

Requirements to meet the FLO

Abolitionist Social Work

Requirements and Description – Students must complete the Coursework component, in addition to *any two* of other *distinct* components *of their choice*, while enrolled at the GCSW:

Field Education Component – A field placement in a non-carceral agency or organization that involves advocacy, policy development, or direct action to dismantle carceral systems. This might include working on a public awareness or advocacy campaign in an advocacy or justice-oriented agency (e.g., Texas Civil Rights Project, Texas Organizing Project, ACLU). It also could include working in a community-based organization that is working to prevent contact with carceral systems or mitigate the harm caused by carceral systems. Guiding questions for an abolition social work field placement include:

- * Does the work shift power, give voice, mobilize, and include leadership of impacted people?
- * Does it dismantle dichotomies of good vs. bad, violent vs. nonviolent, and/or deserving vs. undeserving?
- * Does it work against the expansion and legitimization of carceral systems, or the narratives that fuel them?
- * Does it provide financial relief for impacted people without comprising their agency?
- * Is the work trauma-informed and rooted in a historical analysis of oppression?

(Guiding questions adapted from K. A. James (2020). Black Lives, Mass Incarceration, and the Perpetuity of Trauma in the Era of COVID-19: The Road to Abolition Social Work).

Research Component – Sustained participation via a research assistantship, independent study, or volunteer opportunity with a community or academic research project focused on dismantling carceral systems, which may include examining the harms that result from carceral systems, strategies for divesting from carceral systems, alternatives to responding to social problems in lieu of carceral systems, upstream strategies that prevent the need for carceral systems, etc.

Community Engagement – Sustained participation as part of a real-world effort to dismantle carceral systems at an organizational, community, or governmental level, e.g., involvement in an advocacy effort by a non-carceral social service or advocacy organization, engagement in or implementation of a public awareness campaign, providing testimony to a governmental body, publication of an op-ed, or other community engagement effort.

Co-Curricular Activities – Sustained participation in a GCSW co-curricular activity promoting awareness of abolitionist social work or other strategies for dismantling carceral systems as a means of achieving social, racial, economic, or political justice. This may include participation in one of GCSW's current event series (e.g., Policy Insiders, Amplify Your Voice, Social Justice Solutions) or a stand-alone educational opportunity for GCSW students and community members.

Training – Completion of at least one social work-associated training regarding abolitionist social work or other aspects of abolitionist theory and praxis.

Coursework – Successful completion of Abolitionist Social Work Practice or an Independent Study focused on abolitionist theory and praxis. This is a required element for successful completion of this FLO. (Independent Studies can be taken with any GCSW faculty member.)

Political Social Work

Requirements and Description – Students may complete *any three* of the following *distinct* components *of their choice*, while enrolled at the GCSW:

Field Education Component – may include the Austin Legislative Internship Program, the Houston Policy Practice Placement Initiative, or a substantive opportunity to engage in influencing policy or systemic decision-making as part of any generalist, clinical, or macro field placement

Research Component – sustained participation via a research assistantship, independent study, or volunteer opportunity with a community or academic research project focused on dynamics of power, politics, and/or policy-making, e.g. power analyses, community or organizational decision-making, coalition-building, civic or political engagement, policy analysis, policy evaluation, advocacy, activism

Community Engagement – sustained participation as part of a real-world effort to advance systems-level change at an organizational, community, or governmental level, e.g., involvement in an advocacy effort by a social service or advocacy organization, involvement in agency voter registration efforts, campaign volunteering, providing testimony to a governmental body, publication of an op-ed or other policy-focused communication

Co-Curricular Activities – sustained participation in a GCSW co-curricular activity promoting awareness of political and power dynamics and strategies for advancing social, racial, economic, or political justice; e.g., GCSW’s Policy Insider Series, GCSW’s Voter Engagement and Political Justice Initiative, Amplify Your Voice, Social Work Day at the United Nations

Training – participation in at least one social work-associated training promoting awareness of political and power dynamics and strategies for advancing social, racial, economic, or political justice, e.g., continuing education courses offered by the GCSW, advocacy days or trainings through a state NASW chapter, social work-oriented political campaign trainings

Coursework – successful completion of Advanced Social Work Practice for Policy Change, an Independent Study focused on political social work, or an elective with an explicit focus on preparing students to develop and implement strategies to change unjust organizational, community, or societal policies and structures

Trauma Education Project

Requirements and Description – Students must complete *all four* of the following components while enrolled at the GCSW:

Field Education Component – Trauma Fellows are required to successfully complete Field III and IV. Students will interview with field sites that offer the opportunity to work with traumatized individuals in one-on-one therapeutic settings. Opportunities for group work may be available to students, however it is not a requirement of the TEP FLO.

Community Engagement – Required partnerships with GCSW field sites that offer opportunities to work with clients one-on-one and receive supervision of clinical/therapeutic skills.

Training – A requirement of the TEP is that all Trauma Fellows successfully complete a 10-hour, online course in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) prior to beginning the summer course. Each student is responsible for payment of the \$35 fee to enroll in this course through the Medical University of South Carolina. <https://tfcbt2.musc.edu/> Additionally, students are required to attend community trainings via webinars and workshops that can vary from semester to semester.

Coursework – Trauma Fellows are required to successfully complete the summer course (June) entitled: Core Concepts in Trauma Treatment of Children and Adolescents. This course is taught over a 2-6 week period and focuses on working with traumatized child and adolescent clients from diverse cultures and experiencing individual and community traumas.

GLOBE – Global Leaders of Behavioral Health Education

Requirements and Description – Students must complete *all three* of the following components while enrolled at the GCSW:

Field Education Component – Those who are selected as GLOBE participants will be required to do Field 3 & 4 at placements that deliver mental health and other services.

Training – GLOBE participants are required to attend 4 GLOBE workshops a year.

Other – GLOBE participants must commit to work with culturally and linguistically diverse populations in a mental or behavioral health capacity, in Harris County, for two years post-graduation.