READ THIS SECTION BEFORE CONTRIBUTING! | Be mindful when navigating this shared spreadsheet to ensure all content is preserved.

Purpose: This crowdsourced spreadsheet serves as a central depository, allowing programs to share with each other, task ideas and examples for completing virtual social work field education hours during times of crisis. Your contributions make this effort effective, so please feel empowered to share your wisdom with fellow social work colleagues and distribute this spreadsheet accordingly.

### Contribution Guidelines:

- 1. Review the current list to avoid duplicates.
- 2. Input your idea/example in a blank row. Be as specific as possible.
- Input one (1) idea/example per row.
   Do not edit/alter another user's content/row.
- 5. This spreadsheet captures live updates! Be mindful when navigating this shared spreadsheet to ensure all content is preserved.
- 6. Check back on this list periodically and share it with your field personnel: director, liaisons, instructors etc.

Disclaimer: CSWE's Commission on Accreditation (COA) will not vet this list for compliance with the EPAS. Programs have discretion in implementing the EPAS within the context of their enviornment. With your contributions, the list will be a growing depository of options for addressing field virtually.

Virtual Field Education, Task Ideas & Examples	Competency
	(#1 - #9)
Telehealth services	1; 2; 4; 6-9
Collaborative phone contact with colleagues, clients, and constituents	1-9
Call into meetings	1
Meet virtually with field instructor	1
Remote/telework access to platforms and projects	1-9
Work on projects or plans for future events or initiatives	1-9
Meet with individuals, families, and groups utilizing teleconferencing applications that can be accessed via	
computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.	1; 4; 6-9
Client case/paperwork on a secure server	1; 7; 9
Client case/paperwork on a secure server	1; 4
Engage in virtual professional development to assist them in their agency (e.g., webinars, Coursera, EdX, DSM	1,4
review, informational interviews with partner organizations, etc.)	1; 4
Inquire with your field instructor about recorded webinars or past trainings they have available in relation to your	1, 7
practicum population/focus	1; 4
practical population mocus	1, 7
Stay current on best-practices and emerging info related to field agency via podcasts, Ted Talks, documentaries,	
reading materials, etc. and discuss application of this info to practice with field instructor	1; 4
Listen to podcasts at: http://socialworkpodcast.blogspot.com/	1: 4
Center for Children, Families and Workforce Development offers excellent training modules on a variety of topics:	11, 7
http://health.umt.edu/ccfwd/training/default.php	1; 4
CSWE trainings: https://learningacademy.cswe.org/	1; 4
Learn about the social work organizations and get connected: https://www.socialworkers.org/;	1, 4
https://www.aswb.org/; https://www.cswe.org/Home.aspx	1; 4
Participate in self-care practices and reflect (in-writing or verbally). Resources include:	1, 4
https://greatergood.berkeley.edu/; https://www.calm.com/; https://www.headspace.com/;	
https://www.downdogapp.com/ (free for teachers and healthcare workers)  Ask students: What sustains you? What motivates you? How do you keep your emotions from interferring with	
client/constituent relationship? How do you avoid burnout and compassion fatigue?	
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With public libraries closed, e-materials are avialable via Libby and OverDrive apps connected via your library card	1.0
Conduct a literature review on a specific topic relevant to the field placement (e.g., effectiveness of an	1-9
intervention, how interruption of services impacts mental health or economic stability, etc.)	
Review agency policies and provide suggestions/recommendations where appropriate (e.g., safety policies,	4
diversity policies, use of social media, utilization of technology, etc.)	5
diversity policies, use of social media, utilization of technology, etc.)	
Work on agency-based crisis response policies, procedures, notifications, and education (e.g., handouts,	
PowerPoints, webinars, PSAs, email blasts, etc.) based on the crisis or natural/manmade disaster	3; 5; 6-9
Help with public education about staying healthy	2; 3; 6
Connect clients to Medicaid/Medicare or other affordable healthcare plans	2; 3; 6-9
Propose revisions to agency policies and procedures about safety and emergency/crisis response	5
Contact clients to inform them of any changes to regularly scheduled services	1; 6-9
Teleconference with various service providers, participating in resource mapping, and develop a list of resources	1,00
for clients with services offered, referral process, etc.	1; 2; 3; 4; 6-9
Create lists or a resource manual of referrals to other community resources their clients may need	2; 3; 4; 6-9
Craft awareness efforts via placement's social media accounts	1; 3; 6
Analyze state or federal policy concerning agency population (e.g., HIPAA, Reporting of Elderly Abuse, Mandated	1, 0, 0
Reporting, Medical Aid in Dying Act, Medicaid and Medicare guidelines, etc.) and submit the summary to the field	
instructor	5
Compose advocacy writings (e.g., op-ed, letter to the editor, key talking points for agency personnel, etc.) to	-
elected officials or media outlets about issues and legislation with (e.g., Indian Child Welfare Act, Family First	
Prevention Act, Homeless Camping Bans/Ten Year Plan to End Homelessness, etc.) and provide a synopsis of	
key takeaways the agency is connected to/populations they serve	1; 3; 5
Analyze implications of recent legislation and mandates to clients and/or constituents of field agency	1,1-1,-
Ask students: What are the underlying assumptions of this policy? Whose voice is missing? How does the policy	
impact client systems at different levels of practice from individual to community? Are there any disparities or gaps	
in ensuring resources?	5
Develop handouts, flyers, or brochures that will benefit the population served at the internship site (e.g., coping	<u>-</u>
with isolation, community services, client rights, etc.)	1-4
Example: A field education program in Puerto Rico developed a list of crisis response tasks students could	
engage in specific to their agency regarding Hurricane Maria aftermath. This included a student at a mental health	
agency creating fliers with information about local services for basic needs and support groups offered to begin	
healing from traumatic experiences.	1; 3; 6-9
Example: During the Flint Water Crisis, students worked with local congregations to organize bottled water	1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
collection and distribution.	2; 3; 6-9
Schedule weekly supervision using Zoom or other teleconferencing applications.	1
Concount woonly supervision using 200m or other teleconfleteffulling applications.	11

Seek supervision and consultation on ethical dilemmas when working with your agency's client population	1
Research grants or funding stream options for the agency	4
Draft a grant proposal	1; 4
Convene a panel of experts on social work in times of crisis and broadcast	1
Develop/revise learning contract completely focused on remote activities, organized by competency. Each competency also includes a required learning activity related to the pandemic.	1-9
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Conduct a survey with agency personnel or clients, analyze data, and present results. This can be a Q&A survey	
about service access/gaps during the pandemic and be conducted via phone or online survey tech.	1; 4
and solving according to particular and solving and provide or commodularly took	
Develop trainings that will benefit the agency (e.g., self-care, ethics, tech tools in social work practice, etc.)	1; 4
Develop curriculum for future implementation with clients (e.g., life skills, grief, trauma, domestic violence, anger	
management, coping with isolation, etc.)	1; 4
Coordinate with state social services to have interns check in on the homebound/high risk seniors who are socially	
isolating, assist with arranging food/necessity deliveries, perscription delivery, support plans, providing assistance	
at food banks, etc.	1-3; 6-9
	4.0.00
Students working in school setting still serving meals: assist with delivery, check-in on students via phone, etc.  Students research licensing in the state they wish to practice and begin paperwork if applicable with any	1-3; 6-9
assistance from field instructor or field seminar faculty member	1
assistance from field instruction of field seminal faculty member	
Create, market, and host online support groups. There will be informed consent, group guidelines, and	
transparency to ensure everyone knows that the facilitator is a peer. They will also be equipped with information	
about resources that they can share with group members as needs arise. The intervention was influenced by the	
"solidarity social work practice" paradigm as described by author Dawn McCarty, PhD.	6-9
Inquire with the university or relevant leaders if CE course fees can be waived and students can enroll/complete	
for no charge	1; 4
Read social work voting toolkit (htts://votingissocialwork.org/# ) and develop a plan for implementation within the	
agency	1; 3; 6; 8
Create a values infographic or chart explaining to the public the values and healthy mindset of social workers,	
clients, constituents, community health workers, etc. to advocate fo balance, positive self-talk, seeking help, and	
other advice during times of emergency, crisis, and increased stress	1; 2; 6; 8
Engage in dialogue with field instructor or in seminar about confronting barriers and oppressive structures	1-3
impacting the effect of COVID-19 on communities and clients  Craft a leadership style and impact statement	1-3
Ask students: What is your leadership style? What legacy do you want to leave? How do you get there and ensure	
your intent aligns with your impact?	1
you ment aligns wan you impact:	
Observe a virtual recovery meeting https://www.samhsa.gov/sites/default/files/virtual-recovery-resources.pdf	9
Develop focus group question or survey instruments related to a need in the agency	4
Complete an analysis of a political candidate's plans for policy change	5
Create an assessment instrument (survey, focus group questions, interview questions) to better understand	
community/client needs	4
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READ THIS SECTION BEFORE CONTRIBUTING! | Be mindful when navigating this shared spreadsheet to ensure all content is preserved.

Purpose: This crowdsourced spreadsheet serves as a central depository, allowing programs to share with each other, task ideas and examples for completing virtual social work field education hours during times of crisis. Your contributions make this effort effective, so please feel empowered to share your wisdom with fellow social work colleagues and distribute this spreadsheet accordingly.

### Contribution Guidelines:

- 1. Review the current list to avoid duplicates.
- 2. Input your idea/example in a blank row. Be as specific as possible.
- Input one (1) idea/example per row.
   Do not edit/alter another user's content/row.
- 5. This spreadsheet captures live updates! Be mindful when navigating this shared spreadsheet to ensure all content is preserved.
- 6. Check back on this list periodically and share it with your field personnel: director, liaisons, instructors etc.

Disclaimer: CSWE's Commission on Accreditation (COA) will not vet this list for compliance with the EPAS. Programs have discretion in implementing the EPAS within the context of their enviornment. With your contributions, the list will be a growing depository of options for addressing field virtually.

Virtual Field Education, Task Ideas & Examples	Competency
	(#1 - #9)
Telehealth services	1; 2; 4; 6-9
Collaborative phone contact with colleagues, clients, and constituents	1-9
Call into meetings	1
Meet virtually with field instructor	1
Remote/telework access to platforms and projects	1-9
Work on projects or plans for future events or initiatives	1-9
Meet with individuals, families, and groups utilizing teleconferencing applications that can be accessed via	
computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.	1; 4; 6-9
Client case/paperwork on a secure server	1; 7; 9
Client case/paperwork on a secure server	1; 4
Engage in virtual professional development to assist them in their agency (e.g., webinars, Coursera, EdX, DSM	1,4
review, informational interviews with partner organizations, etc.)	1; 4
Inquire with your field instructor about recorded webinars or past trainings they have available in relation to your	1, 7
practicum population/focus	1; 4
practical population modus	1, 7
Stay current on best-practices and emerging info related to field agency via podcasts, Ted Talks, documentaries,	
reading materials, etc. and discuss application of this info to practice with field instructor	1; 4
Listen to podcasts at: http://socialworkpodcast.blogspot.com/	1: 4
Center for Children, Families and Workforce Development offers excellent training modules on a variety of topics:	11, 7
http://health.umt.edu/ccfwd/training/default.php	1; 4
CSWE trainings: https://learningacademy.cswe.org/	1; 4
Learn about the social work organizations and get connected: https://www.socialworkers.org/;	1, 4
https://www.aswb.org/; https://www.cswe.org/Home.aspx	1; 4
Participate in self-care practices and reflect (in-writing or verbally). Resources include:	1, 4
https://greatergood.berkeley.edu/; https://www.calm.com/; https://www.headspace.com/;	
https://www.downdogapp.com/ (free for teachers and healthcare workers)  Ask students: What sustains you? What motivates you? How do you keep your emotions from interferring with	
client/constituent relationship? How do you avoid burnout and compassion fatigue?	
chert/constituent relationship? How do you avoid burnout and compassion ratigue?	
With public libraries closed, e-materials are avialable via Libby and OverDrive apps connected via your library card	1.0
Conduct a literature review on a specific topic relevant to the field placement (e.g., effectiveness of an	1-9
intervention, how interruption of services impacts mental health or economic stability, etc.)	
Review agency policies and provide suggestions/recommendations where appropriate (e.g., safety policies,	4
diversity policies, use of social media, utilization of technology, etc.)	5
diversity policies, use of social media, utilization of technology, etc.)	
Work on agency-based crisis response policies, procedures, notifications, and education (e.g., handouts,	
PowerPoints, webinars, PSAs, email blasts, etc.) based on the crisis or natural/manmade disaster	3; 5; 6-9
Help with public education about staying healthy	2; 3; 6
Connect clients to Medicaid/Medicare or other affordable healthcare plans	2; 3; 6-9
Propose revisions to agency policies and procedures about safety and emergency/crisis response	5
Contact clients to inform them of any changes to regularly scheduled services	1; 6-9
Teleconference with various service providers, participating in resource mapping, and develop a list of resources	1,00
for clients with services offered, referral process, etc.	1; 2; 3; 4; 6-9
Create lists or a resource manual of referrals to other community resources their clients may need	2; 3; 4; 6-9
Craft awareness efforts via placement's social media accounts	1; 3; 6
Analyze state or federal policy concerning agency population (e.g., HIPAA, Reporting of Elderly Abuse, Mandated	1, 0, 0
Reporting, Medical Aid in Dying Act, Medicaid and Medicare guidelines, etc.) and submit the summary to the field	
instructor	5
Compose advocacy writings (e.g., op-ed, letter to the editor, key talking points for agency personnel, etc.) to	-
elected officials or media outlets about issues and legislation with (e.g., Indian Child Welfare Act, Family First	
Prevention Act, Homeless Camping Bans/Ten Year Plan to End Homelessness, etc.) and provide a synopsis of	
key takeaways the agency is connected to/populations they serve	1; 3; 5
Analyze implications of recent legislation and mandates to clients and/or constituents of field agency	1,1-1,-
Ask students: What are the underlying assumptions of this policy? Whose voice is missing? How does the policy	
impact client systems at different levels of practice from individual to community? Are there any disparities or gaps	
in ensuring resources?	5
Develop handouts, flyers, or brochures that will benefit the population served at the internship site (e.g., coping	<u>-</u>
with isolation, community services, client rights, etc.)	1-4
Example: A field education program in Puerto Rico developed a list of crisis response tasks students could	
engage in specific to their agency regarding Hurricane Maria aftermath. This included a student at a mental health	
agency creating fliers with information about local services for basic needs and support groups offered to begin	
healing from traumatic experiences.	1; 3; 6-9
Example: During the Flint Water Crisis, students worked with local congregations to organize bottled water	1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
collection and distribution.	2; 3; 6-9
Schedule weekly supervision using Zoom or other teleconferencing applications.	1
Concount woonly supervision using 200m or other teleconfleteffulling applications.	11

Seek supervision and consultation on ethical dilemmas when working with your agency's client population	1
Research grants or funding stream options for the agency	4
Draft a grant proposal	1; 4
Convene a panel of experts on social work in times of crisis and broadcast	1
Develop/revise learning contract completely focused on remote activities, organized by competency. Each competency also includes a required learning activity related to the pandemic.	1-9
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Conduct a survey with agency personnel or clients, analyze data, and present results. This can be a Q&A survey	
about service access/gaps during the pandemic and be conducted via phone or online survey tech.	1; 4
and solving according to particular and solving and provide or commodularly took	
Develop trainings that will benefit the agency (e.g., self-care, ethics, tech tools in social work practice, etc.)	1; 4
Develop curriculum for future implementation with clients (e.g., life skills, grief, trauma, domestic violence, anger	
management, coping with isolation, etc.)	1; 4
Coordinate with state social services to have interns check in on the homebound/high risk seniors who are socially	
isolating, assist with arranging food/necessity deliveries, perscription delivery, support plans, providing assistance	
at food banks, etc.	1-3; 6-9
	4 2: 0 0
Students working in school setting still serving meals: assist with delivery, check-in on students via phone, etc.  Students research licensing in the state they wish to practice and begin paperwork if applicable with any	1-3; 6-9
assistance from field instructor or field seminar faculty member	1
assistance from field instruction of field seminal faculty member	
Create, market, and host online support groups. There will be informed consent, group guidelines, and	
transparency to ensure everyone knows that the facilitator is a peer. They will also be equipped with information	
about resources that they can share with group members as needs arise. The intervention was influenced by the	
"solidarity social work practice" paradigm as described by author Dawn McCarty, PhD.	6-9
Inquire with the university or relevant leaders if CE course fees can be waived and students can enroll/complete	
for no charge	1; 4
Read social work voting toolkit (htts://votingissocialwork.org/# ) and develop a plan for implementation within the	
agency	1; 3; 6; 8
Create a values infographic or chart explaining to the public the values and healthy mindset of social workers,	
clients, constituents, community health workers, etc. to advocate fo balance, positive self-talk, seeking help, and	
other advice during times of emergency, crisis, and increased stress	1; 2; 6; 8
Engage in dialogue with field instructor or in seminar about confronting barriers and oppressive structures	1-3
impacting the effect of COVID-19 on communities and clients  Craft a leadership style and impact statement	1-3
Ask students: What is your leadership style? What legacy do you want to leave? How do you get there and ensure	
your intent aligns with your impact?	1
you ment aligns wan you impact:	
Observe a virtual recovery meeting https://www.samhsa.gov/sites/default/files/virtual-recovery-resources.pdf	9
Develop focus group question or survey instruments related to a need in the agency	4
Complete an analysis of a political candidate's plans for policy change	5
Create an assessment instrument (survey, focus group questions, interview questions) to better understand	
community/client needs	4
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## **Collection of Field Disruption Contingency/Continuity Plans:**

Feel empowered to add yours below!

https://www.nanfed.org/policies-re-covid-19-and-other-disruptions-to-field

https://static1.squarespace.com/static/5bd11f6e8dfc8ccbbf4a15b2/t/5e66c057657f600989b797f6/1583792215957/Competencies%2B-%2Bremote%2Bproject%2Bideas.pdf

https://ssw.umich.edu/sites/default/files/documents/um-ssw/covid-19/covid-field-education-disruption-stuces/

https://ssw.umich.edu/news/articles/2020/03/12/61226-covid-19-information-ssw-students-faculty-and-sta

https://socialwork.wayne.edu/field/2019/interruption of field due to national or local events.pdf

https://socialwork.wayne.edu/field/2019/remote competency development.pdf

https://socialwork.wayne.edu/field/2019/sample activity.pdf

http://portfolio.du.edu/currentagencyresources/item/553214

https://csw.osu.edu/wp-content/uploads/2020/03/COVID-19-Virtual-Student-Activity.pdf

https://www.chronicle.com/article/Here-s-a-List-of-Colleges-/248626

dents.pdf

dead link

### **Generalist Competency Titles\***

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

\*Programs may add aditional competencies; titles for competencies 6-9 may change for each area of spe



# **Helpful Links**

This is a rapidly evolving situation, for the latest information frequently visit:

Accreditation-specific COVID-19 Info

CSWE COVID-19 Response