

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.
3. Input one (1) idea/example per row.
4. Do not edit/alter another user's content/row.
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6. Check back on this list periodically and share it with your field personnel: director, liaisons, instructors etc.

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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
	1; 4
Engage in virtual professional development to assist them in their agency (e.g., webinars, Coursera, EdX, DSM 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 practicum population/focus	1; 4
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: <a href="http://socialworkpodcast.blogspot.com/">http://socialworkpodcast.blogspot.com/</a>	1; 4
Center for Children, Families and Workforce Development offers excellent training modules on a variety of topics: <a href="http://health.umt.edu/ccfwd/training/default.php">http://health.umt.edu/ccfwd/training/default.php</a>	1; 4
CSWE trainings: <a href="https://learningacademy.cswe.org/">https://learningacademy.cswe.org/</a>	1; 4
Learn about the social work organizations and get connected: <a href="https://www.socialworkers.org/">https://www.socialworkers.org/</a> ; <a href="https://www.aswb.org/">https://www.aswb.org/</a> ; <a href="https://www.cswe.org/Home.aspx">https://www.cswe.org/Home.aspx</a>	1; 4
Participate in self-care practices and reflect (in-writing or verbally). Resources include: <a href="https://greatergood.berkeley.edu/">https://greatergood.berkeley.edu/</a> ; <a href="https://www.calm.com/">https://www.calm.com/</a> ; <a href="https://www.headspace.com/">https://www.headspace.com/</a> ; <a href="https://www.dogapp.com/">https://www.dogapp.com/</a> (free for teachers and healthcare workers)	
Ask students: What sustains you? What motivates you? How do you keep your emotions from interfering with client/constituent relationship? How do you avoid burnout and compassion fatigue?	1
With public libraries closed, e-materials are available via Libby and OverDrive apps connected via your library card	1-9
Conduct a literature review on a specific topic relevant to the field placement (e.g., effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)	4
Review agency policies and provide suggestions/recommendations where appropriate (e.g., safety policies, diversity policies, use of social media, utilization of technology, etc.)	5
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 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 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	
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 with isolation, community services, client rights, etc.)	1-4
<i>Example:</i> 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
<i>Example:</i> During the Flint Water Crisis, students worked with local congregations to organize bottled water collection and distribution.	2; 3; 6-9
Schedule weekly supervision using Zoom or other teleconferencing applications.	1





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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-stu>

<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/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/remote_competency_development.pdf)

[https://socialwork.wayne.edu/field/2019/sample\\_activity.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](#)  
[aff](#)

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 additional competencies; titles for competencies 6-9 may change for each area of specialization*

*socialized practice*

### **Helpful Links**

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

[Accreditation-specific COVID-19 Info](#)  
[CSWE COVID-19 Response](#)