West Virginia University

SCHOOL OF SOCIAL WORK

Field Guidance Packet
2020-2021*

*reflecting COVID-19 guidance and CSWE policy
adjustments*

Watch Overview Video Here

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I. Fulfilling Field Education Requirements During the 2020-2021 Academic Year & Covid-19 Pandemic

During the 2020-2021 academic year, and while the COVID-19 health pandemic continues to impact community safety, the WVU SSW has developed plans and guidance to address the challenges around student social work field placements due to local, state, and national emergency responses. **All students are expected to follow university guidelines and safety protocols, outlined in the [WVU Return to Campus website](.).**

A flexible and adaptable approach is being taken for students completing field experiences that contributes to skill and competency development, and to complete degree requirements during these challenging times. Students and field agencies should be prepared to shift to a fully remote learning approach should the need arise.

For the 2020-2021 academic year, field agencies should work with students to allow and support virtual engagement and include a blend of in-person and remote activities in their Learning Contracts. Students and their supervisors should work to conduct in-person activities using technology, and connect independently completely activities to relevant client and agency issues and needs, as needed. Field site visits will be conducted virtually unless otherwise requested, and all field documentation and timekeeping will be conducted within the Tevera field management system.

a) Alignment with CSWE Requirements

The Council on Social Work Education (CSWE) has provided specific guidance and recommendations for Field Education during the COVID-19 pandemic, and through May 31, 2021, as a temporary response to the crisis.

Commission on Accreditation Statement of Trust & Support

CSWE's Department of Social Work Accreditation (DOSWA) and the Commission on Accreditation (COA)recognize that this is a stressful time for all stakeholders in higher education. CSWE's priority is the health and safety of its program members, volunteers, social work faculty members, staff members, students, and field personnel, and the clients, constituents, and communities they serve daily across the nation. The COA takes the COVID-19 pandemic and its impact on the educational process seriously. CSWE and the COA trust that programs will do, professionally and ethically, what is best for them and their students as they develop contingency/continuity plans. We reiterate our support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in extenuating circumstances.

The WVU SSW has evaluated CSWE recommendations and made program adjustments for students completing field experiences during this challenging time and period. WVU has assessed and determined how to best meet field education requirements in a manner that is appropriate for our students, community, and our unique challenges. Throughout this document, CSWE policy guidance will be shared alongside the SSW approach to policy implementations.

The CSWE has issued continuous guidance around field education and other relevant social work education standards affected by the COVID-19 pandemic. Please review the CSWE Department of Social Work Accreditation Response to COVID-19FAQs & Field Guidance , released on July 30, 2020, and to access links to previously provided resources.

Reduced Field Hours

> *CSWE Policy Guidance: AS 2.2.5: The required minimums are 400 hours of field education for baccalaureate programs and 900 hours for master's programs. Due to the impact of the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., 340 hours for baccalaureate programs and 765 hours for master's programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirements. This reduction in field hours may be applied to all field placement courses until May 31, 2021. Field placement courses that started prior to May 31, 2021, but will not end until after that date will also be eligible for the 15% reduction.*
>
> *For programs that offer the reduction to students, even though students will be completing a reduced number of field hours during this time, they will be granted the full number of hours for accreditation and graduation purposes. Programs cannot waive more than 15% of field hours as a response to the COVID-19 pandemic. New field placement courses that begin after May 31, 2021, will return to the full number of hours required by AS2.2.5.*

In accordance with the CSWE guidance, WVU SSW students will be allowed to complete 85% of the standard field hour requirements through May 31, 2021. Activities that may be included as part of field hours include learning contract activities, supervision conferences, and time spent in professional seminars.

The required hours for student placements will be as follows:

- BSW Generalist – 340 (spring 2021)
- MSW Generalist – 255 (fall 2020 – spring 2021)
- MSW Advanced – 510 (fall 2020 - spring 2021)

b) Enhanced Field Experiences

As the SSW continues to strive for high quality and innovative field learning experiences, students are both encouraged and allowed to include various shorter-term experiences as part of their field learning. These opportunities provide students with new and non-traditional environments in which to develop social work competencies, while also providing an enhanced view of social work in action. These experiences have included participating in a Mock Trial as an expert witness with the WVU School of Law, completing the West Virginia Center on Budget & Policy Priorities' Summer Policy Institute, and contributing to the Calling Community program with WVU Extension.

These opportunities are often developed by the Field Office, and shared with the appropriate student cohorts as ways to potentially enhance their learning and begin their traditional field experiences with progress toward hourly requirements. Opportunities are usually collaborative and involve an application/registration process, as well as specific deliverables that students commit to completing. Students will often complete a short Competency Reflection Essay that summarizes how the experience aided in their social work competency development as a final assignment. Students will record their time in Tevera, which will contribute to the hour requirements of their upcoming Foundation-Generalist or Specialized-Advanced field experience. Enhanced field experiences must be applied to a student's upcoming and planned field experience and may not be applied to a field experience that has already concluded.

If students have thoughts or suggestions for new opportunities, please contact the Field Office and share details for consideration. All experiences must be vetted and approved by the Field Office.

c) Field Completion

The SSW recognizes the health uncertainties existing during the COVID-19 pandemic and will allow student to finish their field experience at the time at which they have completed field requirements. Student plans to conclude field experiences prior to the end of their scheduled semester must be approved by their Field Instructor and Faculty Field Liaison.

The following criteria must be met for full-time students to finish their field experience any earlier than April 16, 2021, and part-time students any earlier than May 17th. Exceptions to these criteria for early field completion, including for part-time students, requires field office approval and will be considered on a case-by-case basis. Despite early field completion, student degree plans and course registration requirements remain the same.

- **Assessment:** Final field assessments, both the student's self-assessment and their supervisor's assessment, must be completed, with all competencies satisfactorily attained per the supervisor's Final Assessment. All assessments are completed in Tevera.
- **Hours:** Minimum field hours must have been met, recorded in Tevera, and approved by the student's field supervisors and faculty field liaison.
- **MSW Seminar:** MSW students must continue to have a presence in their field agency thru their final professional seminar of that specific field experience.
  BSW Capstone: BSW students must continue attending all required Capstone sessions and continue to have a presence in their field agency thru April 2, 2020.

d) Employer-Based Field Placements

CSWE Guidance: During the COVID-19 pandemic, through May 31, 2021, field hours in a student's place of employment may be counted toward required field hours. Temporarily, student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program.

Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing asocial work perspective directly with the student. In extenuating circumstances, students may have the same field instructor as employment supervisor with different supervision times.

CSWE guidance allows for field hours in a student's place of employment to possibly be counted toward field requirements, and some flexibility in field supervision. The SSW policy for employer-based placements during the 2020-2021 academic year is as follows:

Students completing employer-based field experiences for either MSW Foundation-Generalist or Specialized-Advanced placements may identify employment activities that have clear linkages with the nine social work competencies and include them in their Learning Contract and field assessment processes. The time spent engaging in the identified "overlap" activities during employment hours may be counted toward field hour requirements, if approved by the student's Field Instructor and Faculty Field Liaison.

Employer-based placements must meet the following criteria:

- Students must complete and submit Part I and Part II Employer-based applications and be approved by all parties indicated in the Part II application.

- A student's Field Instructor at their place of employment must have an MSW degree and 2 years of post-MSW experience. A student's Field Instructor at their place of employment may be their same employment supervisor, although it is preferred that these are different individuals. An external field instructor meeting WVU's credentialing requirement may provide supervision if approved by the SSW.

- A MOU/MOA between the WVU SSW and the employer-based agency must be in effect and active.
- All field hours must be approved by student's Field Instructor and Faculty Field Liaison.

The maximum number of hours that can be completed during normal employment hours cannot exceed the maximum recommended weekly hours for field activities by the SSW. Potential employment-based hours toward field requirements include: FT-Generalist – 20 hours; FT-Advanced – 24 hours; PT-Generalist – 16 hours; and PT-Advanced – 20 hours.

Examples of aligned activities include conducting intakes; co-facilitating groups; participating in treatment team meetings; engaging in professional development trainings/workshops; providing case management; and supporting community education and awareness events. Micro, mezzo and macro practice activities may be considered as "overlap" activities that contribute to social work competency development.

e) WVU Reaffirmation Process

During the 2020-2021 academic year, the WVU SSW will be collecting assessment data to include as part of the CSWE reaffirmation process. This process occurs every seven years to ensure a social work program is continuing to meet the high standards required to maintain its accreditation. Students, field supervisors, and faculty field liaisons will directly contribute to this process through Learning Contract development and Mid-term and Final Assessment completion. The SSW is grateful to student, field supervisors, and faculty field liaisons for their continued support, thoughtful engagement, and involvement as field assessment data and processes are completed.

II.   Safety in Field During COVID

CSWE Guidance: AS 2.2.7: It is required that programs have policies, procedures, and criteria in place for supporting student safety in field placements.

For the 2020-2021 academic term, all students should do their part and follow the WVU Return to Campus protocols to maintain health and safety during the COVID-19 pandemic. WVU students are accountable for the following requirements in order to proceed with field placement and complete field requirements. Failure to comply with these requirements could result in students being restricted from field activities, disruption of agency engagement, and the necessity for an academic review.

Student Requirements for Entering Field During COVID-19 Pandemic:

- Complete COVID-19 education module
- Undergo COVID-19 test and subsequent testing, as required and needed
- Self-report a positive COVID-19 test result to the Field Office and field agency
- Fulfill isolation and quarantine periods when and where appropriate
- Participate in contact tracing efforts
- Proper use of masks/face coverings while on campus and within placement agencies
- Follow local, state and federal physical distancing and maximum crowd size orders
- Complete daily Wellness Surveys

Should a student require accommodations for their field experience, they should indicate this in their field application and discuss their needs and/or concerns about entering field at this time with the Field Office. Students should also contact the Office of Accessibility Services to ensure their needs are being met for academic success.

The following sections review some basic steps to take as field experiences begin. Students are expected to follow both the WVU Return to Campus guidelines and the safety requirements and protocols of their placement agency. Should students need guidance in fulfilling safety requirements, they should seek support from their Field Instructor and/or their Faculty Field Liaison.

Before the Placement Begins:

- Review the agency's protocol and requirements for safety and health during the pandemic.

- Confirm what personal protective equipment (PPE) is required at the agency, and what the agency does/does not provide. *If your agency is unable to provide required PPE, please let WVU know as soon as possible so that we can assist the student in obtaining.*

- Confirm what the agency's safety protocol is, including personal health requirements (ex. when intern should stay home, washing hands, social distancing etc.).

- Discuss the communication preferences and process that a student should follow in the event they must self-isolate or quarantine.

- Assess if the agency has a workspace (desk, phone, computer) that each student can be assigned. If interns usually share, assess the possibility of not sharing during this time. If students must share, request disinfectant to clean shared resources regularly. Consider arranging hours differently so that social distancing can occur if limited space.

- Acknowledge and discuss the potential anxiety around beginning placement during COVID-19, in addition to regular anxiety of a new placement. Have an open conversation that allows for students and supervisors to discuss the situation and ask any questions that may allay concerns.

- If you are planning on completing activities remotely, discuss options with field instructor and plan for how to account for hours.

During the Field Experience:

- Review how students should handle a situation where the client is (1) not wearing a mask (2) wearing a mask improperly (3) takes off their mask (same with social distancing).

- Continue regular check-ins between students and supervisors to assess how they are doing with managing the personal health risks of placement in the agency/working remotely.

- Regularly check-in with students/supervisors regarding how they are doing at home/work/life during this challenging time.

- Emphasize self-care from day one of the placement and include self-care practices in the Learning Contract.

- If anything changes in the internship (ex. safety concerns increase, amount of work decreases, agency shifts to remote access only), please contact the Faculty Field Liaison immediately for assistance and problem solving.

While working with an agency during field placement, students should exercise the following preventive measures, per CDC Guidelines.

- Stay home when you are sick with flu-like illness; contact your Faculty Field Liaison and Field Instructor to alert them of their situation.

- Wash your hands frequently for at least 20 seconds with soap or use an alcohol-based hand sanitizer.

- Avoid touching your nose, ears, and eyes.

- Cover your coughs and sneezes using your elbow.

- Wash your hands or use hand sanitizer after coughing, sneezing, or blowing your nose.

- Keep frequently touched communal surfaces (phones, desks, other work equipment) clean.

- Do not use other's phones, desks etc. If necessary, clean with a disinfectant.

- Practice self-care.

a) Safety Resources

1. NASW Guidelines for Social Work Safety in the Workplace, https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0=&portalid=0%27

2. Social Workers: Help Starts Here. www.helpstartshere.org

3. Staying Mentally Healthy During a Pandemic www.helpstartshere.org/?p=12838

4. Oregon Public Health-Staying Safe on the Job, https://youtu.be/kL3r_3N_Qek

3. Personal Safety Tip Sheet, https://drive.google.com/file/d/1Yhv5RPGpObSjuk6MI6cnUHv8NIo8Sqtu/view?usp=sharing

4. Safety First: Paying Heed to and Preventing Professional Risks, https://www.socialworker.com/feature-articles/career-jobs/Safety_First%3A_Paying_Heed_to_and_Preventing_Professional_Risks/

5. SAMHSA-Creating Safe Scenes Training Course, https://www.samhsa.gov/dtac/creating-safe-scenes-training-course

6. Tips for Making Home Visits in Child Welfare, https://www.socialworker.com/feature-articles/practice/Tips_for_Making_Home_Visits_in_Child_Welfare/

Acknowledgment: *Thank you to Florida International University for providing additional safety precautions to be utilized during field placements.*

III.   Virtual Student Engagement

With many students, agencies and field faculty now working together virtually while maintaining physical distance, the field experience may be more challenging than in the past. Virtual field participation and supervision require extra attention, and intentionality, particularly around communications and relationship building. The following sections are intended to provide tools, resources and guidance for supervisors and students working together virtually.

a) Onboarding and Orientation

Onboarding is an integral part of the field placement experience. It is how new interns or employees are "introduced to an organization's culture, values, and resources. It isn't a singular event, but rather a process that occurs over time and through multiple touchpoints," ([O'Donnell, 2019](#)).

As students and agencies prepare for remote field placement opportunities that include a considerable amount of virtual engagement, the SSW encourages both students and field supervisors to review the following short videos.

- [Video #1 – Before Intern Arrival (1:36)](#)
- [Video #2 – The First Day (1:36)](#)
- [Video #3 – The First Weeks (2:40)](#)
- [Video #4 - Final Points (1:24)](#)

b) Virtual Onboarding Checklist

This checklist can be used as a resource as you prepare to virtually welcome and onboard students for their field experience. Every agency is different, so please use what makes sense for your organization. This list is also not exhaustive, and your agency may have some additional onboarding steps to include in the process.

Ahead of student(s) starting

- Create "new intern checklist" with items students should complete in first couple of weeks, for example:
    i. Paperwork to fill out
    ii. Manuals
    iii. Organizational history and other materials to read
    iv. Web trainings to complete
- Have electronic files of necessary paperwork ready (depending on your agency's policies)
- Have students write a short bio (including a picture) that you can share with your team
- Create agency email address, if students will be provided one
- Provide access to programs and systems needed to fulfill placement duties

First day

- Meet with students over video to welcome them to agency
    i. The goal is to start developing a relationship and get to know each other as people
    ii. Important to start defining tasks, goals, and expectations for student
- Schedule supervision meetings and informal check-ins for quarter
- Develop tracking method for remote activities with students
- Provide students with "new intern checklist" and accompanying materials/links
- Notify students of any communication/safety/emergency protocols they should be aware of
    i. Let student know best way to communicate with you
    ii. Include who student should contact if you're not available
- Have colleagues send students welcome messages
    i. Email
    ii. Team communication tool (ex. Slack, Microsoft Teams, etc.)
    iii. Informal video meetings
- If possible, provide virtual tour of physical space

i. *Tip: Be mindful of camera movement as this can cause motion sickness!*

First few weeks

The onboarding process should be spread out over the first few weeks of the internship. The ideas below can be implemented during this initial phase of the experience. In addition, many of these ideas can be incorporated throughout the field experience for continued engagement!

- Have students take part in a "scavenger hunt" to find "treasures" on organization's website, employee manual, etc.
- Brainstorm meetings that would be appropriate for student to attend and observe, even if these will not be a part of their general work (ex. board meetings, case review, etc.)
- Provide students with list of people they should meet with at the agency
    - i. Goal is to learn more about their colleagues and the work they do
    - ii. Students can schedule these video meetings to start "breaking the ice"
- Continue defining tasks and goals for and with student
    - i. *Tip: During week 1, check in with student about the Learning Contract they will be completing*
- Start every supervision session with a "get to know you" question/activity. Some helpful resources:
    - i. 70 Questions for Coworkers – work-related, personal, and fun questions
    - ii. 16Personalities - personality test
    - iii. Session Lab - ice breakers, teamwork and team building activities
    - iv. Know Your Team - ice breaker questions for the work environment
- Explain agency nuances to students
    - i. Agency culture and norms
    - ii. Jargon and/or acronyms that are often used
- Find ways to help students connect what they are learning in the classroom to the work they are/will be doing at the agency throughout the field experience
    - i. Ask students for and review their class syllabi for the current quarter
    - ii. Discuss the developmental stages of internships with students
    - iii. Offer for students to present about course work that coincides with field work
- Consider activities that you can incorporate into supervision for engagement, such as personality and implicit bias assessments.
- Seek feedback from students regarding how onboarding is going and what they need from the process; redirect as needed

Some tips for success

- Conduct as many meetings as possible via video
- Create buddy system when there are multiple interns
- Encourage informal peer connection through activities such as virtual coffees, lunches, and/or happy hours
- Review remote learning plan throughout experience, as revisions may be needed
- Communicate with your field liaison when you have questions or concerns

Acknowledgement: Our sincerest thanks to University of Denver Graduate School of Social Work, Office of Field Education for providing the Virtual onboarding videos and checklist.

c) Virtual Supervision

Students and field Instructors are expected to participate in weekly supervisory conferences to process learning activities, review progress, and discuss social work competency development. Supervision may be conducted via zoom, or some other video conferencing platform, on the phone, or in person, and may be structured as individual supervision or as part of a group supervisory process.

Supervision conducted via a video platform, like Zoom, is both acceptable and encouraged. Students' abilities to proficiently use technology in social work practice can be enhanced by ethical use of video tools as students, and may improve their technology adeptness as new professionals.

d) Using Technology in Social Work Practice

All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of client data and information. In addition to the NASW Code of Ethics, additional guidance in using technology has been provided in the NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice.

All WVU students have been provided a free Zoom account, associated with their Mix email account, to help facilitate education sessions and online participation. Students should visit here for additional guidance and to set up their free account, connected to their WVU ID. Students also have access the full Google suite, which includes the Google Hangouts video engagement platform and their own YouTube channel.

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 or using a Google phone number.

- Position web cameras so that others can only see your face, with all visible and confidential details 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. Using a white noise machine may be useful when conducting client conversations in many places.

- Turn off personal assistive devices in your home and on your phone, such as Apple's Siri, Amazon Alexa, or others, to ensure these platforms are not able to access confidential conversations.

e) Tevera - WVU's Field Management System

The Tevera system will be used by students, field supervisors, and faculty field liaisons for all timekeeping and documentation management in field education. Students use this system to search for and secure their placement, develop their Learning Contract, record their field hours, and complete the field assessment processes. Each user has a specific role and set of privileges, and the system meets all data security standards.

Students and WVU faculty will use their WVU Mix email accounts to access Tevera, while field supervisors will be set up in the system and connected to their placement agency. Support information and video tutorials for field processes and users can be found in the Support section of the Tevera Knowledge Hub.

IV.   Learning Contracts & Hybrid Learning Activities

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.).

> ***CSWE Guidance:*** *Accreditation Standard (AS) 2.2.4: Current COA interpretation allows "in-person" contact to be accomplished through digital technologies. There is neither a minimum requirement regarding direct client contact hours nor a maximum regarding virtual contact hours.*

a)   Developing your Learning Contract

As students begin developing their Learning Contracts for their Generalist or Advanced placements, they are encouraged to use these guidelines to ensure their approach and activities meet field requirements. During the COVID-19 pandemic, students are encouraged to develop a hybrid learning contract that includes an intentional blend of both in-person and remotely completed activities that strongly connect to their placement setting, practice area, and client population.

All Learning Contract activities must include: 1) the student action, and 2) the way in which activity completion will be verified by their field supervisor.

The example below includes both the ***action*** and the ***verification aspect.***

> Activity Example: I will ***complete research focusing on expanding services to marginalized groups,*** such as immigrants and refugees, and ***provide a "report out" during a staff meeting*** to share my findings.

Learning Contract Guidelines

1. **Two (2) activity minimums:** For each practice behavior listed within a competency, students should include a minimum of two fulsome activities, reflecting both the activity and verification aspect.

2. **Required activities:** Students should add to areas that already include a SSW required activity to meet the two-activity minimum

3. **Personalize activities:** Students should develop activities using 1st person language and use "I will" action statements.

4. **Tailor to issue/agency:** Activities should be tailored to reflect the placement agency, service arena, and strategies in working with the agencies target populations. Sample activities and examples may be used to inspire activities. Generic/vague activities should be tailored by the student to their specific placement and goals.

5. **Verification** – Students should include a variety of ways that their completion of learning activities can be verified. Reflecting on the question, "How will my supervisor know that I complete this?" is a good way to think about the verification aspect in each activity. Student must include a 2nd step that closes the loop on the activity for assessment purposes.

 Ways to verify activity completion may include:
   - o   Discussing activity in supervision

- o Develop a written document based on conducted research/exploration, such as a report, fact sheet or proposal

- o Develop and discuss a written reflection that documents your thoughts and observation, such as a process recording, critical case incident, or competency reflection

- o Attendance and/or participation at a specific event

6. **Evaluation:** Students may consider including a student evaluation activity that expands on their major accomplishments, what worked well during the experience, what could be improved upon, and recommendations for improvements to student and client experiences.

b) Agency-Connected Learning Activity Areas

In support of fulfilling students' field requirements and educational competencies during remote field engagement, the WVU SSW is providing learning activities examples that can be completed remotely.

Field Instructors and Site Supervisors should include off-site field learning activities that students may complete in the event of a temporary field disruption and/or agency closures. The following examples of potential activities should be tailored to student's agencies and is not an exhaustive list. Field Instructors and Site Supervisors may develop other activities or trainings, in addition to those provided.

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

1. **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.

2. **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.

3. **Trainings for Agency:** Develop trainings that will benefit the agency (self-care, ethics, etc.)

4. **Groups/Workshops for Clients**: Develop curriculum for future implementation with clients (life skills, grief, trauma, domestic violence, etc.)

5. **Communication Materials for Clients or Community:** Develop handouts/flyers/brochures (explain voting rights, informed consent policies, etc.)

6. **Organizational Policy Review:** Review agency policies with suggestions/recommendations where appropriate (safety policies, diversity policies, use of social media, utilization of technology, etc.)

7. **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.)

8. **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.)

9. **Grants:** Research potential grant opportunities and/or prepare aspects of the grant writing.

10. **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.

11. **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.

Remote Learning Activities by Social Work Competencies

The following activity examples are organized by the social work competency that each support. The following examples of potential activities should be tailored to student's agencies and are not exhaustive to these competency areas.

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).

c) Crisis Response Activities

Students may also work with their agencies on COVID_19 response policies, procedures, notifications, and outreach and education materials (handouts, PowerPoints, webinars, PSAs, etc.), based on the crisis.

Activities may include:

- 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.
- 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](#)

d) Free Online Trainings for Social Work Students

The following online trainings may be useful as students prepare to work with specific populations and practice areas. Many of these resources have numerous training, certification and education resources,

and should be explored for relevance to placement agencies. Students are encouraged to include online and virtual learning opportunities that have specific relevance to their practice arena, target client population, field agency, and substantive areas of professional interest.

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/

Center for Financial Social Work

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

Community Development Project

7. 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

8. 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)

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

Human Rights Campaign

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

Merlot

11. 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/

National Association of Social Workers (NASW)

12. NASW Members – Social Work Online CE Institute
    Many resources available at no charge for current members: https://naswinstitute.inreachce.com/

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

National Neighborhood Indicators Project

14. Webinar Series: https://www.neighborhoodindicators.org/get-involved/webinars

NC Area Health Education Centers

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

NC State Center for Family and Community Engagement

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

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

17. Game Building as Engagement:
    https://www.cface.org/projects/family_engagement/dss/gamebuilding.php

18. 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

19. 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

OER Commons (Open Education Resources)

20. 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/

Prevent Child Abuse NC

21. Recognizing and Responding to Suspicions of Child Maltreatment:
    https://www.preventchildabusenc.org/recognizing-responding-online-course/

22. What is Prevention? https://preventchildabusenc-lms.org/

Suicide Prevention Resource Center

23. CALM: Counseling on Access to Lethal Means: https://training.sprc.org/

24. Locating and Understanding Data for Suicide Prevention:
    https://training.sprc.org/enrol/index.php?id=35

25. A Strategic Planning Approach to Suicide Prevention:
    https://training.sprc.org/enrol/index.php?id=31

26. Preventing Suicide in Emergency Department Patients:
    https://training.sprc.org/enrol/index.php?id=30

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/

UNC Behavioral Health Springboard:

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

32. Fetal Alcohol Spectrum Disorders: https://bhs.unc.edu/FASD-free

33. 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

34. 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

35. 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

US Department of Health and Human Services

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

    https://thinkculturalhealth.hhs.gov/education/behavioral-health?gclid=CjwKCAjwmKLzBRBeEiwACCVihrCTf-z-ciTbHQqhHxk7U-ZQYs_taiL7OAZOF8mw5X9Yy950CAtmbhoC368QAvD_BwE

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

37. 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

e) Media Resources with Mental Health & Social Work Relevance

The following films may be useful in gaining perspective around a specific mental health need or diagnosis, as well as understanding the dynamic role the environment plays into social work practice areas. Activities involving films and movies should include some type of reflective learning aspect.

- 28 Days (2000)
- A Beautiful Mind (2001)
- Rachel Getting Married (2009)
- Rain Man (1988)

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

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

f) YouTube Videos

The following YouTube videos were selected for their relevance and connection to social work competencies and should be accompanied by a reflection or dialogue as part of the learning process.

1. Anthony Jack-"Access Isn't Inclusion"
   https://www.youtube.com/watch?v=j7w2Gv7ueOc
2. Bob Davids-"The Rarest Commodity is Leadership without Ego"
   https://www.youtube.com/watch?v=UQrPVmcgJJk
3. Charles Smith-"How the U.S. Can Address the Tragedy of Veteran Suicide"
   https://www.youtube.com/watch?v=PLZV9Aj0e1Q
4. Ibram X. Kendi-"The Difference between Being Not Racist and Antiracist"
   https://www.youtube.com/watch?v=KCxbl5QgFZw
5. Jame Geathers-"Taking off the Mask of Bipolar: Remove the Stigma from Mental Illness"
   https://www.youtube.com/watch?v=gjVsQH6bIsU
6. James White Sr.-"50 Years of Racism: Why Silence Is Not the Answer"
   https://www.youtube.com/watch?v=r9DDE7NV1Nw
7. Janet Stovall-"How to Get Serious about Diversity and Inclusion in the Workplace"

https://www.youtube.com/watch?v=kvdHqS3ryw0

8. John Nieuwenberg-"The Cultural Taboos of Suicide and Mental Illness"
   https://www.youtube.com/watch?v=STMp6w38k3g

9. Juliana Mosley-"Cultural Humility"
   https://www.youtube.com/watch?v=Ww_ml21L7Ns

10. Juliette Powell-"It Is About Time We Challenge Our Unconscious Biases"
    https://www.youtube.com/watch?v=thkmVv54e6M

11. Latanya White-"The Audacity of Privilege"
    https://www.youtube.com/watch?v=YdUObMAXcdU

12. Lillian Medville-"Your Privilege is Showing"
    https://www.youtube.com/watch?v=R4b_ojKx6UI

13. Melanie Funchess-"Implicit Bias: How it Affects Us and How We Push Through"
    https://www.youtube.com/watch?v=Fr8G7MtRNlk

14. Regina Chow Trammel-"Using Mindfulness to Deal with Everyday Pressures"
    https://www.youtube.com/watch?v=zmEgH6i3HWE

15. Sara Sanford-"How to Design Gender Bias Out of Your Workplace"
    https://www.youtube.com/watch?v=IfOqyuxb5S0

g) Books

The following books may provide new perspectives and unique opportunities for students to immerse themselves in content and rich understanding in relevant areas. This is not an exhaustive list and all reading activities should be accompanied by further reflection, discussion, and/or connection to a student's practice area, placement agency, or client population. Some book entries include suggestions for reflecting and processing their content. Please check the WVU and/or public library system for availability.

1. ***Ain't I a Woman: Black Women and Feminism*** By Bell Hooks
   A groundbreaking work of feminist history and theory analyzing the complex relations between various forms of oppression. Ain't I a Woman examines the impact of sexism on black women during slavery, the historic devaluation of black womanhood, black male sexism, racism within the recent women's movement, and black women's involvement with feminism.

2. ***American Paper Son: A Chinese Immigrant in the Midwest*** By Wayne Hung Wong
   A story of one such Chinese immigrant who came to Wichita, Kansas, in 1935 as a thirteen-year-old "paper son" to help his father's restaurant there. This vivid first-person account addresses significant themes in Asian American history through the lens of Wong's personal stories.

3. ***An Unquiet Mind: A Memoir of Moods and Madness*** By Kay Redfield Jamison
   In her bestselling classic, An Unquiet Mind, Kay Redfield Jamison changed the way we think about moods and madness. Dr. Jamison is one of the foremost authorities on manic-depressive (bipolar) illness; she has also experienced it firsthand. For even while she was pursuing her career in academic medicine, Jamison found herself succumbing to the same exhilarating highs and catastrophic depressions that afflicted many of her patients, as her disorder launched her into ruinous spending sprees, episodes of violence, and an attempted suicide. Jamison examines bipolar illness from the dual perspectives of the healer and the healed, revealing both

its terrors and the cruel allure that at times prompted her to resist taking medication. An Unquiet Mind is a memoir of enormous candor, vividness, and wisdom—a deeply powerful book that has both transformed and saved lives.

4. ***A Trick of The Light*** By Lois Metzger
Synopsis: This story, narrated through the voice of an eating disorder–anorexia–details the struggles of 14-year-old Mike as he overcomes his insecurities and body image issues.
What Social Workers Can Learn: Delve into the psyche of a teenage boy with anorexia to develop insight on how to combat eating disorders.

5. ***Blackout: Remembering the Things I Drank to Forget*** By Sarah Hepola
For Sarah, alcohol was the "gasoline of all adventure". Spending her evenings at cocktail parties and dark bars where she proudly stayed until last call. Drinking felt like freedom, part of her birthright as a strong, enlightened 21st century woman. But there was a price. She often blacked out, waking up with a blank space where four hours should be. A memoir of unblinking honesty and poignant, laugh-out loud humor, BLACKOUT is the story of a woman stumbling into a new kind of adventure – the sober life she never wanted. Shining light into her blackouts, she discovers the person she buried, as well as the confidence, intimacy, and creativity she once believed came only from a bottle. Her tale will resonate with anyone who has been forced to reinvent or struggled in the face of necessary change. It's about giving up the thing you cherish most – but getting yourself back in return.

6. ***Double Double*** By Ken Grimes
Synopsis: A mother and son explore their experiences of alcoholism and recovery together.
What Social Workers Can Learn: Compare mother and son as they confront addiction and define their own terms of success in recovery.

7. ***From the Front Lines: Student Cases in Social Work Ethics*** By Juliet Cassuto Rothman
Synopsis: Provides students with a decision-making process for ethical issues. " Now a part of the Core Competencies Series, "From the Front Lines: Student Cases in Social Work Ethics," "4/e" helps students develop a method of decision-making while providing examples with a number of case studies. Part One teaches readers the rationale for each part of the decision-making process and the tools needed to address it professionally. Part Two encompasses a thorough presentation and consideration of cases that address ethical dilemmas, issues, and problems which occur in social work practice. This text also encourages students to explore their own values and how they are used in everyday life as well as professionally. Connecting Core Competencies series -- Each chapter highlights the core competencies and practice behavior examples found in the Educational Policy and Accreditation Standards (EPAS) set by the Council on Social Work Education (CSWE). Critical thinking questions throughout reinforces these connections. Learning Goals Upon completing this book, readers will be able to:
Develop a method for decision making for ethical dilemmas, issues, and problems which occur in social work practice. Explore their own values. Relate their decision making to real world examples.

8. ***Heeling Neen*** By Tonier Cain
Synopsis: The transcendent story of Tonier "Neen" Cain's emergence from drug addiction, multiple incarcerations and two decades of homelessness to become a tireless advocate and educator on the devastating impact of childhood abuse . . . and the need to rethink how we treat the shattered adults severely traumatized children become.

9. ***I Have the Right To: A High School Survivor's Story of Sexual Assault, Justice and Hope*** by Chessy Prout and Jenn Abelson

The numbers are staggering: nearly one in five girls ages fourteen to seventeen have been the victim of a sexual assault or attempted sexual assault. This is the true story of one of those girls.In 2014, Chessy Prout was a freshman at St. Paul's School, a prestigious boarding school in New Hampshire, when a senior boy sexually assaulted her as part of a ritualized game of conquest. Chessy bravely reported her assault to the police and testified against her attacker in court. Then, in the face of unexpected backlash from her once-trusted school community, she shed her anonymity to help other survivors find their voice. This memoir is more than an account of a horrific event. It takes a magnifying glass to the institutions that turn a blind eye to such behavior and a society that blames victims rather than perpetrators. Chessy's story offers real, powerful solutions to upend rape culture as we know it today. Prepare to be inspired by this remarkable young woman and her story of survival, advocacy, and hope in the face of unspeakable trauma.

10. *I Hate You. Don't Leave Me: Understanding the Borderline Personality*
    By: Jerold J. Kreisman, Hal Straus
    People with Borderline Personality Disorder experience such violent and frightening mood swings that they often fear for their sanity. They can be euphoric one moment, despairing and depressed the next. There are an estimated 10 million sufferers of BPD living in America today—each displaying remarkably similar symptoms: a shaky sense of identity; sudden violent outbursts; oversensitivity to real or imagined rejection; brief, turbulent love affairs; frequent periods of intense depression; eating disorders, drug abuse, and other self-destructive tendencies; and an irrational fear of abandonment and an inability to be alone. For years BPD was difficult to describe, diagnose, and treat. But now, for the first time, Dr. Jerold J. Kreisman and health writer Hal Straus offer much-needed professional advice, helping victims and their families to understand and cope with this troubling, shockingly widespread affliction.

11. *Invisible Nations: Homeless Families in America* By Richard Schweid
    Every year, more than 2.5 million children are left homeless in the United States and the number of such families continues to rise annually. In every state, children are living in small quarters packed in with relatives-- in cars, in motel rooms, or in emergency shelters. In this vividly-written narrative, experienced journalist Richard Schweid takes us on a spirited journey through this "invisible nation,' giving us front-row dispatches of suffering families on the edge. Based on in-depth reporting from five major cities, Invisible Nation looks backward at the historical context of family homelessness as well as forward at what needs to be done to alleviate this widespread, although often hidden, poverty. Invisible Nation is a riveting must-read for everyone who cares about inequality, poverty and family life.

12. *It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living* By Dan Savage
    Synopsis: In response to several highly publicized incidents of LGBT youth being bullied and driven to suicide, Savage began the It Gets Better Project, which began as a series of videos and evolved into a book of essays, written by celebrities and non-celebrities alike, that aims to engage young people who are struggling with their fears and feelings.
    What Social Workers Can Learn: Build your capacity to provide hope when hope is scarce, which is applicable to LGBT youth, but also to anyone who is struggling.

13. *Saving Normal* By Allen Frances
    Synopsis: Frances, who has been "credited with spearheading the anti-DSM-5 efforts," delves further into what he believes to be over-diagnosis and over-medication of the general public.

What Social Workers Can Learn: Learn where you stand on the use of diagnoses and prescription medication. Read the scathing critique of DSM-5 and then use your clinical judgment accordingly.

14. ***Stir It Up: Lessons in Community Organizing and Advocacy*** By Rinku Sen
    Synopsis: The author uses her experiences rallying for economic justice with women's groups to outline priorities and strategies to advance the mission of social change groups.
    What Social Workers Can Learn: Learn how to rally for justice and strategize for social change.

15. ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness*** By Michelle Alexander
    Synopsis: Once in a great while a book comes along that changes the way we see the world and helps to fuel a nationwide social movement. The New Jim Crow is such a book. Praised by Harvard Law professor Lani Guinier as "brave and bold," this book directly challenges the notion that the election of Barack Obama signals a new era of colorblindness. With dazzling candor, legal scholar Michelle Alexander argues that "we have not ended racial caste in America; we have merely redesigned it." By targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control—relegating millions to a permanent second-class status—even as it formally adheres to the principle of colorblindness. In the words of Benjamin Todd Jealous, president and CEO of the NAACP, this book is a "call to action."

V.   Appendices

a)   Field Dates and Deliverables

The following schedule outlines the specific field activities and deliverables for BSW and MSW students completing field during the 2020-2021 academic year. Dates and details are based on the revised 2020-2021 academic calendar and adjusted for COVID-19 concerns. Students facing health and/or safety concerns should discuss any needed accommodations with their Faculty Field Liaisons and Field Instructors for guidance.

Field Experience Activity	MSW Part-Time/Online Foundation-Generalist *Summer & Fall 2020*	MSW Full-Time Foundation-Generalist *Fall 2020 & Spring 2021*	MSW Full-Time Specialized-Advanced *Fall 2020 & Spring 2021*	MSW Part-Time/Online Specialized-Advanced *Fall 2020, Spring and Summer 2021*	BSW Full-Time *Spring 2021*
Placement Start	As early as June 28 abut no later than July 7, 2020	Week of October 12, 2020	Week of August 24, 2020	Week of August 24, 2020	Week of January 25, 2021
Approximate hours per week**	12-16	14-20**	18-24**	16-20	24-28**
Learning Contract finalized by	August 5, 2020	November 24, 2020	October 2, 2020	October 2, 2020	February 12, 2021
Midterm Assessment completed by	October 2, 2020	February 15, 2021	December 4, 2020	December 4, 2020	March 12, 2021
Minimum Midterm Hours	55 hours in Summer	50 Hours by Dec 4, 2020	196 hours by Dec 4, 2020	196 hours by Dec 4, 2020	168 hours by March 12, 2021
Finalized Final Assessment completed by*	December 10, 2020	April 23, 2021	April 23, 2021	June 18, 2021	April 23, 2021
Total Hours Required***	255	255	510	510	340

* Per Field Instructor and Faculty Field Liaison approval, final field assessments may be completed, and field placements may conclude at the point at which field hour requirements have been met.

** Per Field Instructor approval, students may ramp up and/or taper field hours at the start and end of placements. Average weekly hours have been revised for some cohorts to adjust for total required hours and overall timeline. Minimum time blocks of 4 hours are recommended for on-site activities; remote activity blocks may vary.

*** Total hours required for field experiences have been reduced by 15%, per CSWE approved COVID-19 field hour reduction allowance.

b) Academic Calendar-August 19th Start Date

<u>FALL SEMESTER</u>

Monday, August 17 - General Registration

Wednesday, August 19 - On Campus First Day of Classes

Tuesday, August 25 - Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit

Monday, September 7 - Labor Day Recess: University Closed

Friday, October 2 by noon - Mid-Check Grades Due

Tuesday, November 3 - General Election Day: University Closed

Friday, November 20 - Last Day to Drop a Class and Last Day to Withdraw from the University

Tuesday, November 24 - Last Day Face to Face Instruction

Wednesday, November 25 through Sunday, November 29 - Fall Recess: Students Leave Campus Until Spring 2021 Semester; Fall 2020 Semester Resumes Monday, November 30

Monday, November 30 through Friday, December 4 - Week of Online Instruction

Friday, December 4 - Last day of Classes

Monday, December 7 through Friday, December 11- Final Exam Week

Saturday, December 19 - Commencement Ceremony

Saturday, December 19 - Winter Recess Begins

<u>SPRING SEMESTER</u>

Friday, January 15 - New Student Orientation

Friday, January 15 - General Registration

Monday, January 18 - Martin Luther King, Jr. Day Recess: University Closed

Tuesday, January 19 - On Campus First day of Classes

Monday, January 25-Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit

Thursday, February 11 - No Classes – Non-Instructional Day

Wednesday, March 3 - No Classes – Non-Instructional Day

Friday, March 12 by noon - Mid-Check Grades Due

Friday, April 2 - Spring Holiday: University Closed

Friday, April 16 - Last Day to Drop a Class and Last Day to Withdraw from the University

Friday, April 30 - Last day of Classes

Monday, May 3 through Friday, May 7 - Final Exam Week

Friday, Saturday and Sunday, May 14, May 15 and 16 - Commencement

SUMMER SEMESTER

Monday, May 17 - Registration

Monday, May 17 - On-Campus First Day of Classes

Monday, May 31 - Memorial Day Recess: University Closed

Friday, June 25 - Final Exam for First Six-Week Session

Monday, July 5 - Independence Day Recess: University Closed

Friday, August 6 - Final Exam for Second Six-Week Session and 12-Week Session

Friday, August 13 - Degree Conferring Date (No Ceremonies)

c) Academic Calendar-August 26th Start Date

FALL SEMESTER

Monday, August 24 - General Registration

Wednesday, August 26 - On Campus First Day of Classes

Tuesday, September 1 - Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit

Monday, September 7 - Labor Day Recess: University Closed

Tuesday, October 13 by noon - Mid-Check Grades Due

Tuesday, November - General Election Day: University Closed

Friday, November 20 - Last Day to Drop a Class and Last Day to Withdraw from the University

Tuesday, November 24 - Last Day Face to Face Instruction

Wednesday, November 25 through Sunday, November 29 - Fall Recess: Students Leave Campus Until Spring

2021 Semester; Fall 2020 Semester Resumes Monday, November 30

Monday, November 30 through Friday, December 4 - Week of Online Instruction

Friday, December 4 - Last day of Classes

Monday, December 7 through Friday, December 11 - Final Exam Week

Saturday, December 19 - Virtual Commencement Ceremony

Saturday, December 19 - Winter Recess Begins

SPRING SEMESTER

Friday, January 15 - New Student Orientation

Friday, January 15 - General Registration

Monday, January 18 - Martin Luther King, Jr. Day Recess: University Closed

Tuesday, January 19 - On Campus First day of Classes

Monday, January 25 - Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit

Thursday, February 11- No Classes – Non-Instructional Day

Wednesday, March 3 - No Classes – Non-Instructional Day

Friday, March 12 by noon - Mid-Check Grades Due

Friday, April 2 - Spring Holiday: University Closed

Friday, April 16 - Last Day to Drop a Class and Last Day to Withdraw from the University

Friday, April 30 - Last day of Classes

Monday, May 3 through Friday, May 7 - Final Exam Week

Friday, Saturday and Sunday, May 14, May 15 and 16 - Commencement

<u>SUMMER SEMESTER</u>

Monday, May 17 - Registration

Monday, May 17 - On-Campus First Day of Classes

Monday, May 31 - Memorial Day Recess: University Closed

Friday, June 25 - Final Exam for First Six-Week Session

Monday, July 5 - Independence Day Recess: University Closed

Friday, August 6 - Final Exam for Second Six-Week Session and 12-Week Session

Friday, August 13 - Degree Conferring Date (No Ceremonies)

Field Education Office
Sample Learning Contract Activities

The following list includes suggestions for activities that relate to specific competencies. While some activities might reflect multiple competencies, a student cannot list the same activity under multiple competencies on the Learning Contract.

Sample Activities	Generalist	Specialized
1. Demonstrate Ethical & Professional Behavior		
Prepare a presentation to be used as a part of an agency social work training module.	X	X
Review necessary and pertinent agency policies and procedures related to social work role.	X	X
Complete agency-specific orientation activities.	X	X
Review the agency's policy manual, mission statement, funding streams, confidentiality, and documentation requirements.	X	X
Interview a Board member about their role and compare to the agency's documentation regarding Board responsibilities.	X	X
Interview an administrator of the agency.	X	X
Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.).	X	X
Spend time in different departments of the agency to gain an understanding of client service.	X	X
Attend staff, team, or other professional meetings.	X	X
Practice at least one self-care activity each week.	X	X
Explore career options in social work.	X	X
Bring an agenda to supervisory meetings.	X	X
Write a group progress note based upon observations.	X	X
Review *[##]* of case files completed by various social workers.	X	X
Review the process by which someone becomes a client at the agency and explain the process to the field instructor.	X	X
Read about/find ethical dilemmas in studies, or in meetings and daily activities.	X	X
Identify and explain at least two different ethical decision models and discuss/compare/contrast the models and their application(s).		X
Read agency policy on client confidentiality as well as maintain client confidentiality throughout field experience.		X
Discuss each social work ethic core value and what its' application and presentation might look like within this particular agency (in which the student is placed).		X
Gather information about how agency uses social media and social media policies.	X	X
Develop a social media campaign/presence for agency or a specific event.	X	X
Conduct a Personal Social Media & Technology audit.	X	X

	Sample Activities	Generalist	Specialized
2. Engage diversity and difference in practice			
	Attend a diversity training.	X	
	Attend an arts/cultural/community event outside of student's own culture.	X	X
	Interview a social worker who works with a culture different from the student's culture.	X	
	Interview staff member of differing culture than student.	X	X
	Complete a reading (journal, book, news articles) relevant to client or neighborhood culture.	X	X
	Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency.		X
	Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group.	X	X
	Interview a minority client about their experiences as a mental health consumer.	X	X
	Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice.		X
	Research ways in which different cultures may present and experience depression.	X	X
	Attend a community meeting or celebration in the agency's neighborhood.	X	X
	Identify agency practices that promote diversity.		X
	Student located in an urban agency shadow a worker in a rural agency (or vice versa).	X	X
3. Advance Human Rights & Social, Economic, & Environmental Justice			
	Select a social justice issue and research 3 articles.	X	
	Interview/Meet with *[##]* social workers engaged in human rights work.	X	X
	Shadow a patient rights advocate and write a reflection in their weekly journal.	X	X
	Research a current issue or legislative action that requires advocacy, and organize a letter- writing campaign among your staff, volunteers, etc.	X	
	Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population.	X	X
	Identify an outdated policy and advocate for change to better serve client population.	X	X
	Research social justice issues as they relate to _____ *[issue]* & interventions on the macro level which address these issues.		X
4. Engage in Practice-informed Research & Research-informed Practice			
	Review research and books on a topic relevant to your work.	X	X
	Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency.	X	X
	Research self-soothing techniques to teach clients.	X	X
	Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services.		X
	Identify ways in which evidence-based practice is used in funding and grant writing.		X
5. Engage in Policy Practice			
	Identify government bodies that regulate or fund the agency.	X	X
	Help prep, or interview, staff about the process for accreditation/re-accreditation. (CARF, JCAHO, etc.)	X	X
	Complete the agency's HIPPA training.	X	X
	Review patient rights policy and write a reflection in weekly journal.	X	X
	Attend a court hearing or legal proceedings.	X	X

Attend an Area Commission meeting or community meeting in the agency's neighborhood.	X	X
Attend a Board meeting.	X	X
Attend meetings of "umbrella" organization or affiliating agency, such as United Way.	X	X

	Sample Activities	Genera list	Speciali zed
5. Engage in Policy Practice (continued)			
	Attend a meeting of the WV Developmental Disabilities Council which occur on a quarterly basis. See: https://ddc.wv.gov/about/Pages/CouncilMeetings.aspx for more info.	X	X
	Contact the WV Center on Budget and Policy and learn about the policy priorities for the upcoming legislative session. https://wvpolicy.org/	X	X
	Attend a press conference regarding legislative action on a topic affecting social workers or populations traditionally served by social workers.	X	X
	Shadow advocacy branch of agency to understand policy creation and the critical role of the nonprofit community in shaping it.	X	X
	(If agency bills insurance) Learn how the agency gets staff on insurance panels. (That is, how does credentialing happen?) Assist with process, if possible.		X
	Participate in a pre-audit process. (Ex., pre-insurance, or pre-Medicaid audit, etc.)		X
	Contact NASW-WV and learn about the policy priorities for the upcoming legislative session. https://naswwv.socialworkers.org/	X	X
6. Engage with Individuals, Families, Groups, Organizations, & Communities			
	Observe *[##]* of intake interviews.	X	X
	Gather the "story" of 1-2 clients that have used and/or benefited from the agency's services.	X	X
	Take intake calls, calls for agency information, or constituent calls.	X	X
	Learn techniques to engage resistant clients.	X	X
	If student is at an "umbrella agency" or advocacy organization: Visit direct service "member" agencies or affiliates to see its operation; meet with a client via that partner agency.	X	X
	If student is at a State agency (ex. WV DHHR): Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments.	X	X
	Call parents to communicate student behaviors, performance (positive and negative), and other program information.	X	X
	Engage tenants through work on the tenant outreach hotline to gather information to improve services.	X	X
7. Assess with Individuals, Families, Groups, Organizations, & Communities			
	Attend at least one board meeting, training or data warehouse meeting to learn about board governance.	X	X
	Assess *[##]* clients using the 40 Developmental Assets.	X	X
	Read DSM-V on most frequently dealt with diagnoses.	X	X
	Sit with agency's RN or psychiatrist to observe a different perspective/evaluation of a client.	X	X
	Observe a psychological evaluation given by a psychiatrist within the agency.		X
	Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients.	X	X
	Apply for benefits through the WV DHHR in order to understand process that clients go through.	X	X
	Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture.	X	X
	Identify the major social service agencies and services in the target environment and compare to services offered by internship agency.	X	X
	Identify ways in which theories of organizational culture and the role of culture in shaping		X

organizational performance are applied in macro-level practice.		

Sample Activities	Generalist	Specialized
8. Intervene with Individuals, Families, Groups, Organizations, & Communities		
Observe the field instructor or other staff members engaged in interaction with clients.	X	
Shadow and observe a social worker doing a home visit.	X	X
Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor.	X	
Provide case management to a minimum of 3 clients.	X	
Observe *[##]* of _____ *[type of]* groups.	X	
Develop a new psychoeducational group and run the group at the agency.		X
Demonstrate effective termination skills prior to last day of field placement.	X	X
Complete two client discharge summaries by end of placement.	X	X
Interview and shadow at least two social workers who perform _____ *[type of service]*.	X	X
Identify agencies that provide services for which agency clients are most commonly linked.	X	X
Visit other agencies or relevant settings; understand referral processes for linking clients to these agencies..	X	X
Teach a class or workshop for clients. (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills)	X	X
Start a program for agency's clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency.)	X	X
Work on writing a grant application with partner agencies. (Ex. CMAA, CDC grant)	X	X
Create a flyer to market your agency and the internship to future students.	X	X
Update the agency's website.	X	X
9. Evaluate with Individuals, Families, Groups, Organizations, & Communities		
Participate in the preparation of audits.	X	X
Participate in a peer review.	X	X
Actively participate in case reviews/team meetings.	X	X
Observe at a different agency that uses similar interventions.	X	X
Accompany agency professionals to various sites in order to view specific evaluations.		X
Develop a survey/evaluation to use with a client group and administer with several clients.		X
Create a method to evaluate the staff's perception of the usefulness of the *[xxx]* activity.		X
Engage agency professionals in order to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention.		X
Document and evaluate patient progress on a discharge summary prepared for patients.		X
Student will document patient progress on individual and group notes using an electronic medical record.		X
Outline personal thoughts/ideas concerning improvement of service delivery of various		X

programs pertaining to_____*[a type of service such as offender re-entry].*		
Identify & explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks.		X