

School of Social Work Field Education

Strategies for Remote Competency Development

Field Instructors and students will collaborate to develop a new plan for adjusted learning activities. See below for examples of remote learning activities.

Field Education Remote Activity Options by CSWE Competency

*Please understand that these are examples of potential options, but not an exhaustive list. As you discuss your plan with your field instructor, you should come up with additional site-specific options that would be included in your plan.*

Competency 1: Demonstrate Ethical and Professional Behavior

* Develop and implement a plan for field supervision using Zoom, or other teleconferencing applications.
* Utilize the NASW Code of Ethics, 12 Grand Challenges of Social Work, CSWE Core Competencies and experience from your current field experience to compose a mission statement that reflects your professional identity. Write a corresponding 2-3 page reflection on the key elements of your professional identity.
* Research the role of social workers in regard to public health crisis. Compile resources regarding the professional role of social workers in this regard, and discuss with your field instructor.
* Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
* Read literature on the Code of Ethics and write a summary about how it applies to social work practice in your service delivery setting.
* Review an ethics-related case study identified by your field instructor, or reflect on personal experience regarding ethical quandary in the field, and compose a written summary of the key factors considered.
* Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain.
* Review an ethical decision making model (sample: <https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm>) and use this to analyze an ethical dilemma from your agency.
* Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice.
* Practice appropriate and timely use of email and communication during uncertain times.

Competency 2: Engage Diversity and Difference in Practice

* Prepare a self-reflection to identify and explore your own sources of privilege and power. Discuss how potential influence on the ways you engage with client systems.
* Apply a diversity and difference in practice lens to assess issues impacting your client population. In writing, identify the role that your service setting has in facilitating equity.
* Read current literature related to diversity and difference, and write a reflection which relates to your area of practice.
* Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work with clients you over identify with? How will you work with clients you don’t identify with at all?
* Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Discuss how if these standards fully reflect the needs of the client population your setting serves and pose improvements as needed.
* In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved.
* Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice.
* Identify Ted Talks, YouTube videos and podcasts related to social work practice. Reflect upon your reaction to the video and how the content applies to diversity and difference in practice.
* Complete 1-3 implicit bias tests on: <https://implicit.harvard.edu/implicit/> . Complete a reflection paper and discuss with your field instructor.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

* Assess the potential implications of the current community public health crisis on the population served, within the context of human rights. Develop potential solutions to best meet client needs.
* Complete writing assignment about strategies that promote social justice and human rights, considering agency mission and practice area.
* Create a list of ways that one could advocate for social, economic, environmental justice and human rights within the field setting.
* Propose a project that would empower clients through active involvement in advocacy efforts.
* Review the websites of advocacy organizations related to population served. Write a summary of how their work could impact the work completed by your agency.
* Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition.
* Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about your personal reactions and how your learning applies to advancing human rights.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

* Research and write evaluation of articles that inform intervention practices at your field site.
* Continue research and literature reviews pertaining to current field projects.
* Develop focus group questions or survey instruments related to a need in the agency.
* Develop research questions that emerge from work with the client system and agency setting. Discuss with Field Instructor and/or Field Faculty member and identify resources that inform (or answer) the research question.
* Research potential grant opportunities and/or prepare aspects of a grant application.

Competency 5: Engage in Policy Practice

* Assess the potential implications of systemic responses to the COVID-19 outbreak at mezzo and macro levels. Analyze how policies and responses facilitate protection or risk for the population served by your site. Develop potential policy solutions to best meet client needs.
* Review agency policies with suggestions/recommendations where appropriate (e.g, agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.).
* Explore local, state and federal policies that impact organization and/or the affected community, write summary.
* Write a policy brief.
* Create a training presentation that outlines relevant laws and policies affecting the clients and communities served by your agency.
* Write a letter to a key stakeholder about a policy issue impacting your agency.
* Complete an analysis of a political candidate’s plans for policy change. Specifically assess the potential impact of your service setting and client population served.
* Read social work voting toolkit ( [https://votingissocialwork.org/#](https://votingissocialwork.org/)) and develop a plan for implementation within the agency.
* Use the following website to use the toolkits on how to do a general advocacy campaign, media advocacy campaign, or policy implementation campaign; <https://www.grsproadsafety.org/resources/advocacy-tools/>.
* Read an annual report from your organization and provide suggestions on how to share additional data on the population using various resources (census data and any other local/state data providing resources).

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

* Attend virtual meetings within the context of service setting.
* Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field.
* Plan and participate in remote meetings, support groups, or other interventions.
* Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
* Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered.
* Read an annual report from your organization and provide analysis on what partnerships would be most beneficial to your organization to meet the gaps of services that are not a part of your organization's mission, however may be a need of the population served. Begin by completing research of local resources and creating a resource guide for staff to use.
* Review rules regarding non-profit advocacy to ensure that you are compliant when advocating on behalf of the organization.
* Develop a survey, or obtain survey data from your organization, in regards to barriers that the population served face in seeking services. Develop a plan to address access barriers.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

* Create an ecomap to assess and depict how the COVID-19 outbreak, and associated community level changes, have impacted a client’s environment. Outline potential risk and protective factors for this client as they navigate changes in their environment.
* Research assessment instruments used by agencies who offer similar services.
* Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs.
* Review case study for strengths, challenges and systemic factors impacting the clients and/or client group.
* Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients. Highlight relevant information for all resources, such as eligibility, services offered and referral process.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

* Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement..
* Review case study provided by field instructor for strengths, challenges and systemic factors impacting the implementation of the intervention.
* Identify and complete online training modules and provide the following:
  + certification of completion
  + a short written reflection
  + a presentation to disseminate knowledge gained
* Develop a training that will benefit the agency (e.g, Student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
* Outline what changes have occurred to your intervention structures during the COVID-19 response. In writing, reflect upon what interventions or possible within the current limitations and how client needs can best be met.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

* Assess agency processes for seeking client feedback and identify opportunities for enhancements.
* Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.).
* Assess the potential implications of the current community public health crisis on the population served, within the context of termination of services. Develop potential solutions to best meet client needs.
* Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances.
* In writing, identify the structures in place for evaluating the agency’s outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

Suggested Alternative Learning Formats

• **Trainings for Agency**: develop a training that will benefit the agency, examples may include self-care, ethics, etc.

• **Virtually Attend Internship Site Meetings**: when appropriate and approved by the site, students are encouraged to attend staff meetings or other scheduled meetings by calling in remotely

• **Groups/Workshops for Clients:** develop curriculum for future implementation with clients.

**• Reflective Assignment:** utilize critical analysis and self-reflection to respond to prompt from field instructor.

• **Written Materials for Clients or Community**: develop handouts, flyers or brochures that will benefit the population served at the internship site.

• **Organizational Policy Review:** review internship site policies and provide

suggestions/recommendations, where appropriate – examples may include safety policies, diversity policies, use of social media, utilization of technology, etc.

**• Legislative Policy Review:** review relevant laws and policies impacting the population students work with and provide a synopsis of key takeaways or prepare advocacy materials, such as a letter to editor or develop key talking points.

• **Literature Review:** conduct a literature review on a specific topic relevant to your internship site.

• **Grants:** research potential grant opportunities for your internship site and prepare aspects of the grant proposal.

• **Community Networking/Resource Development**: teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

• **Complete online trainings:** complete online trainings and provide a certification of completion and/or a short written reflection or prepare a presentation to disseminate knowledge gained. Some excellent free trainings are available on the following sites:

* <https://www.sprc.org>
* <https://www.samhsa.gov>
* <https://learn.nctsn.org>
* NASW-CA:<https://www.socialworkweb.com/#/s/freeceus>
  + [Introduction to Gender Identity and the Transgender Community](https://www.socialworkweb.com/#/details/6PD8CMz7cuRZJg2b9) (3 hours)
  + [The Opioid Crisis in the United States](https://www.socialworkweb.com/#/details/9yvCDBuxH8kPnaxjg) (3 hours)
* MUSC:<https://tfcbt2.musc.edu/>
  + Trauma-Focused CBT (10 hours)
* Westfield State University:<http://www.westfield.ma.edu/interdisciplinary-behavioral-health-collaboration/modules>
  + **Integrated Behavioural Health Care Project**
    - Introduction to Integrated Healthcare & Interprofessional Education (4 hours)
    - Addictions (3 hours)
    - Specialized Populations (9 hours)
* NASW:<https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/Workshops-and-Webinars>
  + Faculty-Student Virtual Ethics Round Table: "Exploring Ethics and Technology in Academia" (1.5 hours)

*\*Resources have been compiled through generous resource sharing among the collegiate social work field community.*