I. Evans Fellowship Capstone Project
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V. DP Summer Sessions

The Evans Fellowship Capstone Project Description

The Evans Fellowship Capstone Project is intended to integrate the knowledge and skills that fellows have gained in field placement, coursework, and leadership seminars through a process of reflection. **Written responses should be at least 10 pages and should not exceed 12 pages, double spaced. Copies must be submitted to Drs. Steven Albert and Valire Carr Copeland at the Evans Fellowship Leadership Seminar on April 11, 2018 for COSA students and at the last summer session for DP students. Each Fellow should also be prepared to share her/his capstone project in a 5 to 10 minute presentation during the seminar.**

Reflections should consider:

- Evans Fellowship PH/SW competencies
  - Understand, describe, and demonstrate social work and public health values and ethics in professional behavior and choices.
  - Promote and engage in diversity, difference, and cultural competency within professional activities with individuals, communities, and organizations to advance social justice and human rights.
  - Engage in research-informed practice and practice-informed research with communities and organizations.
  - Engage in policy practice to promote human rights and social justice and to deliver effective social work public health services to individuals, communities, and organizations.
  - Engage, assess, intervene, and evaluate with individuals, families, groups, communities, and organizations.
  - Demonstrate and critically apply knowledge of human behavior and social environment.

- HRSA requirements
  - Provide an epidemiologic approach to preventing, addressing, and solving social health problems.
  - Provide students with the benefit of training in population-based prevention and individual and community level interventions.
  - Promote awareness of social determinants of health and health equity.
  - Bridge gaps from the individual to the community to policy.
  - Incorporate principles of inter-professional team based care.
  - Develop skills in leadership and management, policy development and analysis, education and training, and/or research and evaluation.
- Enhance capacity to provide education and supervision in working in underserved communities and with at-risk populations.
- Identify promising practices in public health social work practice.
- Promote awareness of and skills relevant to cultural competence.

- Leadership seminar themes
  - Grants and budgets
  - Future trends in healthcare
  - Strategic planning
  - Program development and implementation
  - Healthcare management and policy
  - Community Leadership
  - Environmental justice and advocacy
  - Effective supervision strategies
  - How the MPH advances a SW career
  - Organizational culture
  - Working with refugee and immigrant populations
  - Financial management

- Field learning plan
- Field experiences & journals
- MSW/MPH coursework
- *Strengths* based leadership/ DiSC workshop

Considering the above, fellows should reflect and assess their experience in the Evans Fellowship and answer the following questions:
1. What have you learned?
2. How have you learned it?
3. What do you consider to be your assets? Your challenges?
4. How can you transform your challenges into assets going forward?
5. How does this all fit into a public health social work framework?

Please include the LPHSWE Evans Fellowship Capstone Project and the Graduate School of Public Health thesis or essay in your professional e-portfolio created by you with the assistance of the School of Social Work, Career Services and Alumni Affairs. An example of an e-portfolio can be found at [https://jrplatt0928.wixsite.com/julieplattportfolio](https://jrplatt0928.wixsite.com/julieplattportfolio)
The purpose of the Evans Fellowship Seminar Series is to familiarize students with essential leadership skills for working in the field of public health social work. Each seminar integrates public health and social work skills and knowledge to be applied to the students’ field learning experiences.

**Objectives**

The objectives of the Evans Fellowship Seminar Series are as follows:

- To bring together faculty/field faculty and students with leaders in human services in the region to further develop interdisciplinary/inter-professional learning in team-base care.
- To integrate the curriculum between class learning and field practice.
- To expose student to presentations on regional health issues, initiatives, and communities/populations of need.

**Format**

The seminar series will meet bimonthly for the 2017-2018 academic year. The majority of seminar sessions include a guest speaker, a leader from the field. Speakers will present on an applied leadership area and facilitate a related discussion among the students. At the end of each semester, a reflection session will allow students to thoughtfully consider the impact of the seminar material on their field education experiences.

**Assignments**

Each seminar, students will be given information to prepare for the next topic. Students will have two weeks to read the speaker’s bio and any materials, complete any assignments, and compose thoughtful questions.

Following each seminar and at the end of each term, the students will complete a survey to assess the session. The findings will be used towards continual program enhancement efforts.

At the end of each term, the students will complete an assessment regarding their experiences in the LPHSWE program, skills in leadership and management, policy development and analysis, education and training, research and evaluation; and PHSW competencies.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Objective (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 6, 2017</td>
<td>Introduction to the LPHSWE program</td>
<td>To become familiar with program faculty roles. To understand the responsibilities of being a program participant, including field education, seminar attendance, and Capstone project.</td>
</tr>
<tr>
<td>2</td>
<td>September 20, 2017</td>
<td>P Health Social Work in Action MSW/MPH Alumni Panel</td>
<td>To understand the advantages of the MPH in a career as a social worker. To apply understanding of the social determinants of health to the conceptualization of the social work field.</td>
</tr>
<tr>
<td>3</td>
<td>October 4, 2017</td>
<td>Future Trends in Healthcare: Combining Social Work and Public Health Skills</td>
<td>To understand that ways in which careers in PHSW utilize skills and knowledge from both disciplines.</td>
</tr>
<tr>
<td>4</td>
<td>October 18, 2017</td>
<td>Nonprofit Grants and Budgets</td>
<td>To learn effective management of grant writing, and budgeting.</td>
</tr>
<tr>
<td>5</td>
<td>November 1, 2017</td>
<td>Organizational Culture (Self and Staff Biases)</td>
<td>To learn to utilize the strengths of differing life experiences to build inclusive communities and multicultural organizations. To consider how one’s biases impact leadership. To learn skills for addressing biases among organization staff.</td>
</tr>
<tr>
<td>6</td>
<td>November 15, 2017</td>
<td>Program Development, and Implementation</td>
<td>To apply program planning and development principles to an organization serving a vulnerable population, HIV-positive individuals experiencing homelessness.</td>
</tr>
<tr>
<td>7</td>
<td>November 29, 2017</td>
<td>Strategic Planning Or DiSC Workshop</td>
<td>To learn to develop strategic plans for organizational and community change and development. Or To learn how to utilize DiSC theory</td>
</tr>
<tr>
<td>8</td>
<td>December 4, 2017</td>
<td>Conflict Resolution and Reflection</td>
<td>To apply the knowledge gained during Session 2 to the first semester’s field learning experience.</td>
</tr>
<tr>
<td>9</td>
<td>January 10, 2018</td>
<td>Health Care Management and Policy</td>
<td>To apply appropriate strategies to address health policy issues by using systems thinking for resolving organizational problems. To understand system level properties and how they affect the relationships among individuals, groups, organizations, and communities thereby impacting the engagement of communities, program development and implementation, and public health policy processes.</td>
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<tr>
<td>10</td>
<td>January 24, 2018</td>
<td>Financial Management</td>
<td>To learn basic financial management skills for the non-profit setting.</td>
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<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
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<tr>
<td>11</td>
<td>February 7, 2018</td>
<td>Effective Supervision Strategies</td>
<td>To learn skills for effective supervision that is constructive, motivating, and empowering for supervisees.</td>
</tr>
<tr>
<td>12</td>
<td>February 21, 2018</td>
<td>Working with Refugee and Immigrant Populations</td>
<td>To understand the specific leadership skills necessary for leading an organization serving vulnerable refugee and immigrant populations.</td>
</tr>
<tr>
<td>13</td>
<td>March 14, 2018</td>
<td>Community Leadership</td>
<td>To gain a deeper understand of the knowledge and skills necessary for serving in leadership roles in communal organizations.</td>
</tr>
<tr>
<td>14</td>
<td>March 28, 2018</td>
<td>Environmental Justice and Advocacy</td>
<td>To discern the multiple avenues for effectively engaging in environmental justice and advocacy organizing.</td>
</tr>
<tr>
<td>15</td>
<td>April 11, 2018</td>
<td>Capstone Presentations</td>
<td>To demonstrate knowledge and skills gained during the LPHSWE program.</td>
</tr>
<tr>
<td>16</td>
<td>April 25, 2017</td>
<td>Assessment and Reflection</td>
<td>To assess competencies gained during the LPHSWE program and reflect on the program experience.</td>
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*** The completion time of the seminar may vary
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Responsibility Log</th>
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<tbody>
<tr>
<td>September (9/9/16)</td>
<td>Contact LPHSWE Program Director, Dr. Albert and Sue Cotter to complete and sign the Evans Fellowship student contract and paperwork within the first week of the semester.</td>
</tr>
<tr>
<td>October</td>
<td>Complete and submit a HRSA questionnaire by 10/18/17.</td>
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<tr>
<td>September 23, 2017</td>
<td>Attend a mandatory reception at Dr. Valire Carr Copeland’s home.</td>
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<tr>
<td>September</td>
<td>Contact the MSW Associate Dean of Academic Affairs, Dr. Valire Carr Copeland within the first week of the semester to introduce yourself.</td>
</tr>
<tr>
<td>Beginning of the fall term</td>
<td>Schedule meetings with the Directors of the School of Social Work’s Office of Career Services and Alumni Affairs and the Graduate School of Public Health’s Career Services during September to discuss self-assessments, career exploration activities, potential job opportunities, career plans, resume development, and create a LinkedIn group. Individual e-portfolios for each student will also be completed. You will meet with the Director in the School of Social Work twice, beginning of the fall and mid-spring term to discuss your e-portfolio and other topics. You will meet with the Director in the School of Public Health one time to discuss your Strengths Finder reading and activity. (Complete the assignment before scheduling a meeting with the Director of the GSPH’s Career Services.)</td>
</tr>
<tr>
<td>September- December</td>
<td>Attend a Fall Term workshop offered by either the School of Social Work’s Office of Career Services and Alumni Affairs or the Graduate School of Public Health’s Career Services and Office of Alumni Affairs. Write a synopsis (2 paragraphs) of the most valuable ideas/concepts, etc. that you learned. (Include workshop name, date, and location.)</td>
</tr>
<tr>
<td>January- April</td>
<td>Attend a Spring Term workshop offered by either the School of Social Work’s Office of Career Services and Alumni Affairs or the Graduate School of Public Health’s Career Services and Office of Alumni Affairs. Write a synopsis (2 paragraphs) of the most valuable ideas/concepts, etc. that you learned. (Include workshop name, date, and location.)</td>
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Workshop Name: ________________________________
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October or May</td>
<td>Complete Concentration or Summer Field Learning Plan with your Field Instructor. <strong>A final project or product based on a need of the site is required.</strong> Keep a weekly journal of field placement and seminar experiences.</td>
</tr>
<tr>
<td>April (4/11/18; 4/25/18)</td>
<td>Leadership Seminars. <strong>DP Students participating in the Evans Summer Leadership Field Placement will bring additional journals to 5 summer reflection sessions.</strong></td>
</tr>
<tr>
<td>April 25, 2018</td>
<td>Completed e-portfolios will be submitted for comments</td>
</tr>
<tr>
<td>September - April</td>
<td>Meet with your assigned Field Instructor a minimum of one hour per week for supervision.</td>
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<tr>
<td>or May to Aug.</td>
<td>Attend bi-monthly Evans Fellowship Leadership Seminars. The seminars will take place on Wednesdays, dates are below. One and a half hours per seminar will count towards COSA Field Training hours.</td>
</tr>
<tr>
<td>April 11, 2018</td>
<td>Present Capstone Project (Hand-in two copies)</td>
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<td>or Last session in August</td>
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<tr>
<td>September- December</td>
<td>Attend a Fall Term lecture, presentation, or workshop. Write a synopsis (2 paragraphs) of the most valuable ideas/concepts, etc. that you have learned. (<strong>Include event name, date, and location.</strong>)</td>
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<tr>
<td></td>
<td>Topic: ___________________________________________________________________</td>
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<tr>
<td></td>
<td>Location: __________________________________________________________________</td>
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<tr>
<td>January- April</td>
<td>Attend a Spring Term lecture, presentation, or workshop. Write a synopsis (2 paragraphs) of the most valuable ideas/concepts, etc. that you have learned. (<strong>Include event name, date, and location.</strong>)</td>
</tr>
<tr>
<td></td>
<td>Topic: ___________________________________________________________________</td>
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<tr>
<td></td>
<td>Location: __________________________________________________________________</td>
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<tr>
<td>April</td>
<td>Complete an exit interview and program/field evaluations.</td>
</tr>
<tr>
<td>April or August</td>
<td>Complete your Concentration or Summer Leadership Field Placement.</td>
</tr>
</tbody>
</table>
**Following Graduation**  Report employment attained after graduation to the School of Social Work’s Office of Career Services and Alumni Affairs.

*The Evans Fellowship Leadership Seminars* will be held on the following dates:

9/6/17; 9/20/17; 10/4/17; 10/18/17; 11/1/17; 11/15/17; 11/29/17; 12/13/17; 1/10/18
1/24/18; 2/7/18; 2/21/18; 3/14/18; 3/28/18; 4/11/18; and 4/25/18.

Attendance is mandatory.

- The date and time will be provided for the mandatory attendance of an integrated workshop offered by the School of Social Work.

- Partial reimbursement may be available for conference travel, housing, and registration
Requirements with the Career Offices

The School of Social Work Director of Career Services and Alumni Affairs and/or the Director of Public Health Career Services will work with Evans Fellows on the following activities:

- Self-assessments *Graduate School of Public Health*
- *Strengths Finder Reading and Assignment Graduate School of Public Health*
- Career Exploration Activities
- Potential Job Opportunities
- Career Plans
- Resume Development
- Create A Linkedin Group *School of Social Work*
- Fall and Spring Term Workshops
- Report Employment Attained After Graduation *School of Social Work*
- Individual E-Portfolios (web) *School of Social Work* An example of an e-portfolio that an Evans Fellow presented last year. [https://jrplatt0928.wixsite.com/julieplatteportfolios](https://jrplatt0928.wixsite.com/julieplatteportfolios)

**Portfolios should include:**

**Background Information**
- resume
- background information
- philosophy and goals

**Student Writing Samples**
- Capstone (GSPH and Evans Fellowship)
- Thesis or Essay (GSPH)
- Signature Assignments (SSW)

**Professional Information**
- professional activities, related experiences, conferences, special projects, internships/placements
- letters of recommendation
- certificates, awards, publications
- formal evaluations

Be sure to illustrate self-reflection and growth in your chosen pieces. Content “proves” your talent and skills to an employer/audience. A career portfolio is organized evidence of your work background, readiness for the job and specific job skills that make you qualified for the job for which you are applying. Remember this is supporting evidence of why you are the best candidate for the job, so be sure to show the skills employers are seeking
General Portfolio Suggestions

Skills Using Knowledge in your Field:
- Special projects
- Innovative class projects
- Display of performance materials, formal and technical documents
- Photographs highlighting your skills: team work, teaching, on the job, presentations

General Work Performance:
- Artifacts of your work
- Job descriptions
- Records of your performance
- Letters of reference
- Commendations, honors and awards for accomplishment

Communication Skills:
- Evidence of planning, employee training packets, interview sheets
- Evidence of interpersonal and leadership experiences
- Writing samples
- Extra-curricular activities
- Community involvement record
- Newsletters you have created
- Press releases

Formal and Informal Education and Training:
- Diplomas
- Certificates
- Brochures from workshops and other training events
- Academic work samples: your best report, lab, research abstracts
- Internship documentation
- Professional development training such as conferences
- Scholarship documentation
- Second language evidence (include sign language)
- Brochures describing training events, retreats, workshops clinics or lecture series

Skills Using Technology, Tools and Equipment:
- Multi-media presentations, photos in action and actual items that you can handle.
- Multi-media samples
- Technology demonstration - copy of a WWW Homepage presentation

Other suggested items for your portfolio:
- A table of contents
- Networking Card
- Grant writing samples
- Military Service documentation
- Public mention in the media
- Transcript
- Licensure Papers

Web E-Portfolios: An example of an e-portfolio that an Evans Fellow presented last year can be found below and on the Evans Fellowship webpage.

https://jrplatt0928.wixsite.com/julieplattportfolio (Do not include your home address! Mention only the city and state.)

Google search, “web portfolios for social workers”

Web portfolio example: http://jenniewhitley.yolasite.com/

Power point instructions by UNC for developing hard copy and web portfolios:

The New Social Worker magazine: http://www.socialworker.com/feature-articles/career-jobs/CAREER_TALK--Keeping_Track_of_It_All%3A_Building_Your_Social_Work_Portfolio/

Oakwood University’s guide to developing a portfolio: http://www.oakwood.edu/~public/social-work/publications/Senior-Portfolio.pdf

University of Georgia’s B.S.W. Field Education Portfolio:
http://ssw.uga.edu/academics/bsw/bsw_portfolio.html
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Confirmation Form Signed</td>
<td>Student and Supervisor</td>
</tr>
<tr>
<td>April</td>
<td>Supervisors’ Training for Summer Placement</td>
<td>Supervisors, Drs. Albert and Copeland, and Misha Zorich</td>
</tr>
<tr>
<td>May</td>
<td>Complete Summer Field Learning Plan With Field Supervisor. Submit Two Copies. Keep Original</td>
<td>Student: Dr Martha Terry or Dr Elizabeth Felter signature (1 copy). Submit 2nd copy to Misha Zorich</td>
</tr>
<tr>
<td>May-August</td>
<td>Keep a Weekly Journal of Field Placement Experiences. Complete The Weekly Practicum Log &amp; Hours</td>
<td>Supervisor signs time sheet</td>
</tr>
<tr>
<td>May-August</td>
<td>Meet With The Field Instructor/Supervisor a Minimum of One Hour per Week for Supervision</td>
<td>Student and Supervisor</td>
</tr>
<tr>
<td>May 4th, 10-11am (session 1), June 6th, 10-11am (session 2), July 11th, 10-11am (session 3), Aug. 4th, 10-11am (session 4), Aug. 30th, (session 5)</td>
<td>Session 5 Capstone Presentations</td>
<td>Students, Drs. Albert and Copeland, and Misha Zorich</td>
</tr>
<tr>
<td>June 19-23</td>
<td>Complete Midpoint Evaluations</td>
<td>Student and Supervisor</td>
</tr>
<tr>
<td>August 14-18</td>
<td>Complete Final Evaluations</td>
<td>Student and Supervisor</td>
</tr>
<tr>
<td>August</td>
<td>Supervisors’ Reflection for Summer Placement</td>
<td>Supervisors, Drs. Albert and Copeland, and Misha Zorich</td>
</tr>
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