

Second/ Advanced Generalist Year Administrative Project Proposal Guidelines & Instructions *(applies to Advanced Standing students)*

Students must read all pages of this document, including both the Acknowledgement of the Second/ Advanced Generalist Year Administrative Project Proposal and Guidelines & Instructions and the Administrative Project Proposal. Please submit this entire document to Brightspace by December 15, 2023.

Acknowledgment of the Second/Advanced Generalist Year Administrative Project Guidelines & Instructions

Both generalist year and advanced generalist year macro projects should be designed with social work core competency three from The Council on Social Education's 2022 Educational Policy and Accreditation Standards in mind. Competency three includes: "Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice." Projects should positively impact, increase awareness, and enhance advocacy for historically marginalized communities, and may include identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).

Generalist and Advanced Generalist Macro Project Learning Objectives:

- Enhance critical thinking, research skills, and analysis of systems and resources, including service delivery and service gaps.
- Development of skills in project design and implementation.
- Enhance students' ability to engage in advocacy work.
- Gain skills and experience collaborating with key stakeholders.
- Gain skills, knowledge, and experience enhancing service delivery, policy, and training.

Required Assignments and Timeline:

- 1) An initial brainstorm will occur as part of developing the learning contract. This will be discussed as part of the fall site visit with the faculty advisor.

- 2) **A project proposal** (template to be provided) must be submitted to Brightspace for faculty advisor approval - **due Friday, 12/15/23.**
- 3) **A project completion summary** will be submitted to Brightspace - **due Friday, 5/3/24.** In the final project completion summary, students will reflect on how their project could impact practice, policy, or research endeavors in the future in the community, at the agency, or more broadly.

Optional: If students would like to showcase their projects, there will be an opportunity to do so at the Annual Field Supervisor Appreciation Breakfast that will take place in the Spring semester.

Advanced Generalist Year Agency Service Project: The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

Description: Students will actively take lead and ownership while developing an administrative project based on an identified need faced by the agency or organization. The project may include ideas such as: organizing or developing trainings, creating or updating policies, addressing service delivery issues, building program evaluations, or conducting a needs assessment.

Questions to explore when developing the project idea:

- If things are working, how do we make them work better?
 - If they are not working, what can we do to make them start working?
- What is the product of this project going to be?
- How will this project enhance the agency's service delivery?
- How will this project support policy development, within the agency or more broadly?
- How can I utilize my skill set to take lead on this project?

Project Examples:

- Intern at the Department of Mental Health took the lead while collaborating with staff in the Service Authorization Team to bridge gaps between access to care in groups that have been historically marginalized or underserved by the mental health system. The

team developed a guide and template that all sites could use during their “Needs and Means process.”

- Intern organized a two-part DBT training for adopted young adults. Intern researched and developed training materials, built a curriculum, and facilitated training to ten young adults. The curriculum will be utilized by the agency in future years.
- Intern developed a handout and provided training in their internship at DCF. The resources helped workers better understand and more efficiently complete documentation and steps necessary for a program referral process.
- Intern drew upon their experience and network to organize a training for the agency that enhanced culturally responsive practices with indigenous populations.
- Intern reviewed and restructured the organization’s Field Internship Orientation training.
- Intern developed a client satisfaction survey and disseminated results to increase agency understanding of identified needs.

Students may address any questions to their faculty advisor, or Office of Field Education Staff (Lily or Laura).

“I have read the above information regarding the Administrative Project.”

Student Name: _____

Date: _____

Administrative Project Proposal

1. Summary of Project:

2. Who in the agency will you work with in developing and carrying out this project?

3. What will be the “product” of the project?

4. How will the community or clients benefit from the project?

5. How will the organization benefit from the project?

6. How will your project incorporate CSWE core competency three, “Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice”?

7. What are the implications for, or how could your project impact, practice, policy, and future research?
