

ORGANIZATIONAL LEADERSHIP CONCENTRATION LEARNING PLAN EXAMPLE ASSIGNMENTS

These are examples to assist you with thinking through your assignments. Please create your own or adjust these as needed to fit your agency. As you create your assignments, think about how you will show evidence that the assignment was completed in your Learning Plan.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Practice Behavior 1.1: Make ethical decisions in organizational leadership practice using NASW Code of Ethics, other professional social work codes, relevant laws and regulations, and models for ethical decision-making in consultation with others.

Example Assignments for 1.1:

- Identify ethical issues in the field practice setting. Apply a model of ethical-decision making, the NASW Code of Ethics and strategies to address the issues in supervision.
- Identify laws or regulations that impact social work practice at your agency (e.g., state laws, legal orders, agency regulations, grant requirements) and think about how they align and/or conflict with the NASW Code of Ethics. If you identify conflicts, discuss in supervision how to navigate those challenges while upholding your ethical requirements as a social worker.
- Complete a HIPAA training and write a one page summary of what was learned, applying HIPAA guidelines to demonstrate ethical use of technology at a macro level.
- Discuss appropriate roles and boundaries of a MSSW concentration student with Agency Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries.
- Review and evaluate the agency policy on use of technology, including the use of social media, and compare it to the standards of the NASW Standards for Technology in Social Work practice.

Practice Behavior 1.2: Communicate clearly and professionally in a timely manner in written, electronic, and in-person communications with sensitivity to the needs of differing audiences.

Example Assignments for 1.2:

- Read and compare the UTCSSW Standards of Professional Conduct with field agency policies on professional conduct. Discuss the agency's expectations for professional demeanor and conduct with the Field Instructor.
- Participate in agency orientation and training, identify agency standards for professionalism, and integrate into practice.
- Discuss agency standards and expectations for professionalism with Field Instructor and other agency staff and summarize the explicit and implicit expectations.
- Review and evaluate the agency policy on use of technology, including the use of social media, and compare it to the standards of the NASW Standards for Technology in Social Work practice. Identify how these standards are incorporated in your field agency's current practice procedures for professional documentation and communication. Discuss findings in supervision.
- Discuss with Field Instructor standards and guidelines for professional documentation, including electronic records and digital communication, and implement guidelines.

Practice Behavior 1.3: Demonstrate self-reflection, professionalism, and self-regulation to manage personal and professional values with constituencies, supervisors, and colleagues in leadership practice.

Example Assignments for 1.3:

- Reflect on how you communicate, handle feedback, engage in self-directed learning, set boundaries, and deal with conflict. Share this with your Field Instructor and implement strategies for growth in these areas.
- Identify situations in the agency setting that are particularly stressful to you and where you may become dysregulated. Select a practice that could help to increase your resilience as a social work practitioner and your homeostasis in the workplace and discuss the effectiveness of these strategies with your Field Instructor.
- Review articles on resilient organizations, burnout, compassion fatigue, and/or vicarious trauma in social work practice and discuss in supervision and/or present to staff. Identify ways your agency is aligned with resilient organizations and opportunities for growth in this area.
- Practice professional networking by meeting with practitioners or administrators from partner agencies at professional training or other networking events and reflect on these experiences.
- Read *The Meaning and Value of Supervision in Social Work Field Education* (Ketner et al., 2017). <https://fielddeducator.simmons.edu/article/the-meaning-and-value-of-supervision-in-social-work-field-education/>. Discuss findings from the article with Field Instructor and determine if there are any changes either of you will make to your roles and responsibilities for engaging in regular supervision. Revise your weekly supervision agenda as needed.
- Complete a self-care inventory and develop a self-care plan. Include discussion and strategies for self-care on weekly supervision agenda including discuss status of self-care plan. Invite accountability and insight from your Field Instructor.

COMPETENCY 2: ADVANCE HUMAN RIGHTS & SOCIAL, RACIAL, ECONOMIC & ENVIRONMENTAL JUSTICE

Practice Behavior 2.1: Analyze the effects of social, racial, economic, and environmental oppression, discrimination and historical trauma on individuals, organizations, and communities in developing project plans.

Example Assignments for 2.1:

- Identify and discuss in supervision the obstacles faced by a specific client population when seeking services. Implement an advocacy plan to overcome these obstacles.
- Research allowable nonpartisan voter activities for 501(c)(3) organizations and/or requirements for some state offices and non-profits in the 1993 National Voter Registration Act (<https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/01/Ideas-for-integrating-Voter-Mobilization-activities-into-classroom-and-field.pdf>). Discuss how this compares to voter activities implemented at your agency. If there are none, implement a voter engagement strategy with your field agency.
- Investigate resource gaps and the impact of oppression and discrimination on these gaps. Discuss in supervision and develop an advocacy plan to impact this gap.
- Analyze a community needs assessment or agency data in relation to oppression, discrimination, and historical trauma, and develop next steps based on these findings.
- Review cuts to the agency budget or changes in agency programs, analyze the impact on client services and discuss in supervision.

Practice Behavior 2.2: Engage with and advocate for the empowerment of community members to advance human rights and social justice, creating access to community resources, opportunities, and decision-making.

Example Assignments for 2.2:

- Identify one resource/service gap and engage with clients to implement a plan to advocate for this needed resource.
- Participate in NASW advocacy efforts at the macro system level (e.g., Attend and participate in Social Work Day on

the Hill, review legislative reports from NASW state and national offices and make advocacy contacts with legislators, etc.).

- Attend and participate in legislative or community coalition meetings, (e.g., Coalition to End Homelessness, Coalition to end Family Violence, etc.). Note any strategies being used to engage community members in these processes.
- Write letters to state representatives outlining the impact of legislation on important issues on agency clients.
- Carefully review and analyze the agency budget, audits, 990's and bring questions and ideas to supervision about how distribution and expenditure of funds and any previous or proposed budget cuts impact clients and/or constituencies.

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY & INCLUSION (ADEI) IN PRACTICE

Practice Behavior 3.1: Identify the origins and continued mechanisms of racism, oppression, injustice, and inequity among constituencies.

Example Assignments for 3.1:

- Identify specific client racial/ethnic/nationality and other cultural identities of the agency's client population, learn about, and describe to the Field Instructor how specific cultural identities may have resulted in client experiences of discrimination and oppression. Discuss ways to incorporate this information into agency strategic planning.
- Read and share articles with the Field Instructor that enhance the student's knowledge of identifies of clients who are served by the agency. Implement strategies to incorporate this knowledge into social work practice.
- Apply an anti-racist and anti-oppressive theory/perspective (e.g., critical race theory, feminist theory, disability justice framework, empowerment theory,) to an analysis of a field organization policy, procedure, or practices, e.g., hiring, services, and clients served. Write a brief reflective summary and share with the Field Instructor.
- Review and analyze agency outcome data by client demographics, identifying any trends or gaps in services. Discuss these findings with your Field Instructor and identify strategies to positively impact these trends.
- Analyze how various forms of oppression may have contributed to the community functioning and discuss in supervision.

Practice Behavior 3.2: Explore the role of social justice in organizational leadership with individual and systems levels using an intersectionality lens.

Example Assignments for 3.2:

- Identify issues related to accessibility/inclusive spaces and practices for clients with disabilities at your field agency and share findings with your Field Instructor.
- Review and complete one of [these Diversity, Equity and Inclusion Organizational Assessment Tools](#) and discuss in supervision.
- Research anti-racist and anti-oppressive social work practice. Discuss your understanding of this topic and how it will impact your macro-level work in this field. Implement strategies from this research and discuss in supervision.
- Identify a policy and complete a Racial Equity Assessment of that policy using [this tool from the Center for the Study of Social Policy](#).
- Review journal articles that address culturally humble practice and identify steps to implement any recommendations for improving culturally responsive, anti-racist and anti-oppressive social work practice.

Practice Behavior 3.3: Utilize an anti-racist lens and social work ethical standards in organizational leadership practice with clients, constituencies, supervisors, and colleagues.

Example Assignments for 3.3:

- Find and review an article in a peer-reviewed journal on anti-oppressive/anti-racist community engagement and

discuss how to implement the findings in the field agency setting. Develop an implementation strategy and discuss the barriers and facilitators with your Field Instructor.

- Describe to the Field Instructor how the student's varied identities may affect the relationship with agency constituents and implement strategies to mitigate this.
- Implement strategies to interrupt or dismantle personal bias that you have identified in your social work practice. Journal about this topic and discuss in supervision.
- Visit this site: <https://implicit.harvard.edu/implicit/takeatest.html> and choose three tests. Write a reflection paper about what you learned and how that will help your social work practice at your agency.
- Read/watch one of these resources from Rhonda Magee, JD: 1) The Inner Work of Racial Justice book, 2) TedxTalk: <https://www.youtube.com/watch?v=53ApfkBQGxg> 3) article: https://greatergood.berkeley.edu/article/item/how_mindfulness_can_defeat_racial_bias). Identify tools for self-regulation that you will incorporate into your social work practice and discuss in supervision.

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Practice Behavior 4.1: Utilize anti-racist and anti-oppressive lenses to evaluate evidence-based theories to inform decisions related to practice, policy, and programs.

Example Assignments for 4.1:

- Develop a research question related to a client population/constituency in the field setting. Locate, read, and evaluate scholarly literature related to the question. Discuss your research question, findings, and how you used an anti-racist and anti-oppressive lens during this process with Field Instructor.
- Identify a specific macro social work skill you would like to improve upon to improve your anti-oppressive social work practice. Research this skill in the literature, identify ways to improve this skill and implement those strategies. Request feedback from colleagues and supervisors on your use of this skill, and discuss in supervision.
- Identify a macro-level intervention currently used by agency leadership, and research and analyze the cultural relevance of the intervention.
- Read at least two peer-reviewed journal articles that relate to practices utilized in the agency. Compare the services offered at your field placement with methods described in articles. Discuss your findings with Field Instructor and implement findings in your practice.
- Compare and contrast models of prevention related to community challenges addressed by the field agency. Assess these models from anti-racist and anti-oppressive lenses. Discuss what you have learned and share any recommendations for how these models could be enhanced with Field Instructor.

Practice Behavior 4.2: Use research methodology, practice experience, and multi-disciplinary sources to evaluate the effectiveness of planning and implementing change strategies in organizations and develop new research for the broader good.

Example Assignments for 4.2:

- Use and cite research to develop a written grant proposal that if funded, will fund a grant or improve an agency policy or program that will advance human rights and social, economic, racial, or environmental justice.
- Identify the evidence-based methods/approaches utilized at your field placement. Interview staff members at your field placement and review available data for varying perspectives on these practices and their effectiveness. Discuss findings with Field Instructor.
- Select and implement an evidence-based intervention for a community problem identified by the agency.
- Develop and implement a strategy to collect feedback from clients on their response to engagement strategies (e.g., client satisfaction survey, etc.). Share findings with Field Instructor and agency leadership to inform future program change strategies.
- Identify and implement an evidence-based, culturally relevant method for engagement with agency staff and other constituencies.

COMPETENCY 5: Engage in Policy Practice

Practice Behavior 5.1: Critically analyze policies that advance human rights and social, racial, economic, and environmental justice that impact constituent outcomes.

Example Assignments for 5.1:

- Seek feedback from staff and client groups/constituencies/colleagues asking them to identify specific policies (agency, local, state, federal) that impact the agency and its clients. Summarize the findings and share with agency staff via an infographic or presentation.
- Identify the key funding sources (local/state/federal grants, contracts, donors, etc.) for your agency. Review grant proposals to understand reporting requirements and goals of various programs/services of the agency.
- Analyze the potential impact of changes in law, regulations, or cuts to a specific local, state, or federal program on your agency and agency clients with particular attention to human rights and social, racial, economic and environmental justice.
- Research policy/advocacy groups that support the mission of the organization. Identify and review resources they develop and identify ways this information could support the field agency.
- Identify methods to help the agency provide policy feedback to local, state, and/or federal agencies and provide feedback using at least two of these methods.

Practice Behavior 5.2: Advocate for socially just services and programs for constituencies through legislative advocacy, regulatory change, and within organizational policies.

Example Assignments for 5.2:

- Write a grant proposal that, if funded, will advance human rights and social, economic, racial, or environmental justice.
- Identify and implement at least one strategy for policy influence or change to promote access to a needed resource (e.g., affordable housing, health or mental health care, childcare).
- Identify client needs within practice setting. Choose a related bill in the state or federal legislature and create a one-pager to inform and motivate agency staff to advocate for or against the bill by writing letters, emails, making phone calls and/or providing public testimony.
- Develop and share a written proposal to change or improve an agency policy that will promote socially justice services.
- Participate in a task force or coalition to address a social policy issue (e.g., homelessness, human trafficking, bullying, disproportionate incarceration, etc.). Present findings and actions in supervision.

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behavior 6.1: Engage with colleagues and constituents as equal partners using empathy, self-reflection, and other interpersonal skills.

Example Assignments for 6.1

- Note how leaders use empathy, reflection, and interpersonal skills in meeting facilitation, and facilitate a meeting or training using those skills. Evaluate the results with your Field Instructor.
- Learn about the agency's public relations plan and take a leadership role in a public relations initiative, using interpersonal skills, empathy and self-reflection while engaging with colleagues and constituencies.
- Research best practices in fund development and take a leadership role in a fundraising initiative, using interpersonal skills in engaging with key constituencies. Reflect on this experience and discuss lessons learned in supervision.
- Identify and implement strategies for team engagement via technology.
- Engage in interprofessional teams within the agency and/or with external community partners while using

empathy, self-reflection and interpersonal skills to complete tasks. Reflect on the importance of professionalism and respect for other disciplines while also representing the social work perspective while collaborating as a team toward a shared objective.

Practice Behavior 6.2: Develop partnerships with and among constituents, organizations and communities that are based on participation, empowerment, collaboration, and indigenous leadership.

Example Assignments for 6.2

- Find and review an article on community engagement that is relevant to your field agency. Identify how the findings may be implemented in the field agency setting and evaluate their effectiveness in supervision.
- Identify ways that constituents are involved in the agency evaluation processes and develop strategies/tools to increase their engagement.
- Identify ways the agency engages agency clients/constituencies in the development of agency programming and initiatives. If this is not happening, propose a strategy to partner with constituents/clients in this process.
- Analyze the agency's messaging with a focus on client/constituent engagement (e.g. website, signage, marketing materials, reception and waiting environment, etc.). Develop a proposal to enhance the agency's engagement with clients and constituencies.
- Identify agencies community partnerships that could be developed or strengthened to enhance or expand services. Engage with Field Instructor and agency staff to implement steps to develop these partnerships in empowering and collaborative way.

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behavior 7.1: Identify assets, resources, and needs of the constituents, community and/or organization using person-in-environment and anti-oppressive lenses.

Example Assignments for 7.1:

- Review data collected by the agency on the clients/communities they serve. Discuss how this data is collected and review the tools used to collect this data. Identify ways this data is used to assess client/community needs and strengths, and how the data informs the development of programs at your field agency. If client/community data is not being collected and /or analyzed, develop a strategy for gaining this information and share it with agency leadership.
- Review these steps to a Community Needs/Resources Assessment and the example reports: <https://ctb.ku.edu/en/assessing-community-needs-and-resources>. Identify and review a community needs assessment report that reflects the community you serve. Resources include local, state, and federal government, like a mayor's office, the state child welfare agency, or the CDC.
- Complete an assessment (SWOT analysis, SOAR analysis, etc.) of a specific program or department in the field agency, or of the community, and share findings with agency leadership.
- Participate in a community needs assessment. Discuss how the data is collected and review the tools used to collect this data, and how the data informs the development of programs at your field agency.
- Identify at least one theoretical framework and use that to closely review agency assessment data, considering how this theoretical framework might help explain the data. Share a written summary of your considerations with your Field Instructor.

Practice Behavior 7.2: Collaborate with affected members of the community and organization in the assessment process and in developing agreed-upon goals.

Example Assignments for 7.2:

- Learn about the agency's assessment process and how goals are developed, including how clients, constituencies, and community partners are involved in these processes. If any of these groups are not incorporated in the assessment data collection, advocate for inclusion of these perspectives and make recommendations to Field

Instructor for how the process could be improved.

- Compile data around agency demographics by areas such as race, age, ethnicity, religion, gender, sexual orientation, disability, education, national origin, or income. Note what types of demographic data are not currently collected by the field agency and explore how this information might be helpful. Identify gaps in who is accessing agency services and explore ways to provide outreach to other populations.
- Analyze demographic data of agency leadership, staff, and the board, and compare this data to the target client population. Identify any agency initiatives to recruit diverse staff and board members and discuss in supervision.
- Collaborate with Field Instructor or agency staff to engage clients, constituencies, and community partners in the assessment process and collect feedback through community meetings, surveys, focus groups etc. Review this feedback for themes and trends, and ensure this information is reflected in the agency's goals that are communicated with collaborators and the community.
- Reflect on how a person-in-environment and strengths approach informs macro assessment approaches and goal-setting. Review agency assessments for these approaches and share your reflections with your Field Instructor.
- Identify at least one theoretical framework and use that to closely review agency or community-level assessment data, considering how this theoretical framework might help explain the data. Share a written summary of your considerations with your Field Instructor.

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behavior 8.1: Collaborate with individuals, communities, and organizations to identify desired process and outcome objectives and project management.

Example Assignments for 8.1:

- Identify a community problem that relates to the client population served (high truancy rates, high incidence of heart disease, interpersonal violence, homeless families) and review the literature and evidence-based strategies for addressing these types of problems. Use this information to make recommendations for program development, articulating the evidence for effectiveness and cultural relevancy. Discuss the potential strengths and challenges of implementation of the chosen intervention with the Field Instructor.
- Actively engage with the agency's grant writing process, reviewing past grants, and taking a role in writing new ones. Review these applications to ensure they reflect and support the agency's goals and objectives.
- Identify a specific evidence-based intervention used in the agency and review empirical evidence to assess the cultural relevance, appropriateness, and efficacy. Discuss with the Field Instructor.
- Identify when an agency change initiative is not working and adjust the intervention. Discuss reasoning for making that adjustment and re-evaluate. In supervision discuss with Field Instructor challenges and strategies for promoting systemic change within an agency.
- Identify a specific evidence-based intervention that is relevant to your agency, but is not used in the agency and review empirical evidence to assess the cultural relevance, appropriateness based on life stage, and efficacy. Discuss with Field Instructor.

Practice Behavior 8.2: Intervene with communities & organizations to apply culturally responsive and trauma-informed change strategies through a variety of models appropriate to local contexts.

Example Assignments for 8.2:

- Review research literature to evaluate and compare the efficacy and cultural relevance of two interventions for a social problem impacting your agency's clients/constituents. If the interventions are not trauma-informed, discuss with Field Instructors how they interventions and services could be improved in this area.
- Identify transitions occurring within the agency (ending or rollout of a program, transition of a staff position or board member, change in technology/services, ending of the field practicum) and discuss trauma-informed, culturally responsive strategies that lead to successful transitions.
- Reflect on how a person-in-environment approach informs your selection of trauma informed and culturally

responsive interventions in program development and share your reflections with your Field Instructor.

- Compile data around agency outcomes, taking special note of demographics by areas such as race, age, ethnicity, religion, gender, sexual orientation, disability, education, national origin, or income. Note any significant differences based on these demographic differences and identify programmatic changes that might impact this data.
- Identify community/environmental factors that facilitate strengths and factors that cause barriers for agency clients in the successful implementation of agency interventions. Discuss with Field Instructor trauma informed and culturally responsive strategies the agency currently uses or could potential use to foster strengths and address barriers.

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS & COMMUNITIES

Practice Behavior 9.1: Utilize a variety of trauma-informed, anti-racist, and anti-oppressive methods/tools to evaluate and document change strategies' outcomes and effectiveness.

Example Assignments for 9.1:

- Learn about and participate in the agency methods for measuring program/community outcomes. Critically analyze existing evaluation methods and suggest new tools/techniques to enhance program evaluation that are trauma-informed, anti-racist, and anti-oppressive. Identify factors outside of the agency that may be influencing agency outcomes and discuss in supervision.
- Identify issues to consider when selecting a method of evaluation to ensure they are trauma-informed, anti-racist, and anti-oppressive (e.g., research validation, appropriateness to population, resources required, etc.) and consider these factors when selecting a method of evaluation.
- Identify a evidence-based assessment or evaluation tool to use at the agency level. Assess attributes of the assessment tool in regard to being in trauma-informed, anti-racist, and anti-oppressive. Present the assessment tool to Field Instructor and discuss why you selected this tool due to these categories

Practice Behavior 9.2: Use evaluation results to inform culturally relevant program improvement and future change strategies.

Example Assignments for 9.2:

- Review an evaluation study that is relevant to your agency and identify social/environmental variables that could have impacted the evaluation process or outcomes. Discuss implications of this study and these variables that could inform culturally relevant program improvement and future change strategies with Field Instructor..
- Analyze evaluation findings to identify and implement a culturally relevant targeted change that could improve intervention or program outcomes and monitor the results to see if the intended improvement is realized.
- Identify personal leadership strengths and areas for growth for professional social work practice and implement a plan to further develop your strengths and to enhance skills in the areas for growth. Write a brief summary on your leadership style, how you would use these skills to promote culturally relevant and effective services if you were in a leadership position, and strategies for how you will continue to improve macro social work skills to engage in continuous improvement a professional. Identify models of evaluation that promote Continuous Quality Improvement (CQI) and discuss how those are currently or could be used in the agency to improve culturally relevant outcomes.
- Identify potential gaps or bias in evaluation, using knowledge of human behavior and the social and built environment, person-in-environment, and other multidisciplinary theoretical frameworks, and make a plan to improve evaluation using this knowledge.