

Effective Immediately

The WVU School of Social Work has suspended all on-site field education activities and restricted students from physically engaging at their field placements locations. All field placements will immediately shift to remote participation for the remainder of the Spring 2020 semester.

BSW student field requirements are reduced to the CSWE minimum of 400 field hours. MSW and BSW students may conclude placement activities upon minimum hour attainment.

Fulfilling Field Education Requirements During Covid-19 Event

The WVU SSW has developed plans to address the disruption to students' social work field placements due to local, state, and national emergencies or events. The following approach should be followed regarding field education for students to complete degree requirements during the COVID-19 global health pandemic.

- Telework solutions will be in effect for the remaining weeks of Spring 2020.
- Students should be in communication with their SSW Faculty Field Liaison to develop a plan for alternative activities and approaches to completing their field requirements.
- Field agencies should work with students to allow and support telework.
- Students are expected to complete and submit their time reports as scheduled.
- Field site visits will be conducted virtually unless otherwise requested.

All remote working plans must be submitted and approved by the Faculty Field Liaison. Students are required to participate in and complete their BSW and MSW field seminars and capstone sessions through online and remote modalities.

Importantly, if a student suspects they were exposed to the virus, they should seek testing and self-quarantine.

Establishing Plans for Remote Engagement

The Field Office has developed the option for students to continue acquiring field hours through remote or virtual activities. Students must **email the Field Instructor and Faculty Field Liaison and submit a Remote Field Activity Plan (RFAP)**. **Current** Learning Contracts should be reviewed and previous activities stricken, which are no longer applicable.

The **Remote Field Activity Plan** must include:

- The selected activities and competencies they will work toward remotely.
- The estimated amount of time for activity completion.
- Students should provide details around their completed activities in time reports.
- RFAP must be approved by both the Field Faculty and the Field Instructor.

A RFAP should be submitted before beginning remote field activities and approved by Faculty Field Liaison. All remote field activities and deliverables will be provided to the Field Instructor and Faculty Field Liaison so they can be used for end of term assessment purposes. This approach is designed to address field placement disruptions through Spring 2020. Please contact your Faculty Field Liaison or the Field Office should you have any questions.

Maintaining Alignment with CSWE Requirements

Field education programs must ensure that demonstration of social work competencies is through in-person contact, which refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies (AS 2.2.4, 2015 EPAS Interpretation Guide).

- The EPAS allow for technology-based social work practice (e.g., telehealth, telework, phone contact with colleagues, clients, and constituents, remote access to platforms and projects, etc.).
- Current Commission on Accreditation (COA) interpretation of *Accreditation Standard 2.2.4* allows “in-person” contact to be accomplished through digital technologies.

Programs should decide how best to meet field education requirements in a manner that is appropriate for their students, their community, and their unique challenges.

- Accreditation standards require a minimum for field education 400 hours for baccalaureate programs and 900 hours for master’s programs (AS 2.2.5).
- The required 400 hours of field experience for baccalaureate programs and the minimum of 900 hours for master’s programs in *Accreditation Standard 2.2.5* cannot be waived since they are related to licensing requirements in many states.

Ultimately, it is the responsibility of social work programs, in conjunction with their institutions, to make decisions and accommodations about risk management, safety, and the educational experience of students, including field placements (AS 2.2.7).

Confidentiality and the Use of Technology

[Virtual meeting tool Zoom is now available for free to all faculty, staff and students. Students should visit here for additional guidance and to set up their free account, connected to their WVU ID.](#)

All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of clients. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls to clients.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

Please direct questions about ethical technology use to your SSW Field Faculty or Jenifer.gamble@mail.wvu.edu

Agency-Connected Learning Activity Areas

In support of fulfilling students' field requirements and educational competencies during field placement disruptions, the WVU SSW is providing **alternative field learning activities** that can be completed remotely. This approach is meant to address field placement disruptions during this period of health precaution.

Field Instructors and Site Supervisors should assign students off-site field learning activities that the student may complete in the event of a temporary field disruption and/or agency closures. As plans are developed with Field Instructors/agencies, students should develop agency-specific options to be included in the RAP. The following examples of potential activities should be tailored to student's agencies and is not an exhaustive list.

All activities should be approved by Field Faculty and Faculty Field Liaisons.

- a) **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- b) **Meetings with individuals, families, and groups:** Utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; Using teleconferencing applications should meet any agency requirements regarding HIPPA and/or confidentiality.
- c) **Trainings for Agency:** Develop trainings that will benefit the agency (self-care, ethics, etc.)
- d) **Groups/Workshops for Clients:** Develop curriculum for future implementation with clients (life skills, grief, trauma, domestic violence, etc.)
- e) **Communication Materials for Clients or Community:** Develop handouts/flyers/brochures (explain voting rights, informed consent policies, etc.)
- f) **Organizational Policy Review:** Review agency policies with suggestions/recommendations where appropriate (safety policies, diversity policies, use of social media, utilization of technology, etc.)
- g) **Legislative Policy Review:** Review relevant laws and policies impacting the population students work with and provide a synopsis of key takeaways, or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- h) **Literature Review:** Conduct a literature review on a specific topic relevant to field placement (effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- i) **Grants:** Research potential grant opportunities and/or prepare aspects of the grant writing.
- j) **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.
- k) **Complete online trainings:** Complete assigned trainings and provide a certification of completion and/or a written reflection, and/or prepare a presentation to disseminate knowledge gained.

Field Instructors and Site Supervisors may come up with other activities or trainings, in addition to those provided.

Remote Learning Activities by CSWE Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

- Appropriate and timely use of email, virtual supervision, and communication during uncertain times
- Develop new workplan, including due dates, for written products to be submitted to Field Instructor 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.
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice

- Review ethics-related case study identified by FI/TS or field faculty, 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. 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 video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice

Competency 2: Engage Diversity and Difference in Practice

- Utilize self-reflection to think about personal identities and biases may show up in practice
- Apply a diversity and difference in practice lens through research and writing to current projects
- 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
- 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 video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice

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

- Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work
- Review advocacy agency website 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 video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

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

- Research and write evaluation of articles that inform agency's practice
- Continue research pertaining to current 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 FI and or Field Faculty member and identify resources that inform (or answer) the research question.

Competency 5: Engage in Policy Practice

- Explore local, state and federal policies that impact organization and/or the affected community, write summary
- Write a policy brief
- 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

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

- Attend virtual meetings or phone consultations
- 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
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered

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

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

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

- Continue evaluation work for 481, 581, and 682 as appropriate
- Assess agency process 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).

Crisis Response Activity Examples

Students may also work on crisis response policies, procedures, notifications, and education (handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or natural/manmade disaster.

- In the case of a public health issue, students may engage in number of activities including:
 - Help with public education about staying healthy
 - Connect clients to Medicaid/Medicare or other affordable healthcare plans
 - Propose revisions to agency policies and procedures about safety
 - Contact clients to inform them of any changes to regularly scheduled services
 - Create lists of referrals to other community resources their clients may need
 - Work on projects or plans for future events or initiatives, including supply distribution
 - Engage in virtual professional development to assist them in their agency (webinars, DSM review, informational interviews with partner organizations, etc.)
 - Craft awareness efforts via placement's social media accounts
 - Compose advocacy writings to elected officials about issues and legislation the agency is connected to/populations they serve
- A program in Puerto Rico developed a list of crisis response tasks that students could engage in specific to their agency regarding Hurricane Maria aftermath, including a student at a mental health agency creating fliers about local services for basic needs and support groups.
- Engage in advocacy-related activities intended to support vulnerable and marginalized groups during this health emergency, such as prisoner rights and resources for those experiencing homelessness.
- WATCH: [Coronavirus Disease \(COVID-19\) Resources for Older Adults, Family Caregivers and Health Care Providers](#)

Free Online Trainings for Social Work Students

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

1. Connecting the Dots: Introduction to the Links between Multiple Forms of Violence
<https://vetoviolence.cdc.gov/apps/connecting-the-dots/node/4>
2. Preventing Adverse Childhood Experiences: <https://vetoviolence.cdc.gov/apps/aces-training/#/#top>
3. Principles of Prevention: <https://vetoviolence.cdc.gov/apps/principles-of-prevention/>
4. STRYVE: Striving to Reduce Youth Violence Everywhere: <https://vetoviolence.cdc.gov/apps/stryve/>
5. Understanding Evidence: <https://vetoviolence.cdc.gov/apps/evidence/>

Merlot

6. Access to curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers. <https://www.merlot.org/merlot/>

OER Commons (Open Education Resources)

7. OER Professional Learning programs support instructors and curriculum specialists to gain the necessary skills required to find, adapt, and evaluate high quality open materials: <https://www.oercommons.org/>

Center for Financial Social Work

8. Free Resources (Webinars, eBooks, and Videos): <https://financialsocialwork.com/resources>

Community Development Project

9. Research for Organizing: A Toolkit for Participatory Action Research from the Community Development Project: Webinar Series: <http://www.researchfororganizing.org/index.php?page=webinar-seres>
10. Darkness to Light: Stewards of Children Sexual Abuse Prevention Online Training (has associated fee) <https://www.d2l.org/education/stewards-of-children/online/>

ESRI Academy (through UNC Libraries)

11. Getting Started with GIS Web Course: <https://www.esri.com/training/catalog/57630434851d31e02a43ef28/getting-started-with-gis/>

Human Rights Campaign

12. All Children, All Families Webinars: <https://www.hrc.org/resources/all-children-all-families-webinars>

National Implementation Research Network (NIRN)

13. 2019 Summer Institute on Implementation Science (recorded presentations and handouts) <https://nirn.fpg.unc.edu/resources/2019-summer-institute-implementation-science-materials>

NC Area Health Education Centers

14. Opioid Education for Community Health Workers Online Series: <https://www.aheconnect.com/opioided/default.asp>

Prevent Child Abuse NC

15. Recognizing and Responding to Suspicions of Child Maltreatment: <https://www.preventchildabusenc.org/recognizing-responding-online-course/>
16. What is Prevention? <https://preventchildabusenc-lms.org/>

Suicide Prevention Resource Center

17. CALM: Counseling on Access to Lethal Means: <https://training.sprc.org/>
18. Locating and Understanding Data for Suicide Prevention: <https://training.sprc.org/enrol/index.php?id=35>
19. A Strategic Planning Approach to Suicide Prevention: <https://training.sprc.org/enrol/index.php?id=31>
20. Preventing Suicide in Emergency Department Patients: <https://training.sprc.org/enrol/index.php?id=30>

National Association of Social Workers (NASW)

21. NASW Members – Social Work Online CE Institute

Many resources available at no charge for current members: <https://naswinstitute.inreachce.com/>

National Neighborhood Indicators Project

22. Webinar Series: <https://www.neighborhoodindicators.org/get-involved/webinars>

NC State Center for Family and Community Engagement

23. A Resource Parent's Guide to Intellectual and Developmental Disabilities (IDD)

https://www.cface.org/projects/family_engagement/dss/IDDinfo.php

24. Game Building as Engagement:

https://www.cface.org/projects/family_engagement/dss/gamebuilding.php

25. Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans*, and Questioning Youth in Substitute Care

https://www.cface.org/projects/family_engagement/dss/lgbtq.php

26. How Loss Impacts Youth in Foster Care: What is our role and responsibility within these relationships?

https://www.cface.org/projects/family_engagement/dss/ALinfo.php

UC Davis Health: Children's Hospital

27. Parent Child Interaction Therapy (PCIT) Online Training: <https://pcit.ucdavis.edu/pcit-web-course/>

28. UNC SSW Clinical Lecture Series (livestreaming available): <https://cls.unc.edu/clinical-lecture-series/>

29. UNC SSW Field Education: Creating Trans Affirming Field Placements:

<https://ssw.unc.edu/sswevents/online/field-edu>

30. UNC SSW Focus on Family and Disability Lecture Series (livestreaming available):

<https://cls.unc.edu/family-focus-and-disability-clinical-lecture-series/>

Westfield State University, Interdisciplinary Behavioral Health Collaboration (IBHC) Project

31. Free Online Integrated Behavioral Healthcare Training Modules (16 different modules on a variety of healthcare and specialized population topics): <http://www.westfield.ma.edu/interdisciplinary-behavioral-health-collaboration/modules>

US Department of Health and Human Services

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

https://thinkculturalhealth.hhs.gov/education/behavioral-health?gclid=CjwKCAjwmKLzBRBeEiwACCVihrCTf-z-ciTbHQqhHxk7U-ZQYs_taiL7OAZOF8mw5X9Yy950CAymbhoC368QAvD_BwE

UNC Behavioral Health Springboard:

33. Children and Adolescents Affected by Traumatic Brain Injury (TBI): <https://bhs.unc.edu/node/248>

34. Fetal Alcohol Spectrum Disorders: <https://bhs.unc.edu/FASD-free>

35. Introduction to the Mental Health Needs of Children and Young People with Intellectual/Developmental Disabilities Web-Based Provider Training Curriculum: <https://bhs.unc.edu/introduction-mental-health-needs-children-and-young-people-intellectualdevelopmental-disabilities>

36. UPG, M., & Alexander Street (Producers), & . (2016). Overcoming personal biases in social work. [Video/DVD] Alexander Street. Retrieved from <https://video-alexanderstreet-com.wv-o-ursus-proxy02.ursus.maine.edu/watch/overcoming-personal-biases-in-social-work>
37. Alexander Street (Producer), & . (2018). Ethics and values in social work: Client-centered processes for managing ethical concerns. [Video/DVD] Microtraining Associates. Retrieved from <https://video-alexanderstreet-com.wv-o-ursus-proxy02.ursus.maine.edu/watch/ethics-and-values-in-social-work-client-centered-processes-for-managing-ethical-concerns>

Movies with Mental Health & Social Work Relevance

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|-------------------------|------|---------------------------------|------|
| American Sniper | 2014 | The Other Sister | 1999 |
| Happy Valley | 2014 | Leaving Las Vegas | 1995 |
| Still Alice | 2014 | Forrest Gump | 1994 |
| August Osage County | 2013 | When a Man Loves a Woman | 1994 |
| The Great Gatsby | 2013 | The Remains of the Day | 1993 |
| The Wolf of Wall Street | 2013 | Sleeping with the Enemy | 1991 |
| Flight | 2012 | The Silence of the Lambs | 1991 |
| Silver Linings Playbook | 2012 | What About Bob? | 1991 |
| Shutter Island | 2010 | Misery | 1990 |
| Black Swan | 2010 | Born on the Fourth of July | 1989 |
| The King's Speech | 2010 | Rain Man | 1988 |
| Precious | 2009 | Fatal Attraction | 1987 |
| Rachel Getting Married | 2009 | Wall Street | 1987 |
| Walk the Line | 2005 | Sophie's Choice | 1982 |
| Monster | 2003 | Ordinary People | 1980 |
| A Beautiful Mind | 2001 | One Flew Over the Cuckoo's Nest | 1975 |
| 28 Days | 2000 | | |
| Boys Don't Cry | 1999 | | |
| Girl, Interrupted | 1999 | | |

** This is not an exhaustive list and many other films documentaries can be utilized in activities.

Acknowledgement: An expression of thanks to the University of North Carolina, the University of Denver, University of Michigan, and The Ohio State University's Schools of Social Work, who is assisted in the development of this policy by sharing their plans and protocols for disruption in field placements activities.