Elsie Hillman Civic Forum

Elsie Hillman Civic Forum Honors Scholars Fellowship
Academic year 2016-2017

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Fellowship Description:
The Elsie Hillman Honors Scholars program is a training fellowship designed to foster experiential and integrative learning in affiliated community organizations. Students will be matched with community partners in the Pittsburgh region for the purpose of developing original, student led research or civic engagement projects.

Students will develop an in-depth understanding of the person and environment served by the community partner as they collaborate with their mentors to develop new knowledge and/or action. The Elsie Forum will provide regular assistance and guidance throughout the training period including community partner introduction, assistance with project development, and leadership coaching.

Methods of Instruction:
The objectives of this training fellowship will be met through cohort meetings, community meetings and guided independent study.

Required Reading:
“Never a Spectator: The Political Life of Elsie Hillman”.

Participation commitment:
Ongoing participation is critical to the success of this training program. It is estimated that students will spend approximately 10 hours per week on activities and meetings related to this training program. Students are required to attend a bi-weekly seminar (meeting) with their peers and Elsie Forum staff. Students will receive a $400 monthly training award stipend to support their educational expenses.

Learning Objectives:

Personal
- Students will develop mindful and organization leadership skills that culturally sensitive.
- Students will examine leadership styles and identify the leadership skills within.
- Students will develop skills around coalition-building and collaboration.
- Students will gain critical project management experience and skills.
- Students will provide professional level presentations to their cohort and community on the development of their research/action project.

Civic Engagement
- Students will examine community conditions that affect outcomes for the population.
- Students will examine the role of the community partner with other neighborhood institutions and organizations.
- Students will examine the components and dynamics of their community partner from a historical, structural, economic, and political and service centered perspective.
- Students will conduct (with guidance and collaboration) a needs assessment of their community partner. Where is new knowledge or action needed?
- Students will develop original research or project that advances the services/knowledge base for the collaborating community partner.
September

Session 1

- Orientation
  - Review of program outline and expectations
  - Introduction to Elsie Forum staff and peer students

- Community partnership introductions
  - Overview of the person in environment theory

  The person-in-environment perspective in social work is a practice-guiding principle that highlights the importance of understanding an individual and individual behavior in light of the environmental contexts in which that person lives and acts. The perspective has historical roots in the profession, starting with early debates over the proper attention to be given to individual or environmental change. Theoretical approaches that have attempted to capture the meaning of person-in-environment are presented, as well as promising, conceptual developments.

Session 2

- Examination the components and dynamics of their community partner from a historical, structural, economic, political and service centered perspective.
  - Description – name, boundaries, type, general characteristics, observations
  - History-past and recent history as they relate to the present and future
  - Demographics and description of the community served by the organization

October

Session 3

- Open discussion on the community partner analysis
- Introduction to community leadership and engagement as demonstrated by Elsie Hillman (pages 1-37 of the Never a Spectator book)

Session 4

- Community organization needs assessment with collaborating mentors. The assessment will require that the student research, experience, and report on the realities of the community partner and the target population.

November

Session 5

- Exploration of mindful leadership and open discussion regarding being a “skilled social actor” as demonstrated by Elsie Hillman (pages 49-61).
- Open discussion on the needs assessment for the community partner.
Session 6

- First draft of research/project idea
  - Title
  - Abstract
  - Introduction
  - Background/Need
  - Goals/Objective
  - Method/Procedures
    - Timeline
  - Resource needs
  - Expected outcomes

December

Session 7

- Guest leadership presentation

Session 8

- Mid-year review, community meeting with student and Elsie Forum/University mentor
  - Final revisions and approval of proposal

January

Session 9

- Examination on styles of leadership and open discussion (page 63-103 of Never a Spectator.)
- Review of project timeline/implementation plans

Session 10

- Project implementation review

February

Session 11

- Workshop on mindful leadership

A mindful leader embodies leadership presence by cultivating focus, clarity, creativity, and compassion in the service of others. Leadership presence is a tangible quality. It requires full and complete nonjudgmental attention in the present moment. Those around a mindful leader see and feel that presence.

Session 12

- Project implementation review
March

Session 13

- Guest speaker
- Discussion and review of project outcomes, dissemination, identification of next steps.

Session 14

- Final project review (cohort celebration)

April

Session 15

- Overview of poster and oral presentation development

Session 16

- Community reception and project dissemination

University/Institute of Politics policies

Americans with Disabilities Act

If any student has a disability and requires special accommodations, let the instructor know as soon as possible that you have registered with the Office Disability Resources and Services (216 William Pitt Union, 412.648.7890/412.383.7355). Reasonable accommodations will then be made to ensure you have a fair opportunity to perform in class.

Nondiscrimination

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission

Academic Integrity

Students are expected to follow the Student Code of Conduct established by the Office of Student Affairs, University of Pittsburgh. These guidelines can be found at the following website: http://www.studentaffairs.pitt.edu/studentconduct