Field Education Virtual Activity List by CSWE Competency

The OSU CSW leadership team has been carefully monitoring the emerging COVID-19 pandemic to assess the impact of this international crisis on our social work students. We understand that COVID-19 has created a tremendous amount of burden on our community and has been difficult for students to navigate. We appreciate the patience and resilience we have witnessed as we coordinate field education plans. Please remember that our primary concern is the health and safety of our students. We are working with local agencies to ensure that they are following CDC safety guidelines and will work with students to make sure that proper PPE is available in their practicum setting. When students are unable to complete field hours at their agency (virtually or in-person), we have expanded the list of virtual activities by CSWE competency. The added activities for the 2020-21 academic year listed under each specific competency. The list is not exhaustive, so let us know if you have additional ideas to add. Please reach out to your field liaison if you have any questions about your virtual hours.

OPTIONAL LIST OF VIRTUAL FIELD ACTIVITIES BASED ON COMPETENCY

Competency 1: Demonstrate Ethical and Professional Behavior

2019-20 List of Activities

- 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 summarize in writing how it applies to social work practice.
- Review ethics-related case study identified by Field Instructor, OR 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. Write a reflection on its evolution to address gaps in ethics and identify specific areas where further ethical guidance is needed.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write a 1 page personal reflection on each podcast/video on how what you have learned can be applied to your field agency’s ethical and professional practice. If a written reflection is not possible, discuss the topic in supervision and document in your supervision log.

2020-21 List of Additional Activities

- Complete “How do I Make Supervision Work for Me?” Activity (1-2 hours) Share what you learned with your field instructor.
- Complete “Self Care: My Intent” Activity (1 hour). Share what you learned with your field instructor.
- Social Work Ethics & Ethical Challenges in Practice & Research – NASW free online training (2 hours). Discuss this training in supervision.
- Develop a self-care and resiliency plan and engage in weekly self-care. Discuss in supervision including strategies utilizes and any areas needing additional support.
- Complete a personality test or strengths finder assessment. Provide a written self-reflection and discuss in supervision.

Competency 2: Engage Diversity and Difference in Practice

2019-20 List of Activities

- Utilize self-reflection to think about personal identities and biases in practice. Write a 1-2 page summary.
- Read and write a reflection on current literature related to diversity and difference.
- Write a 1-3 page reflection on how personal intersecting identities impact work and relationships in a field agency and with client/community groups being served.
- Review the NASW Code of Ethics standards related to oppression, discrimination and
marginalization. Write a 1-3 page reflection suggesting 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. Provide your field instructor with proof of completion of this online training.

- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write a 1 page personal reflection on each podcast/video on how what you have learned can be applied to your field agency’s ethical and professional practice.

2020-21 List of Additional Activities

- Attend COVID-19 Health Inequity Digital Town Hall (1 hour)
- Read Challenging Race as Risk: How Implicit Bias undermines housing opportunity in America – and what we can do about it. Write a 1-3 page reflection or record a video suggesting actionable steps we can take to change this structural form of racism. (3-4 hours)
- Watch the Webinar “Mitigating Implicit Bias”. Write a one page reflection on the presentation and why social workers must understand the impact of implicit bias on our work.
- Complete “Diversity and Spirituality” Activity (1-2 hours)
- Watch Racism in Ohio Social Work, a discussion between NASW and NABSW. Reflect on at least three new ideas you learned from the content in this session (2 hours)

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

2019-20 List of Activities

- Complete a 1–3 page written assignment on strategies that promote social justice and human rights and apply these strategies to your specific field agency’s mission and practice.

- Create a list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency’s work.

- Review an advocacy agency website and write a summary of how the work within that agency could impact the work completed by field agency.

- Research a human rights issue of interest and write a 1-3 page summary about how human rights organizations are working to ameliorate the condition.

- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights.

- Identify advocacy issues through NASW’s website: https://www.socialworkers.org/Advocacy or other sources. Use this information to write letters to the editor or send emails/letters to your legislators. Keep a copy of these communications to share with your field instructor.

- Create a blog or website with providing information on an issue that social workers can advocate for. Share statistics on the problem, research the issue and it’s impacts, and action points. Share this resource with your friends, family and community via social media.

2020-21 List of Additional Activities

- Watch True Justice Documentary and Activist Panel Webinar. Identify 3-5 commitments you can make as a social work professional based on the material presented. (3-4 hours)

- Attend “What can I do?” An Intro to Activism (1.5 hours). Share what you learned in supervision.

- Social Work & Social Justice in a New Era – NASW free online training (3 hours)

- Watch one of the following films: 13th, I am not your Negro, When They See Us, or John Lewis: Good Trouble. Use the NASW code of ethics to reflect on social work’s role in dismantling systemic racism in our current environment. Take some form of action (letter to the editor, writing to your representative, etc.) based on your reflection.

- Read a text such “How to Be An Antiracist”, “White Fragility”, “Stamped from the Beginning”, “So You Want To Talk About Race”, “The New Jim Crow” or others. Identify implications for social work practice and discuss this in supervision (6-8 hours).

- Complete activities from the 21 Day Anti-Racism Challenge and document which ones you completed. Share what your learned in supervision.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

2019-20 List of Activities
- Research and write an evaluation of articles that inform field agency’s practice.
- Develop focus group questions or survey instruments related to an identified agency need.
- Develop research questions that emerge from work with the client system and agency setting.
- Discuss with Field Instructor resources that inform (or answer) the research question.

2020-21 List of Additional Activities
- Read the following article from NASW about Evidence-Based Practice and discuss implications in field with your field instructor.
- Watch CARE Panel: Self-Advocacy and Research Involving Psychosocial and Intellectual Disabilities found here. Review highlights from this session discuss research during weekly supervision.
- Complete any of the online modules related to challenges in field (provide by Monmouth University).

Competency 5: Engage in Policy Practice

2019-20 List of Activities
- Explore local, state and federal policies that impact field agency and/or the affected community. Write a summary of findings.
- Write a letter to the editor about a policy issue impacting field agency.
- Complete an analysis of a political candidate’s plans for policy change. Write a 1-2 page paper reflecting what you have learned.

2020-21 List of Additional Activities
- Review information about voter suppression and ways that social workers can incorporate voting into field education - https://votingissocialwork.org/research-videos-articles/
- Participate in virtual community meetings related to policies affecting the local community and pertinent issues. Provide a written summary of knowledge obtained and strategies for supporting local policy initiatives.
- Review the following document and identify at least two ways you could engage more with voting efforts in your community. Discuss these ideas with your field instructor and put them into practice.
- Using Vote411.org, help at least 5 people register to vote or check their current voter registration. These can be people in your personal life or from your agency, with your agency’s permission.
- Identify the U.S. Senators and Representative for your field agency. Contact them regarding a policy issue that impacts your agency’s practice.

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

2019-20 List of Activities
- Reflect in writing about how personal experiences, beliefs and identities impact professional relationships in field. Give concrete examples from your personal experience. Write a 2-3 page paper on this topic to share with your field instructor.
- Plan and participate in virtual/remote meetings, support groups, or other engagements. Provide documentation of attendance to your field instructor.
- Review literature related to culture and cultural humility and write a 2-4 page paper about how it impacts field work in the agency and how services are delivered.

2020-21 List of Additional Activities
- Complete Your Next Patient is Virtual Simulation
- Review resources about working with veterans provided by Substance Abuse and Mental Health Services (SAMHSA) - https://www.samhsa.gov/smyf-ta-center/resources/webinars and identify ones of interest. Write a one page reflection or create a video sharing how you might use the information provided in any of the trainings you attended.
- Review SAMHSA resources about working with the LGBTQIA Community - https://www.samhsa.gov/behavioral-health-equity/lgbt. Write a one page reflection or create a video sharing how you might use the information provided in your social work practice.
- Complete University at Buffalo School of Social Work program - Online Peer Lead Mutual Aid Groups (2 hours)
- Volunteer for 7 cups online therapy as a listener, a website that provides supervision and support
to their volunteers (https://www.7cups.com/)

- Review Department of Developmental Disabilities online training catalogue - https://mylearning.dodd.ohio.gov/course/index.php. Identify any topics that might be of interest and share the information in supervision with your field instructor.

- Complete the Ohio Adult Guardianship Education Program. Discuss in supervision.

- Complete the Many Faces of Autism Course, and subsequent modules including: Foundations of Evidence-Based Strategies: Toddler and Preschool Age - 10.5 CEU’s, Foundations of Evidence-Based Strategies: School Age - 10.5 CEU’s, Foundations of Evidence-Based Strategies: Transition Age - 10.5 CEU’s

- Complete OSU Wexner Medical Center’s TBI Web-based Training Modules – upon completion, write a reflection using one of the following prompts: Some questions to think about after watching a “What If...” video: Have you known someone in your life who had a TBI and how did the videos you watched correspond with your experience? What was the most surprising or interesting fact about TBI and how does this fact influence your Social Work practice? Share your reflection during weekly supervision.

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

2019-20 List of Activities

- Research assessment instruments used by agencies offering similar services. Discuss the instruments with your field instructor through a virtual platform such as Zoom or Skype.

- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs.

- Review case studies for strengths, challenges and systemic factors impacting the clients and/or client group. Write a one page reflection for each case study or discuss with your field instructor.

2020-21 List of Additional Activities

- Create a binder or computer file of assessment tools/intervention ideas/resources and review with Field Instructor or Field Liaison.

- Print out form and watch online training for the OSU TBI Identification Method (self-paced, 45-60 minutes) This online training instructs individuals on how to screen a client for lifetime history of TBI using the Ohio State University TBI Identification Method (OSU TBI-ID), a 3-5 minute structured interview that is available free of charge. Find a colleague or fellow student to practice giving the OSU TBI Identification Method.

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

2019-20 List of Activities

- Review effectiveness of evidence-based practice models and discuss with your field instructor ways that model could be implemented in field agency.

- Review case studies for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention. Write a one page reflection for each case study or discuss with your field instructor.

2020-21 List of Additional Activities

- Complete practice simulations on SIMmersion platform. SIMmersion provides simulation experiences online with user feedback. This platform offers the following modules for free: “Talking to Patients about Health Risk Behaviors” and “Engaging with Adolescent Patients about Marijuana Use”.

- Learn more about Crisis Intervention Teams through the National Alliance on Mental Illness (NAMI). How might social workers increase engagement in this work? Write a one page reflection or create a video sharing your ideas.

- Review resources provided by Substance Abuse and Mental Health Services (SAMHSA) and identify trainings of interest. Write a one-page reflection or create a video sharing how you might use the information provided in any of the trainings you attended. You can also use supervision to discuss the training.
• Accommodating the Effects of TBI in Your Practice - Download the booklet “Accommodating the Symptoms of TBI” - Watch the video on “Accommodating the Symptoms of TBI” - This online training focuses on eight specific executive functions: attention; processing; memory; initiation; impulsivity; planning and organization; mental flexibility; and self-awareness. For each function, we provide a lay definition and description of how a weakness in this function might manifest in observed behaviors. This information is followed by demonstrations how a professional might accommodate that dysfunction in one’s interactions and/or treatment planning with the individual. Consider the following questions: How can I be more aware of when a client’s behavior is due to neurological deficits and not a reflection of their intent or motivation? Does this information make you think differently about “treatment compliance”? Discuss during supervision.

• Complete “Termination Activity” (1-2 hours)

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

2019-20 List of Activities

• Assess agency process for seeking client feedback and develop recommendations for improvement. Share with your field instructor or share recommendations in writing.

• Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.). Develop a written set of tips for students around how to terminate from field placement.

• Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances. Create a termination form for your own use with clients.

• In writing, identify the structures in place for evaluating the field agency’s outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries). Write a 1-2 page reflection on what you’ve learned and share with your field instructor.