The Anti-Racism Field Assignment - 2nd year Students

The learning objectives for this second year assignment are outlined as follows:

a. To demonstrate the capacity to apply critical analysis skills and knowledge in understanding an organization’s or group’s structure, policies and practices as they relate to issues of structural and systemic racism
b. To develop skill in gathering pertinent information about organizational/community group policies (to extent available), practices, service delivery systems and activities
c. To develop educational, consultation and advocacy skills and the capacity to work collaboratively with others in a planned action or change-oriented process
d. To demonstrate skill in evaluating the effectiveness of the intervention and plans for the continuation of change efforts

As part of the field practice experience second year master’s students develop and implement a piece of anti-racism work. Please note that this is a field assignment which rests within the field internship year and is expected to take approximately 6-10 hours of time in direct engagement activities over the course of the year. In response to critically important feedback from students, and in recognition of the differential experiences of students, the assignment has been modified with greater flexibility and a range of options for the 2016-2017 internship year. Students may complete this assignment in one of the following three settings:

- Agency internship site
- Community group or organization
- School for Social Work committee or group with a defined anti-racism focus

Key Dates

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Option 1 -- Agency internship site

An agency-based assignment focuses on the development of the skills of assessment, collaboration, and implementation essential to engaging in agency-based anti-racism work. To complete this assignment:

1. Proposal
   Submit a 2-3 page double-spaced proposal to your FFA and the Field Dept. by 12/5/16. Students placed in the same agency are encouraged to work together and submit one proposal. Include the following:
i. An exploration of the ways in which your agency addresses issues of systemic and structural racism, including the effects of internalized oppression, as they impact clients, agency staff, and the community in which your agency is located. Describe both the strengths and challenges noted in your agency’s efforts. Examples of issues you might explore in your assessment could include, but not be limited to
  - policies and/or practices which affect clients’ access to services
  - agency response to racism that impacts clients and staff
  - composition of client population and agency’s hiring and staffing patterns
  - decision-making processes; how are decisions made and by whom?
  - the agency’s approach to the integration of dynamics of power, oppression, and social identity in the delivery of clinical services.

ii. Identify, in collaboration with your supervisor and allies, the most pertinent and feasible anti-racism strategy by which to address a selected aspect of your assessment. As you develop your plan identify
  - the key individuals and/or groups with whom you will be collaborating
  - needed resources
  - any obstacles you might encounter
  - the degree of receptivity and support anticipated in various areas of the organizational structure
  - the practical steps you would need to take to implement your plan.

2. Implementation (a time commitment of approximately 6-10 hours expected)
The faculty field advisor will provide written feedback and work with the student(s) and agency in supporting the student(s) with the implementation and successful conclusion of the antiracism assignment. The following are some examples of ways in which students might pursue anti-racism work:
  i. Join existing anti-racism work within the agency
  ii. Create needed resource guides to address barriers to services
  iii. Develop and disseminate an annotated bibliography which focuses on the clinical relationship and dynamics of power, dominance, oppression, and marginalization
  iv. Arrange for students and staff to attend a training

3. Abstract and Reflection Paper
  i. Submit a 2 page double-spaced reflection paper to your FFA and Field Dept. by 4/21/17. Students who have worked collaboratively with other students on the assignment should submit individual final papers. Please
    - Describe what you did for your assignment and note any changes you made to your original proposal
    - Reflect on the process of engaging in the work (what did you learn, what skills did you develop and how did this work affect you as an emerging professional?)
• Reflect on any challenges you encountered in the work

ii. Prepare a one paragraph abstract that describes the completed assignment and can be shared with other students.

Option 2 -- Community Group or Organization

A community group or organization-based assignment focuses on the development of the skills of assessment, collaboration and implementation essential to engaging in community-based anti-racism work. To complete this assignment:

1. Proposal

   Submit a 2-3 page double-spaced proposal to your FFA and the Field Dept. by 12/5/16. Students may work together and submit one proposal. Include the following:
   i. Identify an organization or community group which is engaged in meaningful antiracism work.
   ii. An exploration of the ways in which the organization or group addresses issues of systemic and structural racism, including the effects of internalized oppression, as these affect community members. Describe both the strengths and challenges noted in the organization’s or group’s efforts through a lens of cultural humility. Examples of issues you might explore in your assessment could include, but not be limited to
   - policies and/or practices the organization seeks to address and why
   - the organization’s response to racism experienced in the community
   - the organization’s decision-making processes; how are decisions made and by whom?
   - the organization’s approach to addressing dynamics of power, oppression, and social identity within the community.
   iii. Identify, in collaboration with a representative or leader of the community organization, an antiracism activity with which you could engage and that serves to support the work of the group or organization. As you develop your plan identify
   - the key individuals and/or groups with whom you will be collaborating
   - needed resources
   - any obstacles in the community that your group might encounter
   - the degree of receptivity and support anticipated in the community
   - the practical steps you would need to take to implement your plan.

2. Implementation (a time commitment of approximately 6-10 hours expected)

   The faculty field advisor will provide written feedback and support the student(s) with the implementation and successful conclusion of the antiracism assignment.

   The following are examples of community-based anti-racism work:
i. attend and participate in meetings of an existing community organization or group

ii. join a subcommittee of a group or organization to plan a community event

iii. participate in the development and distribution of materials in support of the work of a community group

3. Abstract and Reflection Paper
   i. Submit a final 2 page double-spaced reflection paper to your FFA and Field Dept. by 4/21/17. Students who have worked collaboratively with other students on the assignment should submit individual final papers.
      - Describe what you did for your assignment and note any changes you made to your original proposal
      - Reflect on the process of engaging in the work (what did you learn, what skills did you develop and how did this work affect you as an emerging professional?)
      - Reflect on any challenges you encountered in the work
   ii. Prepare a one paragraph abstract that describes the completed assignment and can be shared with other students.

Option 3 -- School for Social Work committee or group

A School for Social Work-based assignment focuses on the development of the skills of assessment, collaboration and implementation essential to engaging in anti-racism work at the School for Social Work. To complete this assignment:

1. Proposal
   Submit a 2-3 page double-spaced proposal to your FFA and the Field Dept. by 12/5/16 (students choosing to join or who are already involved in ongoing committees should feel free to submit the proposal at any point prior to 12/5). Students may work together and submit one proposal. Please
   i. Identify a Smith-based committee or group that has a defined anti-racism focus and is engaged in this work during the course of the field year. These include but are not limited to the following:
      - Anti-racism Consultation Committee (ARCC)
      - The Council for Students of Color
      - White Accountability Group
      - The Field Work Planning Committee
   ii. Contact the Chair or group leader to express your interest in joining the group.
   iii. Describe the ways in which the committee works to address issues of systemic and structural racism, including the effects of internalized oppression, on the student body. Describe both the strengths and challenges noted in the committee’s efforts.

2. Implementation (a time commitment of approximately 6-10 hours expected)
i. The faculty field advisor will provide written feedback and support the student(s) with the implementation and successful conclusion of the antiracism assignment.

ii. Join in and actively participate in the work of the chosen committee.

3. Abstract and Reflection Paper

i. Submit a final 2 page double-spaced reflection paper to your FFA and Field Dept. by 4/21/17. Students who have worked collaboratively with other students on the assignment should submit individual final papers.
   - Describe what you did for your assignment and note any changes you made to your original proposal
   - Reflect on the process of engaging in the work (what did you learn, what skills did you develop and how did this work affect you as an emerging professional?)
   - Reflect on any challenges you encountered in the work

ii. Prepare a one paragraph abstract that describes the completed assignment and can be shared with other students.