation of an ongoing advocacy group to foster increased participation of fathers

Adaptive Challenge: Low level of client satisfaction with and participation in therapy groups
Plan: Organize focus groups including both clients and staff and present information to staff responsible for design and implementation of groups

Adaptive Challenge: Low referral rate
Plan: In-depth assessment; lead staff in joint problem solving regarding intake and outreach

Adaptive Challenge: Lack of cultural competence of staff to provide services to targeted population of Haitian earthquake survivors
Plan: Needs assessment; advocate for grant funds to be used for training; develop collaborative relationships with outside providers to increase access to services

Adaptive Challenge: Resistance to change in programming at the agency
Plan: Lead staff in ongoing discussion; develop detailed plan for change in programming (specifically, addition of group services)

Adaptive Challenge: Prison inmates are taken off psychotropic meds at booking and there is a long wait for psychiatric services

Plan: Prepare a cost analysis of use of dictation service to free up psychiatrists time; develop a resource manual for staff and clients re: management of withdrawal and non-psychopharmacological approaches; organize staff discussion groups to work toward the development of a strategic plan

Adaptive Challenge: Lack of consistent, comprehensive intake process

Plan: Individual interviews with staff and residents; development of a procedures manual, creation of intake packet for clients, staff training

Adaptive Challenge: Inattention to needs of employees with children

Plan: In-depth assessment; research policies of similar agencies; create a forum for open discussion; develop recommendations for agency

Adaptive Challenge: Lack of adequate follow up with prospective clients at intake

Plan: Needs assessment; engage staff in joint problem solving

Adaptive Challenge: Lack of understanding of social work role in legal services program

Plan: Develop new orientation materials and presentation for student attorneys

4. Course Descriptions

All students in the Master's program must have at least 16 courses and two internships to graduate. This totals 66 credits. For all MSW students, there are 12 required courses.

ELECTIVES

Four courses of the 16 required for graduation are electives. For Urban Leadership students, two of these four elective slots must be reserved for required leadership courses: 1) Leadership Skills for Social Work Practice, taken concurrently with the first year field placement in the spring semester, and 2) Leadership in Action for Social Work Practice, taken concurrently with the second year field placement also in the spring semester. While the leadership classes are not housed under the "clinical electives" department, the theoretical frameworks and skill sets taught in the leadership classes can be applied to most clinical settings.

Urban Leadership students have two open electives. One of the open electives must be a "clinical" elective taken concurrently with the second year placement in the spring semester. The Year I Leadership course (SW 451) fulfills the social action elective requirement.

MINI-COURSES

Urban Leadership students are required to take four mini-courses in addition to the MSW courses. Mini-courses are designed to increase students' repertoire of skills. The tentative mini-course schedule for 2011-12 follows. Extended-time students can take required mini-courses beginning in their first semester or they can wait until the following year. Three of the mini-courses (Oral Presentation Skills, Community Politics, and Grant writing) are required for Urban Leadership students; the remaining class is an elective.

REQUIRED MINI-COURSES

SW408 Oral Presentation Skills

Social workers often need skills in public speaking to effectively perform their roles. In case presentations, board meetings, legislative hearings, and team meetings, social workers must communicate their ideas in a clear and succinct manner. This course addresses the basics of public

speaking, types of speeches, and helps prepare students for presentations that are either prepared or spontaneous.

Section 01: Tuesdays and Thursdays, September 1-15

9:00 a.m.-12:30 p.m.

Instructor: Kate deLima, Lecturer, Simmons College School of Management

Section 02: Tuesdays and Thursdays, September 1-15

6:00-9:30.

Instructor: Margie Zohn, Senior Facilitator, The Ariel Group, Inc.

SW407-01 Community Politics

This course orients students to the structure and function of government at the federal level. Topics will include an introduction to key concepts of government and the relationship of federal, state, and local levels. Current news and events will help illustrate how work gets done.

Wednesday and Friday, January 4 and 6

9:00 a.m.-4:00 p.m.

Instructor: Catherine Paden, Ph.D., Assistant Professor of Political Science,
Simmons College

SW530 Introduction to Grant Writing

This course exposes students to the principles and skills necessary for effective grant writing. Course topics include identifying the priorities of funders, developing ideas for a winning proposal, and writing succinctly and clearly. Each student prepares a grant proposal for the final course assignment.

Section 01: Six Mondays, February 6, 13, 27, March 12, 26 and April 9

6:00-8:00 p.m.

Section 02: Six Thursdays, February 9, 16, March 1, 15, 29, April 12

6:00-8:00 p.m.

Instructor: Monte Pearson, Grant Specialist, Perkins School for the Blind

ELECTIVE MINI-COURSES

SW531-01 Key Concepts for Fundraising and Development

Raising unrestricted dollars for agency budgets is a crucial skill in today's practice world. Focusing on the practitioner as fundraiser, students will learn about social entrepreneurship and the key factors for making fundraising decisions.

Tuesday, January 10

9:00 a.m.-4:00 p.m.

Instructor: Kelly Gaule, Principal, Promusplus

SW532-01 Demystifying Agency Budgets

Direct practitioners are often confused by agency budgets. In this mini course you will learn to read and understand a standard agency budget. Emphasis will be on key indicators that guide reviewing budgets such as revenues, expenses, cash flow, restricted and unrestricted dollars.

Thursday, January 12

9:00 a.m. – 4:00 p.m.

Instructor: Gary Gaumer, Assistant professor, School of Management, Health Care
Administration, Simmons College

SW534-01 Introduction to Supervision

This mini course will focus on the fundamentals of supervision including assessment of supervisees, contracting, assignments, and supervision techniques and strategies.

Saturday, March 17

9:00 a.m.– 4:00 p.m.

Instructor: Pamela Rheaume, M.S.W., Training Coordinator, Massachusetts Department of Children and Families

SHS581-02 Negotiation Theory and Practice: Basic Principles and Key Skills

Due to the ubiquitous nature of negotiation, it is an absolute necessity that people in virtually any profession must at least have a basic understanding of the negotiation process. The skills associated with effective negotiation are also applicable to other organizational situations such as teamwork and other collaborative ventures. Through experiential learning exercises and simulations, students in this course will be challenged to absorb these theories and skills and translate them into a form that is applicable to their personal and professional lives.

Register for Section 2 only (SHS581-02).

Friday, April date TBA, 5:00-9:00 p.m. and

Saturday, April date TBA, 9:00 a.m.-5:00 p.m.

Instructor: Joshua Weiss, Ph.D. Associate Director, Global Negotiation Project, Harvard University.

*Courses subject to change at any time.

REQUIREMENTS FOR RECEIVING CREDIT FOR MINI-COURSES

Urban Leadership students are required to take four mini-courses during the course of their studies at the Simmons School of Social Work in order to receive the Certificate in Urban Leadership in Clinical Social Work. Mini-courses are non-credit courses; however, mini course instructors are required to give each enrolled student a grade of Pass or Fail. Mini-courses appear on student transcripts. Following are the requirements that students must meet in order to receive a Pass for a mini course.

It is the responsibility of the student to ensure that they are appropriately registered for mini-courses and that the courses appear on their transcript.

REQUIRED MINI-COURSES

- I. Oral Presentation Skills (18 hours)
 - A. Attend a minimum of 15 hours
 - B. Satisfactory completion of all assigned speeches
- II. Community Politics (12 hours)
 - A. Attend a minimum of 10 hours
 - B. Satisfactory completion of any assignments given by the instructor
- III. Grant Writing (12 hours)
 - A. Attend a minimum of 10 hours
 - B. Satisfactory completion of a written fundable proposal

ELECTIVE MINI-COURSES

- I. Key Concepts for Fundraising and Development
- II. Demystifying Agency Budgets

III. Introduction to Supervision

For these three 6-hour courses:

- A. Attend a minimum of 5 hours
- B. Satisfactory completion of any assignments given by the instructor

IV. Negotiation Theory and Practice: Basic Principles and Key Skills (11 hours)

- A. Attend a minimum of 9 hours
- B. Satisfactory completion of any assignments given by the instructor

5. ULP CLASS SCHEDULE

Two Year Full Time Plan

Foundation Year Fall: 17 credits		Foundation Year Spring: 17 credits		Summer: 3-6 credits	
Social Policy I	(3)	Social Policy II	(3)	Research	(3)
Human Behavior I	(3)	Human Behavior II	(3)	Assessment & Diagnosis*	(3)
Social Work Practice	(3)	Social Work Practice	(3)	Racism/Oppression*	(3)
Social Work with Groups	(3)	Urban Leadership I**	(3)		
Field Education I	(5)	Field Education I	(5)		
Advanced Year Fall: 13-16 credits		Advanced Year Spring: 13 credits			
Advanced Practice	(3)	Urban Leadership II	(3)		
Practice Evaluation	(3)	Clinical Elective	(3)		
Racism/Oppression*	(3)	Elective	(3)		
Assessment & Diagnosis*	(3)	Field Education II	(4)		
Field Education II	(4)			66 credits total	
				May graduation	

Three Year Extended Plan

Year I Fall: 6 credits		Year I Spring: 6 credits		Summer: 6 credits	
Human Behavior I	(3)	Human Behavior II	(3)	Research	(3)
Social Policy I	(3)	Social Policy II	(3)	Racism	(3)
Year II Fall: 11 credits		Year II Spring: 11 credits		Summer: 6 credits	
Social Work with Groups	(3)	Urban Leadership I**	(3)	Assessment & Diagnosis	(3)
Social Work Practice	(3)	Social Work Practice	(3)	Elective	(3)
Field Education I 24 hrs	(5)	Field Education I 24 hrs	(5)		
Year III Fall: 10 credits		Year III Spring: 10 credits			
Advanced Practice	(3)	Urban Leadership II	(3)		
Practice Evaluation	(3)	Clinical Elective	(3)		
Field Education II 24 hrs	(4)	Field Education II 24 hrs	(4)	66 credits total	
				May graduation	

Electives may be taken in the fall, spring or summer sessions after the first year. Two of the four required electives are the Urban Leadership I and II courses. Leadership I satisfies the requirement for

a social action elective. Urban Leadership students are also required to take mini-courses on selected topics during the fall and spring semesters and the January intersession. This schedule does not include the four required mini-courses.

*Students may complete these courses during one of the two summer sessions

**Fulfills social action requirement

6. Academic Tracking Form

COURSES FOR GRADUATION

This form is provided to help students track their academic careers. For graduation, Urban Leadership students are required to take 16 courses and have two field placements for a total of 66 credits, and complete four non-credit mini-courses. Of the 16 courses, 11 are required for all M.S.W. students, two are required for Urban Leadership students (Leadership Skills for Social Work Practice, SW 451, and Leadership in Action for Social Work Practice, SW 452) and three are open electives (one of which must be a clinical elective taken concurrently with Year II field). Whether you are completing the program in two, three or four years the requirements remain the same.

Foundation Year Courses

Course	Semester/ Year Taken
1. Social Work Practice I (SW 421) (Concurrent with Fall Year I Placement)	_____
2. Social Work Practice II (SW 421) (Concurrent with Spring Year I Placement)	_____
3. Social Work with Groups (SW 577)	_____
4. Human Behavior in the Social Environment I (SW 411)	_____
5. Human Behavior in the Social Environment II (SW 411)	_____
6. Social Welfare Policy I (SW 401)	_____
7. Social Welfare Policy II (SW 401)	_____
8. Dynamics of Racism and Oppression (SW 409)	_____
9. Social Work Research (SW 441)	_____
10. Leadership Skills for Social Work Practice (SW 451) (Concurrent with Spring Year I Placement)	_____
11. Year I Field Placement: (SW 446) (Note Where)	_____

Concentration Year Courses

Course	Semester /Year Taken
12. Advanced Clinical Practice (SW 424) (Concurrent with Fall Year II Placement)	_____
13. Assessment and Diagnosis (SW 414)	_____
14. Evaluation For Social Work Practice (SW 509)	_____
15. Leadership in Action for Social Work Practice (SW 452) (Concurrent with Spring Year II Placement)	_____
16. Clinical Elective (Concurrent with Spring Year II Placement)	_____
17. Open Elective	_____
18. Year II Field Placement (SW 447) (Note Where)	_____

Mini-Courses

Urban Leadership Students are required to complete four mini-courses and one leadership project.

Required:	Semester/Year Taken
1. Community Politics (SW 407)	_____
2. Oral Presentation Skills for Social Workers (SW 408)	_____
3. Grant Writing (SW 530)	_____
4. Open Elective	_____

You are required to complete four mini-courses, and you must receive a grade of pass in each one in order to qualify for the Urban Leadership Certificate. You may take as many mini-courses as you like. Although there is no additional charge for mini-courses, these courses will appear on your transcript.

7. Required Texts for Leadership Courses (SW 451 and 452)

URBAN LEADERSHIP PROGRAM REQUIRED TEXTS FOR SW 451 AND SW 452*

Campbell, D. (2002). *Campbell Leadership Descriptor Participant Workbook*. San Francisco: Jossey-Bass/Pfeiffer.

Heifetz, R. & Linsky, M. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Boston: Harvard Business School Press.

Kegan, R. & Lahey, L. L. (2001). *How the Way We Talk Can Change the Way We Work*. San Francisco: Jossey-Bass.

**REQUIRED SUMMER READING FOR STUDENTS ENTERING
CONCENTRATION YEAR FIELD PLACEMENTS**

Kotter, J. & Rathgeber, H. (2005). *Our Iceberg is Melting*. New York: St. Martin's Press.

*Subject to change. Additional and/or alternate texts are under consideration.

8. 2011-2012 Academic Calendars

SIMMONS SCHOOL OF SOCIAL WORK
2011 – 2012 Academic Calendar, MSW Program

Fall Semester

August	30	Tuesday	Orientation for new students
September	1	Thursday	Orientation for students in Year I Field
	1	Thursday	MSW classes begin
	1	Thursday	Doctoral Orientation & Luncheon
	5	Monday	Labor Day, college closed*
	6	Tuesday	Year 2 Field Placements begin
	8	Thursday	PhD classes begin
	19	Monday	Year 1 Field Placements begin
October	10	Monday	Columbus Day, college closed*
November	4	Friday	Intro to Advanced Specializations, Year I Students (11:15)**
	9	Wednesday	Intro to Advanced Specializations, Year I Students (11:15 & 4:45)**
	11	Friday	Veterans Day, college closed*
	23-26		THANKSGIVING RECESS, college closed*
	30	Wednesday	Fall term field meetings for students in Year I Field
December	2	Friday	Fall term field meetings for students in Year I Field
	6	Tuesday	Last Tuesday class day, 1st semester
	8	Thursday	Last Thursday class day, 1st semester MSW classes
	10	Saturday	Last Saturday class day, 1st semester
	14	Wednesday	Last Wednesday class day, 1st semester
	15	Thursday	Last Ph.D class day, 1st semester
	15	Thursday	December Doctoral Luncheon
	16	Friday	Last Friday class day, 1st semester
	16	Friday	Field Placements End
	19	Monday	Last Monday class day, 1st semester
	26-Jan 2		WINTER RECESS, college closed

Spring Semester

January	3	Tuesday	Fall grades due on AARC
	3	Tuesday	Field Placements resume
	3 – 10	Tues – Tues	January short semester
	10	Tuesday	Career Connections Event – 2:00-7:00pm
	11	Wednesday	Orientation for new students (snow-date 1/18)
		16	Monday
	18	Wednesday	Classes begin for spring semester
February	20	Monday	Presidents' Day, college closed*
	28	Tuesday	Career Fair – 3:30-6:00pm
March	5 – 10	Mon – Sat	SPRING RECESS*

	12	Monday	Classes resume
	12	Monday	Field Placements resume
	TBD		Legislative Clearing House – Year I Policy Faculty & Students
April	11	Wednesday	Student Awards Ceremony
	16	Monday	Patriots' Day, college closed*
	21	Saturday	Alumni and Professional Development Day Urban Leadership Program Project Showcase
	25	Wednesday	Last Wednesday class day, spring semester
	26	Thursday	Last Thursday class day, spring semester
	27	Friday	Last Friday class day, spring semester
	28	Saturday	Last Saturday class day, spring semester
May	1	Tuesday	Last Tuesday class day, spring semester
	4	Friday	Year 1 and 2 Field Placements end (except as noted)
	7	Monday	Last Monday class day, spring semester
	14	Monday	Spring grades due on AARC for graduating students
	18	Friday	Commencement
<u>2012 Summer Semester</u>			
May	19	Saturday	Classes begin for summer I session
	21	Monday	Spring grades due on AARC for non-graduating students
	26	Saturday	Memorial Day weekend, no classes
	28	Monday	Memorial Day, college closed*
June	26	Tuesday	Last Tuesday class day, summer I session***
	27	Wednesday	Last Wednesday class day, summer I session***
	28	Thursday	Last Thursday class day, summer I session***
	29	Friday	Last Friday class day, summer I session***
	30	Saturday	Last Saturday class day, summer I session***
July	2	Monday	Last Monday class day, summer I session***
	3-7	Tues - Sat	Independence Day Recess – no classes
	4	Wednesday	Independence Day, college closed
	9	Monday	Classes begin for summer II session
August	3	Friday	Field Placements end for students in Advanced Standing Program or 16-hour placements
	13	Monday	Last Monday class day, summer II session
	14	Tuesday	Last Tuesday class day, summer II session
	15	Wednesday	Last Wednesday class day, summer II session
	16	Thursday	Last Thursday class day, summer II session
	17	Friday	Last Friday class day, summer II session
	18	Saturday	Last Saturday class day, summer II session
	20-25	Mon - Sat	Summer II grades due on AARC (5 business days after last class)

-
- * Individual arrangements with agencies may be necessary to prevent interruption of client services during holidays and recesses. Holidays which occur on field days will follow agency schedule.
 - ** Students should choose **ONE** session.
 - *** These end dates pertain only to six-week Summer I classes. For classes meeting for eight or nine weeks, please consult AARC for end dates. Please note: All summer grades are due on AARC 5 business days after the last class date.

9. Faculty Profiles

As an Urban Leadership student at Simmons College School of Social Work, students will have access to and the opportunity to learn from the entire faculty. Our faculty members represent a wide range of theoretical and practice perspectives, as well as unique interests in various fields of practice. We encourage students to take courses with a variety of faculty members and to call upon them for guidance and direction in your academic and career development. The following faculty members will be very closely involved with the Urban Leadership Program this year through teaching one of the two Leadership courses, Field Education, and/or consultation on ULP projects.

Dawn Belkin-Martinez, M.S.W., Ph.D. – Associate Professor of Practice.

Dr. Dawn Belkin-Martinez is a graduate of the Simmons College School of Social Work. She teaches *Social Work Practice*, *Leadership Skills for Social Work Practice*, *Family Therapy*, and *Radical Social Action*. Formerly, Dawn was the senior social worker for the inpatient psychiatry service at Children's Hospital, Boston, and she continues to provide consultation and supervision to the Department of Psychiatry at the hospital. Additionally, she has an appointment as an instructor in psychiatry at Harvard Medical School Dawn presents locally, nationally, and internationally about her work with immigrant families, liberation health theory and practice, and social justice. She is a founding member of the Boston Liberation Health Group.

Sherdena Cofield, M.S.W., Ed.D. – Assistant Dean; Director, Urban Leadership Program.

Dr. Sherdena Cofield is a graduate of the Michigan State University School of Social Work and the Boston University School of Education. She has clinical practice experience working with individuals and families, experience as a consultant, and extensive experience in continuing social work education, adult and community education. Prior to coming to Simmons in 2002, Sherdena worked at the Boston University School of Social Work for 16 years as the Assistant Dean for Continuing Education. She also worked at the Boston University School of Medicine where she developed and managed programs for high school and college students interested in pursuing medicine as a career. Most recently, she was director of community education at Bunker Hill Community College.

In 2000, she conducted focus groups as part of the needs assessment for the Urban Leadership Program and has been a participant on the Program's advisory board. Her research interest is persistence in education. She serves on the board of advocates for Bay Cove Human Services and Jewish Family and Children's Service, on the board of directors of Executive Service Corp of New England, and on the Citizen Action Board of the Charles River West office of the Massachusetts Department of Developmental Disabilities.

Johnnie Hamilton-Mason, Ph.D. – Professor.

Dr. Johnnie Hamilton-Mason teaches *Advanced Clinical Practice*, *HBSE*, *Leadership in Action for Social Work Practice*, *Political Strategies for Clinical Social Workers*, *Practice with Immigrants and Refugees*, and *Qualitative Research* in the doctoral program. In 2005, she co-founded the Pharnal Longus Academy for Undoing Racism at the School of Social Work. From 2001 through 2008, Johnnie served as a Harvard University W.E.B. DuBois Institute non-resident fellow in African American research. Her scholarship and research interests are primarily on African American Women and Families, the intersection of cross cultural theory and practice, and HIV/AIDS prevention and treatment. Since 2007, she has served as a Researcher at the University of Texas's Hurricane Katrina Researcher Collaborative. Her recent publications include: "Psychoanalytic Theory: Responding to the Assessment Needs of People of Color?", "Using the Color of Fear as a Racial Identity Catalyst", "When the Floods of Compassion are not Enough: A Nation's and a City's Response to the Evacuees of Hurricane Katrina" and "Children and Urban Poverty." With over 21 years of full-time teaching experience, she continues to enhance her teaching through clinical practice in urban agencies, as well

as through consultation and education locally and internationally.

Dana Leeman, Ph.D. Associate Professor of Practice

Dr. Leeman received her Ph.D. from the Simmons School of Social Work. A passionate group worker, she is an associate professor of practice and teaches group work, human behavior, and social action courses. In addition, Dr. Leeman is a consulting editor and book reviewer for *Social Work with Groups*, a board member of the Massachusetts chapter of the Association for the Advancement of Social Work with Groups, and the Massachusetts representative to the International Association for the Advancement of Social Work with Groups.

Angelo McClain, Ph.D. – Instructor

Dr. Angelo McClain received his Ph.D. from the Boston College School of Social Work. He currently serves as Commissioner of the Massachusetts Department of Children and Families, familiarly known as DSS, where he is committed to creating responsive systems of care for those in need. A seasoned clinician and administrator, Angelo has over 20 years experience in child welfare. He has worked at Roxbury Children’s Services, the Massachusetts Department of Mental Health, and the Massachusetts Behavioral Health Partnership. He was also the senior supervisor of the Child Sexual Abuse Unit in the Texas Department of Human Resources and before returning to Massachusetts in 2007 was Executive Director of ValueOptions New Jersey, the contract system that provides the centralized administrative infrastructure for the state’s behavioral health delivery system. At Simmons, Angelo -teaches *Leadership Skills for Social Work Practice*.

Elaine Mittell, M.S.W. – Faculty field Advisor and ULP Project Consultant

Elaine Mittell graduated from Simmons College School of Social Work in 1981. For almost 20 years she worked in adult protective services as a clinician, supervisor, and teacher. Her particular area of expertise was intervention with self-neglecting, questionably competent elders.

Before returning to Simmons as an adjunct faculty member in 2004, she had been an almost full-time volunteer, taking on many leadership roles in her community. For twelve years she served as president of a community advocacy group that works in support of METCO, a voluntary desegregation program serving inner-city youth and their suburban neighbors. She is active in her church where she serves as chair of the Social Justice Outreach Committee and helps coordinate lay pastoral care. She serves on the Board of Directors of the Unitarian Universalist Urban Ministry, a social justice organization located in Roxbury. Elaine’s volunteer roles have provided her with the opportunity to hone her leadership skills and develop expertise in community organization and fundraising.

In addition to working with the ULP at Simmons, Elaine serves as a Field Advisor, teaches “Social Work Practice with Older Adults,” and is a tutor for the “Writing for Social Work Practice” seminar.

10. 2011-12 Field Placement Agencies

Arbour Hospital
Beth Israel Deaconess Medical Center
Boston Public Health Commission
Boston Public Schools
Boston Teacher's Union School
Brookside Community Health Center
Bridge Over Troubled Waters
Casey Family Services
Center for Family Connections
Cohasset High School
Cornu Management Company
Eliot Community Human Services
Emerson Village Nursing and Rehabilitation Center
Fenway Community Health Center
Harvard Law School Criminal Justice Institute
Health Education Services
Judge Baker Children's Center
Life Resources
Lutheran Social Services of New England
Mass College of Art
Massachusetts Department of Children and Families
MHM Correctional Services – MCI Framingham
North River Collaborative
Northeast Behavioral Health
Northshore Academy Lower School
RFK Children's Action Corps
Roxbury Tenants of Harvard
South End Community Health Center
Trinity Church Boston Counseling Services

11. Student List

<u>Class of 2012</u>	<u>Class of 2013</u>	<u>Class of 2014</u>
Darline Cadet	Sarin Ay	Carlos Amado
Megan Carey	Joshua Barnes	Madalena Andrade-Val
Allegra Clark	Rachel Bedick	Lakisha Austin
Charles Daniels	Rudra Darai	Derek George
Chloe Frankel	Sheila Griffin	Sarah Lefebvre
Rebecca Girard	Shira Hermosa	Heidi Lurvey
Jessica Guerriero	Jennifer Knott	Rebecca MacDonald
Wendy Huang	Meghan Lawrie	Kayla McGrath
Allison Krebs	Elissa Lopez	Elizabeth Meffen
Nathan Bae Kupel	Michelle Mainguy	Danielle Mendola
Ludger Labissiere	Elizabeth Marks	Tatianna Montanez
Virginia Leigh	Erin McDevitt	Molly O'Neil
Lemar Lim	Massielle Morales	John Posig
Zachary Osheroff	Erica Otero-Vargas	Jessica Ranucci
Sheila Paul	Sarai Perez	Charlene Tebo
Sheila Peck	Jennifer Phaiah	Amanda Weintraub
Daniel Robb	Carmen Pineda-Colon	Richard Wilson
Cassondra Smith	Michael Prokop	
Marie Smith	Ian Struthers	
Laura Strauss		
Fredia Torrence		
Tabatha Torres		

12. Program Administrators

Director

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 Assistant Dean for Academic Programs and Diversity
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ULP Project Consultant

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