



## Field Education Remote Activity Options by CSWE Competency

This document is for use in the event a student needs to work remotely due to a Stay-at-Home order or needs to accrue internship hours remotely for a period of time. The following provides examples of potential options for remote learning activities by CSWE Competency, but is not an exhaustive list. The student's field site/supervisor may have already identified remote learning activities of which should be given priority. If a student utilizes learning activities from this list, the activities should be adapted to fit the student's field site and tailored to fit the student's educational level (BSW vs. MSW). Students should be sure to identify the method of measurement (i.e. discuss in supervision; submit to field liaison).

### Competency 1: Demonstrate Ethical and Professional Behavior

- Utilize and develop plan for field supervision using teleconferencing applications.
- Develop new workplan, including due dates, for written products to be submitted to field supervisor while working remotely.
- 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.
- Reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be 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. (ex. <https://socialworkpodcast.blogspot.com/>; [www.dointhework.com](http://www.dointhework.com))
- Appropriate and timely use of email and communication during uncertain times.

### Competency 2: Engage Diversity and Difference in Practice

- Prepare a self-reflection where you identify and discuss your own sources of privilege and power. How may these sources influence the ways you engage with client systems.
- Read and write a reflection on current literature related to diversity and difference.

- 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. Suggest improvements.
- 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. Write about personal reactions and how your learning applies to diversity and difference in practice. (ex. <https://socialworkpodcast.blogspot.com/>; [www.dointhework.com](http://www.dointhework.com))
- Complete 1-3 implicit bias tests on: <https://implicit.harvard.edu/implicit/> Complete a reflection paper and discuss with your field supervisor or liaison.

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

- Complete writing assignment about strategies that promote social justice and human rights considering field site agency mission and practice.
- Create lists of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.
- Review advocacy agency websites that you would like to learn more about and 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. (ex. <https://socialworkpodcast.blogspot.com/>; [www.dointhework.com](http://www.dointhework.com))

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

- Research and write evaluation of articles that inform agency's practice.
- Continue research and literature reviews pertaining to current field projects.
- Develop focus group question 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 Supervisor and/or Field Liaison 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**

- 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.
- Review relevant laws and policies affecting the clients and communities served by your agency.
- Write a letter to the editor about a policy issue impacting your agency.
- Complete an analysis of a political candidate's plans for policy change.
- Read social work voting toolkit ( <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
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field.
- Plan and participate in remote meeting, support group, or other intervention.
- 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.

- Develop a survey or obtain survey data from your organization in regards to barriers provided by the population served in order to seek out resources available.

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

- 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 with services offered, referral process, etc.

**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 agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention
- Identify and complete on-line training modules and provide the following:
  - certification of completion
  - a short written reflection
  - a presentation to disseminate knowledge gained
- Develop trainings that will benefit the agency (e.g, Student orientation and onboarding materials, social work ethics, treatment innovation, etc.).

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

- Assess agency processes for seeking client feedback and make recommendations for improvement.
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.).
- 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)



### **Additional Activities That May Meet Multiple Competencies**

- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, suicide prevention, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- 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 (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **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.
- **Confidentiality and the Use of Technology:** review the standards listed in the [Technology in Social Work Practice](#) guide to inform use of technology in Social Work and offer suggestions to the field site for improvement the site's use of technology.
- **Complete online trainings:** complete assigned trainings and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:
  - Suicide Risk Factors and Warning Signs (Free, 1 hour): [www.co.train.org](http://www.co.train.org) (Course ID 1080982)
  - Building Resiliency: Supporting Youth Affected by Trauma and Community Violence [https://learn.nctsn.org/course/ind\\_ex.php?categoryid=44](https://learn.nctsn.org/course/ind_ex.php?categoryid=44). Each free recorded webinar presentation is 1.5 hrs.

- <http://improvingmipractices.org> (Suggested for MSW level students)

**Center for Disease Control and Prevention, Injury Prevention and Control: Division of Violence Prevention online trainings:**

- Connecting the Dots: Introduction to the Links between Multiple Forms of Violence

<https://vetoviolence.cdc.gov/apps/connecting-the-dots/node/4>

- Preventing Adverse Childhood Experiences

<https://vetoviolence.cdc.gov/apps/aces-training/#/#top>

- Principles of Prevention

<https://vetoviolence.cdc.gov/apps/principles-of-prevention/>

- STRYVE: Striving to Reduce Youth Violence Everywhere

<https://vetoviolence.cdc.gov/apps/stryve/>

- Understanding Evidence

<https://vetoviolence.cdc.gov/apps/evidence/>

**Human Rights Campaign**

- All Children, All Families Webinars

<https://www.hrc.org/resources/all-children-all-families-webinars>

**US Department of Health and Human Services**

- Improving Cultural Competency for Behavioral Health Professionals (4 courses):

[https://thinkculturalhealth.hhs.gov/education/behavioral-health?gclid=CjwKCAjwmKLzBRBeEiwACCVihrCTf-z-ciTbHQqhHxk7U-ZQYs\\_taiL7OAZOF8mw5X9Yy950CAmbhoC368QAvD\\_BwE](https://thinkculturalhealth.hhs.gov/education/behavioral-health?gclid=CjwKCAjwmKLzBRBeEiwACCVihrCTf-z-ciTbHQqhHxk7U-ZQYs_taiL7OAZOF8mw5X9Yy950CAmbhoC368QAvD_BwE)