Field Education Virtual Activity List by CSWE Competency

We have compiled a list of virtual activities for students in need of additional opportunities to supplement their learning agreement activities. Activities for the 2021-22 academic year are organized by CSWE Competency. The list is not exhaustive and is instead meant as a starting place. If you choose to take advantage of any of this opportunities, please discuss this with your field instructor. Their approval is required for any accumulated activities and hours to count towards your field placement. If you have additional questions, please reach out to your field liaison.

OPTIONAL LIST OF VIRTUAL FIELD ACTIVITIES BASED ON COMPETENCY

### Competency 1: Demonstrate Ethical and Professional Behavior

- 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.
- Engage in one hour of organized self-care. This option is available to students engaged in field for at least 15 hours per week and can be completed each week of the semester with field instructor approval.
- 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

- 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.
- 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**

- Attend *HerStory: An Intersectional Lens to the Social Work Profession* (1.5 hours). Share what you learned in supervision.
- 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](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 its impacts, and action points. Share this resource with your friends, family and community via social media.
- Read this PBS News article on environmental justice with activist Elizabeth Yeampierre [here](https://www.pbs.org/newshour/rundown/what-does-environmental-justice-mean). Discuss ways you can participate in environmental justice efforts in supervision. Take 1 action in this area to address the problem.
- Contact a local organization working to advance human rights and social, economic or environmental justice. Set up an information meeting to learn more about their work. Share what you’ve learned in supervision.
- Learn more about the discrimination against Asian American and Pacific Islanders [here](https://www.naswsocialworkers.org/advocacy). Take one action to help and discuss in supervision or with other students.
- Watch *True Justice* Documentary and Activist Panel [Webinar](https://www.naswsocialworkers.org/). 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. Additional movie options are available [here](https://www.nytimes.com/2017/09/28/movies/13th-movie-documentary.html). 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,” “Caste,” “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](https://www.naswsocialworkers.org/21-day-antiracism-challenge) and document which ones you
• 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
• 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.
• Read The New Social Worker’s article on social work research here on a social work student’s experience with research. What are your thoughts and feelings about engaging with research? Are you drawn to research or fearful of it? Why do you think you feel that way? Write a reflection on this topic and share your thoughts with your field instructor.
• 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.
• Read the following article from NASW about Evidence-Based Practice and discuss implications in field with your field instructor.
• Read one article from the publication Social Work Research here and share what you’ve learned in supervision.
• 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
• Explore local, state and federal policies that impact field agency and/or the affected community. Write a summary of your 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.
• 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 impacting the local community and pertinent issues. Provide a written summary of knowledge obtained and strategies for supporting local policy initiatives.
• Identify the U.S. Senators and Representative for your field agency. Contact them regarding a policy issue that impacts your agency’s practice via email, letter or phone.
• Explore NASW’s 2021 Blueprint of Federal Social Policies here. Examine what policy positions are most important to you and why. Share what you’ve learned with your field instructor either in supervision or by writing a short paper on the topic.
• Review the list of the National Social Policy Coalitions that NASW participates in here. Research 3 – 5 of these organizations. Consider ways you might get more involved, either now or in the future.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
• 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.
• 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/smvf-ta-center/resources/webinars](https://www.samhsa.gov/smvf-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](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](https://www.samhsa.gov/behavioral-health-equity/lgbt) (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/](https://www.7cups.com/))
- Review Department of Developmental Disabilities online training catalogue - [https://mylearning.dodd.ohio.gov/course/index.php](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](https://mylearning.dodd.ohio.gov/course/index.php). Discuss in supervision.
- Complete the [Many Faces of Autism Course](https://mylearning.dodd.ohio.gov/course/index.php), 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: [https://wexnermedical.osu.edu/neurological-institute/departments-and-centers/research-centers/ohio-valley-center-for-brain-injury-prevention-and-rehabilitation/for-professionals](https://wexnermedical.osu.edu/neurological-institute/departments-and-centers/research-centers/ohio-valley-center-for-brain-injury-prevention-and-rehabilitation/for-professionals) 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**

- 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, and 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.
- 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](https://tbi.osu.edu/modules/7) (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**
• 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.

• 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: https://www.youtube.com/watch?v=yPoFOWzFtwQ 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**

• 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 you own use with clients.

• Review this article: Ethical Issues with Termination in Pandemic Conditions: https://www.socialworker.com/feature-articles/ethics-articles/ethical-issues-termination-pandemic-conditions/ and write a 1-2 page reflection on what you learned and how to incorporate this into your termination process during a pandemic.

• 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.