

SIMMONS COLLEGE

SCHOOL OF SOCIAL WORK

*The Urban Leadership Program
in Clinical Social Work*



2007-08 Student Handbook

URBAN LEADERSHIP PROGRAM

August 26, 2007

Dear Students,

Welcome to the Simmons College School of Social Work Urban Leadership Program for the academic year 2007-2008. I 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 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 144 ULP students. Each year we have more and more talented individuals asking to participate. This year 26 new students will join us for a total of 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 I have confidence that you will meet the challenges it presents. Our philosophy is one of collaboration and cooperation. Make use of me and each other to make your time here as meaningful as possible.

Welcome!

Sincerely,

Sherdena D. Cofield, MSW, Ed.D.
Director

CREDO

Created by the Urban Leadership Students Class of 2004:

We believe that *every* person born deserves...

- To be nurtured and loved,
- To be treated with dignity and respect,
- To have ample food, shelter, clothing, education and healthcare,
- To live in healthy, safe and supportive communities,
- To have equal opportunities in personal and professional development.

We believe in...

- Social justice, equal rights and respect for diversity,
- Personal choice and the right to respectfully disagree,
- The principles of non-violence,
- Acknowledgment of strengths and challenges,
- Access to and collaboration with leadership,
- Choices of leadership, fellowship and stewardship,
- Opportunities to affect change on personal, national and global levels

...for all.

We believe in the mission of social work as a labor of love and that being of service is a gift.

We commit to uphold these values and work, to the best of our abilities, toward making these visions a reality in urban settings.

DIVERSITY AT SIMMONS: VISION

As an academic community which integrates the pursuit of the life of the mind with the leadership and analytical skills needed by our graduates to make their own critical and constructive contributions as professionals, scholars and engaged citizens, Simmons College broadly defines diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. The College is committed to embracing diversity. We must:

- Ensure that the organization has inclusive leadership, policies and practices;
- Integrate diversity into the curriculum, co-curricular programming, admission, and other activities;
- Foster an open, dynamic and critical intellectual environment of respect, civil engagement, and dialogue about differences; and
- Increase representation of traditionally underrepresented groups of students, faculty and staff.

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 Student Handbook

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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, and the profession.

The ULP has received support from foundations, corporations, and individual donors that have recognized the importance of this program and its goals. Donors have included The Boston Foundation, The Deborah Noonan Trust, The Balfour Foundation, John Hancock, and Fleet Bank. We are grateful for their confidence in us and their financial support.

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 them 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 144 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 continues to be influenced by the active collaboration of a range of human service agencies and political and social leaders. 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.

“EDUCATION IS LEARNING WHAT YOU DIDN'T EVEN KNOW YOU DIDN'T
KNOW.” – ANONYMOUS

The Urban Leadership Program

2. Program Requirements

Course Requirements

Simmons MSW students must take sixteen courses to graduate. Eleven of these 16 are required of all MSW candidates and five are electives. ULP students must take specified leadership courses as two of the five electives available to MSW students: Year I students take “Leadership Skills for Social Work Practice,” and Year II students take “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 and during the January break and in May 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, Courses, beginning on page 9.

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 three-credit courses may be taken as electives. Additionally, in collaboration with programs in Cuernavaca, Mexico and Costa Rica, four-week immersion experiences have been developed. 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 an opportunity for leadership activity for Year I (Foundation Year) students and supports a leadership project for Year II (Concentration Year) students.

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Comment [c2]:

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 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, 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 4.

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.

The Urban Leadership Program

3. Concentration Year Project Guidelines

"IF YOU CAN FIND A PATH WITH NO OBSTACLES, IT PROBABLY DOESN'T
LEAD ANYWHERE." – FRANK A. CLARK

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 and describing problems, formulating realistic goals, and planning and implementing effective intervention—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 and project plan. They will propose plans to address the larger systems problem, anticipate roadblocks that they will encounter, and set measurable goals for intervention.

Project Proposals

Project proposal drafts are due to the ULP Director, Sherdena Cofield, approximately eight weeks following the beginning of the Year II field placement (see **Project Time Line** below). Final proposals are due approximately three weeks later. Students must contact the Director one week prior to the due date if an extension is needed for either the first draft or the final proposal.

Proposals should be 3-4 pages long and written in narrative form with at least a paragraph for each major section of the outline (see below **Required Format for UL Proposal**). 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 posted on WebCT according to directions which will be distributed prior to the due date for the first draft. 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 an 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 background information on the agency/program, the clients served, and your placement responsibilities.
- 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?
 - A. What will you produce as a result of your project efforts?
 - B. 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 road blocks 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 of thoughts and activities. 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.

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 Sherdena Cofield). 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. **Description of the Agency**
Briefly describe the location, population served, services provided, your placement within the agency and how it fits into the agency context, 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.
- October:** Project Proposal First Draft due October 31, 2007: Submit via WebCT according to instructions which will be distributed. See Page 5 for required format.
- November:** Final Project Proposal due November 20, 2007*: Submit in narrative form, 3-4 pages, via WebCT.
Copies of the approved project proposal are due to:
- Supervisor
 - Advisor
- November Field Education Report form due to Advisor and Sherdena Cofield (See Field Education Manual).

* Students will not be permitted to register for Leadership II (SW 452) without an approved project proposal.

- 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" (See Field Education Manual).
- February:** February Field Report Form (see Field Education Manual) due to Advisor and to Sherdena Cofield.
- March:** Progress on project is reviewed at spring field visit by faculty advisor.
- April:** April 7: Urban Leadership Program Project Showcase
Due Week of April 14, 2008: Final Summary Assignment, 8-10 pages. Refer to pp. 5-6, Final Summary, for assignment description.
 Copies of the Final Summary Assignment are due to:
- Faculty, UL II class
 - Advisor
 - Supervisor
 - Sherdena Cofield

2006-07 Student Projects

In 2006-07, 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 addressed by students' projects.

Service delivery obstacle: Lack of communication within a large mental health agency that uses primarily fee-for-service clinicians
 Plan: Create a staff evaluation/feedback process to identify challenges in the delivery of services and provide opportunity for joint problem-solving

Service delivery obstacle: High no-show rate in outpatient mental health clinic of a neighborhood health center
 Plan: Institute reminder call system

Service delivery obstacle: Lack of formal opportunity to patients to provide feedback about their care within an addictions program at a private psychiatric hospital
 Plan: Develop a feedback tool for patients

Service delivery obstacle: Having to refer so many students outside for services at a busy college counseling center
 Plan: Create and implement a support/therapy group program

Service delivery obstacle: Lack of cultural and linguistic diversity of staff addressing the needs of clients impacted by domestic violence
 Plan: Develop focus group series for staff to address issues of cultural difference among themselves and with clients, and develop recommendations to improve service delivery to a diverse client population

Service delivery obstacle: Lack of connectedness and sense of fellowship among staff members of an expanding mental health clinic
 Plan: Utilize Native American Circle process in order to enable staff to feel more supported

Service delivery obstacle: Lack of coordination in care of homeless patients visiting the emergency room of a large teaching hospital
 Plan: Provide in-service training to social work interns and staff regarding service delivery to the homeless to foster consistent community collaboration

Service delivery obstacle: Inadequate orientation for incoming interns at a hospital outpatient mental health clinic regarding the use of a computer system that is necessary to assume clinical responsibilities

Plan: Develop a training plan, identify limitations of the computer system, and present recommendations to Administration

Service delivery obstacle: Lack of clear understanding of care coordination services by patients and staff at a large teaching hospital

Plan: Produce a pamphlet or information packet to give to patients when a social work referral is made

Service delivery obstacle: Lack of focus on building self-advocacy skills of severely mentally ill clients in an inpatient psych. facility

Plan: Develop resource workshops and guide to change attitudes of patients and staff regarding patients' capacity to advocate for themselves

Service delivery obstacle: Lack of materials and bilingual staff to help orient new Spanish speaking clients to services at a hospital outpatient psychiatry clinic

Plan: Develop welcome brochure in Spanish

Service delivery obstacle: Limited parent involvement in programming for mentally ill children served by a large child welfare agency

Plan: Develop a parent council to increase involvement of families in the treatment environment

Service delivery obstacle: Lack of clear and specific referral process for ongoing therapy to address over-demand for services in a college counseling center

Plan: Facilitate staff development of a more defined referral process

Service delivery obstacle: Limited access to vocational program for adolescent clients served by a large child welfare agency due to lack of clear communication and referral protocol and lack of focus on training and preparation of clients

Plan: Develop written guidelines for staff and recommendations regarding work with clients

Service delivery obstacle: Lack of engagement of fathers in treatment in a program addressing the needs of children who have witnessed violence

Plan: Foster staff discussion about involving abusive caretakers in treatment, develop guidelines to structure treatment decisions, identify barriers to accessing services from fathers' perspective

Service delivery obstacle: Lack of clinical and support staff to address the needs of a significant cultural and linguistic minority population in the catchment area of a community mental health agency

Plan: Develop the cultural and linguistic capacity of the agency by building full-time bilingual/bicultural staff coverage.

Service delivery obstacle: Lack of a useable satisfaction survey for geriatric patients of an inpatient psychiatric program

Plan: Develop and administer a useable survey instrument

Service delivery obstacle: Lack of a comprehensive protocol regarding psychiatric medication of new and existing residents of a secure treatment facility for adolescents

Plan: Develop and implement a protocol to facilitate psychiatric treatment

The Urban Leadership Program

4. Courses

All students in the Master's program must have at least 16 courses and two internships to graduate. This totals 65 credits. For all M.S.W. students, there are 11 required courses. All first year students must take the foundation year-long practice course (SW 421) concurrent with their field placement. Concentration year students are required to take a semester of Advanced Clinical Practice (SW 424) in the fall semester concurrent with their second year field placement. There is no specific section designated for Urban Leadership students.

ELECTIVES

The remaining five courses of the 16 required for graduation are electives. For Urban Leadership students, two of these five 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. Urban Leadership students have three open electives. One of the open electives must be a "clinical" elective taken concurrently with the second year placement in the spring semester.

Certain required clinical and elective course sections within the curriculum are more congruent with the goals of the Urban Leadership Program. Below are suggestions for congruent clinical courses. There are also electives in the Social Policy and Human Behavior sequences from which Urban Leadership Program students can select. Courses vary each year.

The following courses are clinical electives whose content is amenable to work in urban settings. Some clinical elective courses are offered in alternate years. It will be important to check with the School of Social Work registrar to determine which courses are offered each year.

- 438 Clinical Social Work with Addictive Disorders
- 462 Clinical Social Work with Groups
- 471 Clinical Social Work and Spirituality
- 476 Clinical Social Work with Latino Populations (Spanish fluency required)
- 478 Social Work Practice in Health Care
- 479 Community and Home-Based Work with Families
- 482 Domestic Violence and Family Welfare
- 483 Cognitive-Behavioral Approaches and Treatments
- 484 Clinical Social Work with Low Income Communities
- 494 Multiple Faces of Trauma
- 496 Prevention: Effective Models for Social Work Practice
- 475 Narrative Approaches
- 499 Addressing Violence
- 501 Gerontological Social Work Practice

Clinical Electives Continued

- 507 Developing an Interdisciplinary Approach to Health Management of the Aging
- 528 Child and Adolescent Trauma
- 529 Forensic Social Work with Adolescents and Adults
- 557 Clinical Practice with Immigrants and Refugees
- 565 Applied Theater for Deep Listening and Team Building
- 568 Evidenced Based Practice in Addictions
- 571 Clinical Social Work with Groups and Addictions
- 581 Feminist Theories and Social Work Practice

MINI-COURSES

Urban Leadership students are required to take four mini-courses in addition to the M.S.W. courses. Mini-courses are designed to increase students' repertoire of skills. The tentative mini-course schedule for 2007-08 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 are required for Urban Leadership students; the remaining one is an elective.

REQUIRED MINI-COURSES

SEPTEMBER 2007

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 4, 6, 11, 13, 18 and 20.
9:00 a.m.-12:00 p.m.

Instructor: Dale DeLetis, Visiting professor, Simmons College Office of the President; lecturer, School of Management.

Section 02: Tuesdays and Thursdays, September 4 and 6, and Mondays and Thursdays, September 10, 13, 17 and 20 6:00-9:00 p.m.

Instructor: Alexis Chen Johnson, Presentation Skills Specialist, So to Speak Consulting.

JANUARY 2008

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 9 and 11 9:00 a.m.-4:00 p.m.

Instructor: Catherine Paden, Ph.D., Assistant professor of political science, Simmons College.

SW530-01 Introduction to Grant Writing

This course exposes students to the principles and skills necessary for effective grant writing. Course topics include the 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. Seven Mondays: January 28, February 11, 25, March 17, 31, April 14 and 28 6:00-8:00 p.m.

*Instructors Monte Pearson, Director of development Perkins School for the Blind
Dale Patterson, Grant writer/manager, Boston Public Library Foundation*

*ELECTIVE MINI-COURSES**

SPRING 2008

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 8 9:00 a.m.-4:00 p.m.

Instructors: Kelly Gaule, Director of development, AIDS Action Committee and Margaret Sullivan, independent consultant.

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.

Tuesday, January 15 9:00 a.m.-4:00 p.m.

Instructor: Gary Gaumer, Assistant professor, School for Health Studies, Health Care Administration, Simmons College

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.**

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.

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.

Two Mondays, May 5 and 12 6:00-9:00 p.m.

Instructor: Pamela Rheume, MSW, Training coordinator, Massachusetts Department of Social Services.

SUMMER 2008

So Your Organization Wants a Website: What You Need to Know About Website Planning and Design

This five-week on-line mini-course will focus on planning for website development. Students will learn the key role planning holds in website development and develop an understanding of the importance of designing for a specific organization. In addition, students will learn best practices with regard to website usability. By the end of the course students will be able to articulate the steps involved in assessing an organization's website needs, understand strategies for making the assessment, and develop a mock-up or wireframe for a website. Throughout this mini-course, students will be assigned a variety of planning tasks for a website they will choose and design. The first and last sessions of this course will be in a classroom setting. At the last session, students will be expected to make a presentation about the website they planned.

Five Weeks beginning in June. Exact dates and times TBA.

Instructors: Gail Matthews DeNatale, Ph.D., Associate Director, Academic Technology and Instructional Design, Simmons College

Lesley Weiman, Training Coordinator, Academic Technology and Pottruck Training and Resource Center, Simmons College.

*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

1. Oral Presentation Skills (18 hours)
 - A. Attend a minimum of 15 hours
 - B. Satisfactory completion of all assigned speeches
2. Community Politics (12 hours)
 - A. Attend a minimum of 10 hours
 - B. Satisfactory completion of any assignments given by the instructor
3. Grant Writing (14 hours)
 - A. Attend a minimum of 11.5 hours
 - B. Satisfactory completion of a written fundable proposal

ELECTIVE MINI-COURSES

1. Key Concepts for Fundraising and Development, Demystifying Agency Budgets, and Introduction to Supervision (6 hours each)
 - A. Attend a minimum of 5 hours
 - B. Satisfactory completion of any assignments given by the instructor
2. 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
3. So Your Organization Wants a Website: What You Need to Know About Website Planning and Design
 - A. Attend two in-class sessions.
 - B. Satisfactory completion of any assignments given by the instructors.

The Urban Leadership Program

5. ULP Class Schedule

Two Year Full Time Plan

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

Three Year Extended Plan

Year I – Fall 9 credits		Year I – Spring 9 credits		Summer
Human Behavior I	(3)	Human Behavior II	(3)	
Social Policy I	(3)	Social Policy II	(3)	
Research or Racism*	(3)	Research or Racism*	(3)	
Year II – Fall 11 credits		Year II – Spring 11 credits		6 credits
Elective	(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 five required electives are the Urban Leadership I and II courses. Either Leadership I or II 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 to lighten their course load during the regular academic year.

**Fulfills social action requirement

The Urban Leadership Program

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 65 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. Human Behavior in the Social Environment I (SW 411)	_____
4. Human Behavior in the Social Environment II (SW 411)	_____
5. Social Welfare Policy I (SW 401)	_____
6. Social Welfare Policy II (SW 401)	_____
7. Dynamics of Racism and Oppression (SW 409)	_____
8. Social Work Research (SW 441)	_____
9. Leadership Skills for Social Work Practice (SW 451) (Concurrent with Spring Year I Placement)	_____
10. Year I Field Placement: (SW 446) (Note Where)	_____

Concentration Year Courses

Course	Semester /Year Taken
11. Advanced Clinical Practice (SW 424) (Concurrent with Fall Year II Placement)	_____

“OPPORTUNITIES ARE USUALLY DISGUISED AS HARD WORK. SO MOST PEOPLE DON’T RECOGNIZE THEM.” – ANN LANDERS

Academic Tracking continued

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

“OPPORTUNITIES ARE USUALLY DISGUISED AS HARD WORK, SO MOST PEOPLE
DON'T RECOGNIZE THEM.” – ANN LANDERS

The Urban Leadership Program

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

“OPPORTUNITIES ARE USUALLY DISGUISED AS HARD WORK, SO MOST
PEOPLE DON'T RECOGNIZE THEM.” –ANN LANDERS

**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**

Mortenson, G. & Relin, D. O. (2006). *Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time*. New York: Penguin Books.

*Additional and/or alternate texts are under consideration

"OPPORTUNITIES ARE USUALLY DISGUISED AS HARD WORK, SO MOST PEOPLE
DON'T RECOGNIZE THEM." -ANN LANDERS

The Urban Leadership Program

8. 2007-08 Academic Calendar

SEPTEMBER

- 3 Labor Day – School closed
- 4 MSW classes begin
- 4-20 Oral Presentation Skills mini courses
- 10 Year II Field Placements begin
- 13 No classes Rosh Hashanah
- 22 No classes Yom Kippur
- 24 Year I Field Placements begin

OCTOBER

- 8 No classes Columbus Day -- College Closed
- 10-17 Gay, Lesbian, Bisexual and Transgender Awareness Week

NOVEMBER

- 13-16 Registration for spring semester
- 21-25 Thanksgiving Recess

DECEMBER

- 4 Last Tuesday classes
- 12-15 Last week of classes
- 14 Field Placements end
- 21 SSW closes at Noon for Winter Recess

JANUARY

- 2 Field Placements resume
- 8-15 Urban Leadership Mini-courses
- 21* Martin Luther King, Jr. Day – College closed
- 22 MSW Classes resume

FEBRUARY

- 6-13 Diversity Week
- 18* No classes Presidents' Day – College closed

MARCH

- Social Work Month*
- 4-7 Registration for summer semester
- 5 Social Work Month cake-cutting celebration
- 10-15* Spring Recess
- 17 Classes and Field Placements resume

APRIL

- 5-18 Registration for fall semester
- 7 Urban Leadership Project Showcase
- 16 Student Awards Ceremony
- 21* No classes Patriots' Day – College closed
- 29-30 Last Tuesday and Wednesday classes

MAY 2-3 Last Friday and Saturday classes
9 Year I and II Field Placements end
17 Commencement

*Individual arrangements with agencies may be necessary to prevent interruption of client services during holidays and recesses.

“OUR FIRST TEACHER IS OUR OWN HEART.” – CHEYENNE

The Urban Leadership Program

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.

Carol Bonner, M.S.W., M.B.A. – Associate Dean and Associate Professor; Founder of the Urban Leadership Program.

Carol is a 1974 graduate of the Simmons College School of Social work and a 1986 graduate of the Boston University Graduate School of Management. Currently, she is a doctoral student in the executive education program at the University of Pennsylvania School of Education.

In addition to being a faculty member at Simmons, since 1979 she has maintained a private psychotherapy practice with individuals and couples. In 1990, Carol became Assistant Dean (later promoted to Associate Dean) with oversight of admissions, registration and Leadership Program, Carol has been instrumental in the development of the Program, focusing on fundraising, and participating in program development and planning. She has raised over \$200,000 for the Simmons School of Social Work.

As an active member of the National Association of Social Workers- Massachusetts Chapter, Carol currently chairs the Public Image Committee, working to enhance the power and image of professional social work. Previous roles with NASW include President, Massachusetts Chapter 1997-1999, chair of marketing and publicity for Symposium 1992, board member, nominating committee member, and member of the committee on inquiry. At the national level, Carol has served as committee member for professional development and the advocacy committee. Other committee service includes being a current board member of the Grimes-King Foundation and the Heritage Guild. She was recently invited to become a consultant with the Executive Service Corp., Inc., a non-profit organization offering affordable consultant services to non-profit organizations.

Areas of interest include leadership development in the social work profession and professional development designed to give professional social workers a competitive edge in the job market.

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

Sherdena 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, experiences 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, 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 Mental Retardation. Sherdena teaches Leadership in Action for Social Work Practice.

Michael Paul Melendez, M.S.W., Ph.D. - Associate Professor.

Although Michael primarily teaches in the clinical practice sequence, he has taught across the curriculum. Courses he has taught include the year long foundation Social Work Practice course, Advanced Clinical Practice, Clinical Social Work with Addictive Disorders, Human Behavior in the Social Environment, Social Work Research, the Dynamics of Racism and Oppression, and Leadership in Action for Social Work Practice.

Michael received his M.S.W. from the Boston University School of Social Work (1983) and his Ph.D. from Case Western Reserve University. He trained and worked as a senior social worker at the Judge Baker Children's Center from 1984-1989 where he provided adult and child individual psychotherapy, family therapy and court ordered custody and adoption evaluations. From 1985 through 1998, he maintained a private practice. Currently he provides consultation to individuals and organization focused on culturally competent clinical practice.

Michael is the past president (1988-1997) of the board of directors of the Latino Health Institute and the AIDS Action Committee, Inc. (1992-2002). He is the former co-director of the Boston University School of Social Work Post-Graduate Certification in Alcoholism and Drug Addiction. He is the recipient of the 1998 Elizabeth Ramos AIDS Activist Award (Latino Health Institute), the Simmons College Esteemed Professor Recognition Award for the Centennial Celebration 2000 and the Excellence in Teaching Award from the Boston University School of Public Health. He is the immediate past president of the Massachusetts Chapter of the National Association of Social Workers. His research interests are culturally competent clinical practice, HIV/AIDS and addictive disorders.

Elaine Mittell, M.S.W. – Faculty field advisor and ULP project consultant

Elaine 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. She has served as president of a community advocacy group which 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. Elaine's volunteer roles have provided her with the opportunity to hone her leadership skills and develop expertise in community organization and fundraising.

Suzanne Sankar, M.S.W. - Director, Field Education Department. and Clinical Associate Professor
Suzanne is an alumna of Simmons College School of Social Work. She is a fulltime faculty member in the Field Education Department. She develops new field placements, is responsible for placing first year students, and advises students on both academic and field issues. She is liaison to the Urban Leadership Program, advisor for Year I students from the Massachusetts Department of Social Services, and advisor for the One Year Placement Program. Before coming to Simmons, Suzanne directed a satellite community mental health clinic in a low-income housing development in Somerville.

In addition to her work at Simmons, Suzanne also serves as a board member of the Welcome Project, an organization she helped to found 13 years ago. The Welcome Project, based in the Mystic Housing Development, is dedicated to building a strong multicultural community by diminishing racism, empowering refugee and immigrant communities and creating opportunities to work together to improve social, economic and personal well-being.

Michael D. Weekes, M.S.W. - Lecturer

Michael is a graduate of the University of Connecticut School of Social Work. He has taught Leadership Skills for Social Work Practice at Simmons since 2002, and has been a member of the Urban Leadership Program Advisory Committee since the program began in 1998. He also teaches at Western New England College School of Social Work. Michael is president and CEO of the Massachusetts Council of Human Service Providers, the state's largest human services member organization. Previously, he was deputy commissioner of the Massachusetts Department of Social Services where he focused on policy, program development and community engagement. He is chairman of the board of directors of the National Council of Nonprofit Associations, the nation's

premier organization supporting the network of nonprofit state associations. He serves on numerous committees and boards committed to social change and the independent sector, and he is a frequent lecturer and speaker on a variety of nonprofit management and leadership topics.

Tien Ung, M.S.W., A.B.D. Assistant Professor

Tien is a doctoral candidate at the Boston College Graduate School of Social Work. Following a decade of direct service work in child protection, she has integrated her appreciation for systems thinking into research and teaching focusing on multiple aspects of child welfare practice. Her work examines the effects of structural and cultural factors on child maltreatment occurrence and decision making in child welfare, with an emphasis on understanding and learning from error in child welfare decisions. Her dissertation work explores the relationship between social capital, human capital, family functioning, and maltreatment status. Tien also explores issues of racial identity development in transracially adopted persons as well as the role of diversity, culture, and power in practice and organizational settings. She remains active in the field through forensic evaluation, and clinical and organizational consultation. She has been recognized by the NASW for her work and has also been featured in the Boston Globe Magazine, Channel 7, and Fox News.

The Urban Leadership Program

10. Partner Agencies

Community agencies have played a significant role in the development of the Urban Leadership Program. Partner agencies fulfill a range of functions. They provide feedback and direction in the development of curriculum. They provide students who are interested in pursuing a master's degree as well as staff who function as adjunct faculty. Many of the partner agencies (* *) are also placement settings for Urban Leadership students. For detailed descriptions of those agencies that are placement settings, contact the Field Education Department. Please note that Urban Leadership students have access to the full range of placements available to Simmons students and are not limited to the partner agencies. However, there are a few settings that are not congruent with the mission of the program.

AIDS Action Committee, Inc.* *

Casa Myrna Vazquez, Inc.**

Children's Hospital

Cornu Management **

Dimock Community Health Center **

Family Service Association of Greater Boston **

Home for Little Wanderers **

Latin American Health Institute **

Lena Park Community Center

Massachusetts Council of Human Service Providers

Massachusetts Department of Mental Health

Massachusetts Department of Social Services**

Multicultural Training Collaborative – Massachusetts Department of Mental Health **

Pastoral Counseling Center at Trinity Church, Boston **

South End Health Center **

United Homes for Children, Inc. **

Victory Programs **

Wediko Children's Services **

Whittier Street Health Center **

Youth Service Provider Network- Boys and Girls Clubs of Boston **

The Urban Leadership Program

II. Advisory Committee

The continuing process of expansion and growth in the Urban Leadership Program would not be possible without the Urban Leadership Program Advisory Committee. We are fortunate to have a variety of professionals from a wealth of organizations who set aside time to support our vision. We would like to take this opportunity to say “Thank you.”

Marilyn Anderson-Chase	Massachusetts Department of Health and Human Services
Maylun Buck-Lew	KPMG Consultants
Allan Cohen	Babson College
Magnolia Contreras	Independent Consultant
Laura Derman	Victory Programs
Monica Fernandez-Castro	Massachusetts Department of Social Services
Bernadine Foster-Nash	Independent Consultant
Carol Grady	The Home for Little Wanderers
Honorable Leslie Harris	Boston Juvenile Court
Latifah Hasan	Dimock Community Health Center
Cindy Laba	Beacon Academy
Jeanne Martin	Kit Clark Senior Services
Jane Mayer	Cornu Management Company
Shiela Moore	Bridge Over Troubled Waters
Laura Morris	Independent Consultant
Franklin Olivierre	Massachusetts Association of Older Adults
Glendora Putnam	Independent Consultant
Cliff Robinson	Massachusetts Department of Mental Health
Mary Roderick	NASW, Massachusetts Chapter
Randal Rucker	Family Service Association of Greater Boston
Neil Silverston	Work Source Staffing Partnership
Gail Snowden	The Boston Foundation
Leigh Trimmier	Banner Seventeen LLC/Boston Celtics
Ray Walden	South End Community Health Center
Michael Weekes	Massachusetts Council of Human Service Providers
Elizabeth Wharff	Children’s Hospital
Wendy Williams	

The Urban Leadership Program

12. Student List

Class of 2008

Ekaterina Castro
Jesenia Collado
Azelene Edouarzin
Judith Ellman
Susan Fernandes-Correia
Lolita Filippone
Trina Heinisch
Melissa Jean-Charles
Phernel Manigat
Heidi Romero
Tellie Ruffin
Alexandra Schepens
Ellen Thiemann

Class of 2009

Colby Berger
Olga Boruchovich
Rebecca Christensen
Carla Christopher
Kelley Cook
Cecily Donegan

Elizabeth Dugan
Jessica Eves
Nicole Fallarme
Amy Fitzpatrick
Mikayla Hemingway
Kendall Jones
Nora Kenny-Houser
Khrystian King
Nancy Page Kohlhepp
Corey Kritzman
Lynnette Littles
Gina Mahon
Adele McKeon
Jessica Meskell
Cleopatra Muhammad
Christopher Mullin
Roselle O'Brien
Sharra Owens
Alexandra Paige
Christine Pons
Emily Rigmont

Stacey Rogers
Andres Strohmeier
Rachel Suskewicz
Jacqueline Williams
Patricia Yearwood

Class of 2010

Patrice Carroll
Myrielle Cesar-Elivert
Shari Gold
Antionette Hughes
Kelly Jordan
Laurel Kelley
Damen Kelton
John MacDonald
Lisa Petrillo
Rebecca Reed
Sara Stolfi
Andres Strohmeier
Melissa Thibodeau
Emma Thomas

The Urban Leadership Program

13. Program Administrators

Director

Sherdena D. Cofield, MSW, Ed.D.

P-408D

617-521-3924

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Faculty Field Advisor and ULP Project Consultant

Elaine Mittell, M.S.W.

617-521-2930

elaine.mittell@simmons.edu