
Action-Learning Social Justice Advocacy Project

Project Description

During the internship year, you will engage with a local nonprofit agency, build relationships with this agency and the population with whom they work, collaboratively develop and conduct a needs assessment, and begin to develop an intervention plan.

The needs assessment may take any form, but should focus on helping the agency or community to further its social justice mission. The needs assessment should be conducted collaboratively with the agency/community, and the write-up should include data (broadly defined) collected at/with/for the agency. Each need that is identified through the assessment should correspond to a portion of the intervention plan and should be able to be evaluated at a future date.

Overall Objectives

The American Psychological Association has indicated the training and expertise in psychology uniquely qualifies psychologists to contribute to the development of policies and programs. Further, working for social justice is part of their mission and vision and the Association of Psychology Postdoctoral and Internship Centers (APPIC) has incorporated understanding research and developing consultative skills when engaging in social service into their core competencies. The UMass Chan/WRCH clinical psychology internship Professional Development Seminar Series in collaboration with the Diversity, Equity, Inclusion, and Belonging Seminar Series is committed to encouraging social justice advocacy through active-learning strategies. The goal of the social justice advocacy project is to increase professional development opportunities while developing culturally responsible and socially involved psychologists.

Student Learning Outcomes

- Develop advocacy skills for working as a collaborative consultant/partner with agencies and communities in trying to bring about social change.
- Develop skills to help build coalitions and to collaborate in the empowerment of marginalized communities.
- Develop skills in collaborative needs assessment and participatory action research.
- Develop skills in designing, implementing, and evaluating systemic interventions.
- Develop skills for consciousness-raising and advocacy related to social issues.

Required Readings and Project Timeline

September 2023 – Linfield, K. J., & Posavac, E. J. (2019). Chapter 6: Needs Assessment. *In K. J. Linfield & E. J. Posavac, Program Evaluation (9th ed.)*. Routledge.

- 09/26/2023 – 12:00-1:30pm (in-person at YWCA location) (Both)

October 2023 – Heinowitz, A., Brown, K., Langsam, L., Arcidiacono, S., Baker, P., Badaan, N., Zlatkin, N., & Cash, R. (2012). Identifying perceived personal barriers to public policy advocacy within psychology. *Professional Psychology: Research and Practice*, 43(4), 372-378.

- 10/17/2023 – 10:00-11:00am (virtual) (Heidi)
- 10/24/2023 – 9:00-10:15am (in person– First Office Hours) (Heidi)

November 2023 – Miles, J. & Fassinger, R. (2021). Creating a public psychology through a scientist-practitioner-advocate model. *American Psychologist*, 76, 1232-1247. <https://doi.org/10.1037/amp0000855>

- 11/07/2023 – 10:00-11:00am (virtual – Office Hours) (Emily)
- 11/21/2023 – 9:00-10:15am (virtual) (Emily)

December 2023 – Smedley, B., Stith, A., & Nelson, A. (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK220358/pdf/Bookshelf_NBK220358.pdf

- 12/12/2023 – 10:30-11:30am (virtual) (Heidi)
- Email Needs Assessment proposal to Dr. Putney by December 12th

January 2024 – Meet & Greet: Massachusetts Psychological Association (MPA)

- 01/09/2024 – 10:00-11:00am (virtual) (Both)
- 01/23/2024 – 9:00-10:00am (virtual – Office Hours) (Emily)

February 2024 – Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. *American Psychologist*, 67, 337-346.

- 02/06/2024 – 10:00-11:00am (virtual) (Emily)
- 02/27/2024 – 10:00-11:00am (virtual – Office Hours) (Emily)

March 2024 – Astin, A. W., & Oseguera, L. (2004). The declining “equality” of American higher education. *The Review of Higher Education*, 27, 321–341.

- 03/12/2024 – 10:30-11:30am (virtual – Office Hours) (Heidi)
- 03/26/2024 – 11:30-12:30am (virtual) (Heidi)
- Email survey draft to Dr. Putney by March 26th

April 2024 – Goodman, L. A., Wilson, J. M., Helms, J. E., Greenstein, N., & Medzhitova, J. (2018). Becoming an advocate: Processes and outcomes of a relationship-centered advocacy training model. *The Counseling Psychologist*, 46, 122–153. <http://dx.doi.org/10.1177/0011000018757168>

- 04/09/2024 – 10:30-11:30am (virtual) (Emily)

- 04/23/2024 – 10:00-11:00am (virtual – Office Hours) (Emily)

May 2024 – American Psychological Association. (2021). Equity, diversity, and inclusion framework. Retrieved from <https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>

- 05/07/2024 – 9:00-10:00am (virtual – Office Hours) (Heidi)
- 05/21/2024 – 9:00-10:15am (virtual) (Heidi)
- Email data analysis plan to Dr. Putney by May 21st

June 2024 – Carr, E., Davenport, K., Murakami-Brundage, J., Robertson, S., Miller, R., & Synder, J. (2023). From the medical model to the recovery model: Psychologists engaging in advocacy and social justice action agendas in public mental health. *American Journal of Orthopsychiatry*, 93, 120-130. <https://doi.org/10.1037/ort0000656>

- 06/11/2024 – 9:00-10:15am (virtual) (Emily)
- 06/25/2024 – 9:00-10:00am (virtual – Last Office Hours) (Emily)

July 2024 – Alexander, A. & Allo, H. (2021). Building a climate for advocacy training in professional psychology. *The Counseling Psychologist*, 49, 1070-1089. <https://doi.org/10.1177/00110000211027973>

- 07/09/2024 – 10:00-11:00am (virtual) (Both)
- 07/30/2024 – 9:00-10:15am (TBD) (Both)
- Present Needs Assessment to Non-profit agency

August 2024 – American Psychological Association, Presidential Task Force on Immigration. (2012). *Crossroads: The psychology of immigration in the new century*. Retrieved from <http://www.apa.org/topics/immigration/report.aspx>

- No meetings

2023-2024 Non-Profit Organization

YWCA of Central Massachusetts



YWCA USA is on a mission to eliminate racism, empower women, stand up for social justice, help families, and strengthen communities. We are one of the oldest and largest women's organizations in the nation, serving over 2 million women, girls, and their families.

YWCA has been at the forefront of the most pressing social movements for more than 160 years — from voting rights to civil rights, from affordable housing to pay equity, from violence prevention to health care reform. Today, we combine programming and advocacy in order to generate institutional change in three key areas: racial justice and civil rights, empowerment and economic advancement of women and girls, and health and safety of women and girls.

YWCA Central Massachusetts Mission Statement:

YWCA Central Massachusetts is dedicated to eliminating racism, empowering women, and promoting peace, justice, freedom, and dignity for all. We will strive to be an all-inclusive women's advocacy and resource center with a pro-active membership serving the diverse needs of women through leadership, service, and support.

The Need: Nurturing Care for Every Child

There is no doubt that women are central to the economic well-being of their families and play a critical role in our nation's economic prosperity. YWCA supports women's economic empowerment and a work and family agenda, and it is our goal to support a woman's ability to balance work-family demands by providing warm, nurturing care in a secure environment for every child.

The Work: Early Education and Care

YWCA's Worcester and Westborough Childcare Centers serve children ages 1 month to 5 years. Our programs are designed to spark each child's natural curiosity and encourage age-appropriate learning.

Infant Program

YWCA's Infant Program is for children 1 month to 14 months old. The focus of our Infant

Program is on language, motor and social development. Our childcare staff caters to each infant's individual schedule.

Toddler Program

YWCA's Toddler Program is for children 15 months to 2.9 years. The focus of our Toddler Program is on socialization (sharing, taking turns and following directions); language development (conversational skills and vocabulary development); large motor skills (balancing and coordination); small motor skills (puzzles and beads) and creative arts (pasting, clay, collage and painting).

Preschool Program

YWCA's full-day Preschool Programs are for children 2.9 to 5 years old. Emphasis is on sensory development, motor activities, language development, socialization, creative arts, reading readiness and math concepts. Activities centered around gym, cooking and library activities are also offered. Includes weekly Red Cross swimming lessons (Worcester only).

Pre-Kindergarten Program

Designed for children 4 to 5 years old, our Pre-K program focuses on small-group learning and kindergarten readiness. Emphasis is on developing personal interests, reading, writing and group discussion. Also includes activities structured around phonetic awareness, rhyming, sorting, creative arts and STEM. Includes weekly Red Cross swimming lessons (Worcester only).