

Interruption of Practicum Protocol: Tulane University School of Social Work

Field Education Strategies for Remote Competency Development ***Updated August 2021

Thank you for your commitment to our communities, especially during these unprecedented times. As a Tulane University School of Social Work (TSSW) MSW student, you are expected to continue to report to your agency and complete field hours unless you are advised not to by the agency, field instructor, or TSSW official. Please be mindful of your ethical responsibility to clients and our community and rely on the NASW Code of Ethics at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> which guides our practice. See standard 6.03 Public Emergencies: *Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.*

TSSW has developed a plan to address temporary disruptions to your social work field placements due to national or local events such as communicable diseases and natural disasters.

Procedures

If you are advised by their agency, supervisor, and/or school to not attend your field placement, or if you are ill and safety concerns warrant a temporary disruption in field placement, you should immediately consult with BOTH their Tulane Field Liaison and their Agency Field Supervisor(s).

This policy is meant to address short-term field placement disruptions, with a maximum of 14 to 30 days. Tasks for each competency, questions for consideration, and a sample plan have been provided at the end of this document. If the field placement stoppage continues beyond a 14-day period, the TSSW Office of Field Education will support you and offer options towards completing their field placement requirements. Some options are: completing alternative field learning activities, taking a leave-of-absence (which may result in a delay of graduation), and in some cases, changing field placements (which may take four or more weeks).

The Field Liaison will contact the Field Instructor/Task Supervisor and student via Zoom or phone to discuss strategies for remote tasks. The Field Liaison will provide the student with information regarding the process for the approval of an individualized work plans (see below). The Field Liaison should assess the student's: 1) rationale for working remotely; 2) individual circumstances; 3) agency location and 4) circumstances of the field instructor/task supervisor, and 5) the length of time associated with the request.

In efforts to fulfill the intern's hour requirements and educational competencies during temporary field placement stoppages, we are providing alternative field learning activities that can be completed off site. You must complete alternative field learning activities that directly relate to the field agency. Field instructors and agency task supervisors may also come up with other activities or trainings in addition to the ones provided. All activities must be approved by the field instructor or the field liaison if the field instructor is unavailable. See the alternative learning activities below.

When possible the student and field instructor will set up a schedule for daily task management (as appropriate) and weekly supervision using Zoom or teleconferencing.

The student will send an email to their field instructor or the field liaison, if the field instructor is unavailable, at the beginning of their remote workday and at the end of the day with what you accomplished along with the time you worked.

You are to report to your agency once the agency reopens and/or you are symptom free during their next assigned field day.

Site visits may be completed virtually if you are an on-campus student who is unable to attend a field practicum in person.

Important Questions to Consider when Providing Services Remotely.

- Does the student have access to the technological means (computer/reliable Wi-Fi) to work remotely? What about tools to provide telehealth services?
- Does the agency have a plan for continuing service delivery if their employed social workers must work remotely? If so, what is the plan, and can students participate in the plan?
- Is it possible for the student to continue to engage with agency services, current clients/work product teams, remotely?
- What is the plan for the student to continue to receive weekly supervision from the field instructor/task supervisor?
- How will the student terminate relationships with clients/work groups, if needed?
- What will be the plan for completing a field visit, if needed?
- What is the current assessment of student progress? If an assessment of the student's competencies were to be completed today, would the student receive a rating of "2" (Meets Expectations) on every competency? If not, which competencies still need to be developed and what opportunities can be developed to assist them in meeting competencies?
- Currently, is the student at risk for receiving an unsatisfactory grade for the course? (If so, should we consider a grade of Incomplete for this student, instead of working remotely? Given the student, agency and field instructor circumstances, how viable would a plan of receiving an Incomplete and continuing in field be?)

Sample Plan

1. Student and field instructor meet (face-to-face or remotely) to agree on an individualized work plan using the suggested tasks. Priority should be given to tasks where competence needs to be developed. See Plan for Interruption of Practicum Due to Disaster.
2. Student submits final individualized work-plan to field liaison and field instructor/task supervisor. Work plan is approved in writing by field liaison.
3. Individualized work plans:
 - a. Must prioritize tasks where the student needs to develop competence b. Should each have a task to include:
 - i. a written component/product so that competence and work completion is demonstrated
 - ii. approximate time frame
 - iii. number of hours expected for completion
4. Students will send written products to field instructor/task supervisor and field liaison.
5. The field liaison will monitor completion of the work plan and renegotiate, as needed.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the Technology in Social Work Practice guide at https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf to inform their use of technology. 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, through your phone's settings.
- 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.

Alternative Learning Activities

▪ Competency 1: Demonstrate Ethical and Professional Behavior

- Use email, virtual supervision, and communication appropriately and in a timely manner during uncertain times.
- Develop new work plan, 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 videos and podcasts related to social work practice. The University of Buffalo School of Social Work has an extensive list of podcasts and can be found at <http://socialwork.buffalo.edu/resources/our-podcast-series-insocialwork.html>. Write a brief reflection about personal reactions and how your learning applies to agency ethical and professional practice and discuss during the scheduled remote/virtual supervision session.

▪ Competency 2: Engage Diversity and Difference in Practice

- Apply a diversity and difference in practice lens through research and writing to current projects.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice. The University of Buffalo School of Social Work has an extensive list of podcasts and can be found at <http://socialwork.buffalo.edu/resources/our-podcast-series-insocialwork.html>.
- Prepare a one-page self-reflection discussing your own sources of privilege and power. Discuss how these sources influence the ways you engage with client systems. Discuss your reflections with your field instructor.
- Utilize self-reflection to think about personal identities and biases in practice. Write a one to two- page summary of your reflections. How will these reflections help to inform your future practice in field?

- Read and write a one-page reflection on current literature related to diversity and difference. Apply this information to your work within your field placement.
- Write a one to three-page reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work effectively with individuals or groups you might over identify with? How will you work effectively with individuals or groups you may not identify with at all?
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Write a one to three-page reflection suggesting how the current standards may be improved or enhanced. How do you see these standards applied within your field placement setting?
- 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 discuss how this could be improved. Document your work in a one to three-page reflection paper. Share your reflections with your field instructor and discuss in supervision.
- 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. How will you apply what you have learned? Provide your field instructor with proof of completion of this online training.
- Examine videos and links specific to LGBT+ communities.
 - o Disclosure: Trans Lives on Screen – Netflix
 - How has the media impacted social stigma about transgender and gender diverse identities in the United States? Is this still relevant now? What representations of transgender and gender diverse people in the media do you remember from growing up? If that has shifted, to what degree has it informed change in mainstream society?
 - o MAJOR! – Amazon
 - Describe systematic injustices transgender and gender diverse people face from the legal system. What role does intersectionality of race and ethnicity play in these injustices? Research 3 bail funds, and describe their purpose as well as their relevance to social work practice.
 - o How to Survive a Plague – YouTube
 - What is ACTUP and why was it formed? Describe how your view of public health changed as a result of watching the film. What from the film is still relevant today? Were there any parallels you thought of to COVID-19 regarding a public health crisis? Describe why health disparities in treatment are problematic and what can be done to improve health outcomes.
 - o The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Students in Social Work Programs: A Study Report from the CSWE Council on Sexual Orientation and Gender Identity and Expression at

https://cswe.org/getattachment/Centers-Initiatives/Centers/Center-for-Diversity/About/Stakeholders/Commission-for-Diversity-and-Social-and-Economic-J/Council-on-Sexual-Orientation-and-Gender-Identity/CSOGIE-Resources/4878cswe_SWSSO_final_web_REV1.pdf.aspx

- Lesbian, Gay, Bisexual, and Transgender Health from the CDC at <https://www.cdc.gov/lgbthealth/index.htm>
- Health Considerations for LGBTQ Youth from the CDC at <https://www.cdc.gov/healthyyouth/disparities/health-considerations-lgbtq-youth.htm>
- Defining LGBTQ - The Lesbian, Gay, Bisexual & Transgender Community Center. Retrieved from <https://gaycenter.org/about/lgbtq/>
- LGBTQIA+ Glossary of Terms for Health Care Teams » LGBT Health Education Center. Retrieved from <https://www.lgbthealtheducation.org/publication/lgbtqia-glossary-of-terms-for-health-care-teams/>
- Lesbian, Gay, Bisexual, and Transgender Health | Healthy People 2020. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>

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

- Complete a one to three-page paper identifying various strategies that promote social justice and human rights. Discuss the application of these strategies to your field placement agency's mission and practice. How might you work to further support social, economic and environmental justice within your field placement setting?
- Develop a list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work. Discuss how you might support these efforts as a social work student. Share and discuss with your field instructor.
- Review an advocacy organization's website and write a one-page summary of how the work done within that organization could impact/influence the work completed by your field agency.
- Research a human rights issue of interest and write a one to three-page summary about how human rights organizations are working to ameliorate the condition. How will this information help to inform the work you are currently doing in field?
- Identify the barriers that clients served by your field agency experience in accessing necessary services. Develop a written one to two-page summary of the system gaps that impact access at the individual, organization and community levels. Discuss with your field instructor.
- Identify barriers that limit access of individuals/families/groups/communities served by your placement agency to just social, economic and environmental rights. Develop potential strategies to address these barriers. Discuss with your field instructor.

- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about your personal reactions and how your learning applies to advancing human rights in a one-page personal reflection.
- Identify advocacy issues through NASW's website: <https://www.socialworkers.org/Advocacy> or other sources. Use this information to write letters to the editor or send emails/letters to your legislators. Keep a copy of these communications to share with your field instructor.
- Create a resource providing information on an issue that social workers can advocate for. Share statistics on the problem, research the issue and its impacts, and action points. Share this resource with your friends, family and community via social media or other mechanisms, such as a blog. Maintain a copy of this resource to share with your field instructor.

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

- Research and write evaluation of articles or book 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.
- Review agency policies with suggestions/recommendations where appropriate (ex-safety policies, diversity policies, use of social media, utilization of technology, etc.).
- Complete CiTi training.
- Create an IRB application in preparation to evaluate a program (at your agency).
- Apply developmental theory to inform choice of interventions to best address the needs of a specific client population served within your field placement. Write a one-page summary paper and discuss with your field instructor.

▪ **Competency 5: Engage in Policy Practice**

- Write a policy brief.
- Review field placement agency policies and develop suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.). Share and discuss your findings with your field instructor.
- Explore local, state and federal policies that impact your field placement and/or the affected community. Develop a one to two-page written summary. Outline your specific recommendations for advocacy strategies/action steps.
- Review relevant local, state and/or federal laws and policies affecting the clients and communities served by your agency. Develop a summary in a one to two-page paper.

Include your recommendations for advocacy strategies/action steps. Share and discuss with your field instructor.

- In consultation with your field instructor, write a letter to the editor about a policy issue impacting your field placement agency.
- Complete an analysis of a political candidate's plans for policy change. Write a one to two-page paper reflecting what you have learned. Discuss how these policy changes could impact the work done within your field placement with your field instructor.
- Review the social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for potential implementation within your placement agency. Share and discuss with your field instructor.
- Research social policies and accreditation guidelines and apply them to the service delivery system in the agency. Discuss your findings in supervision with your field instructor.
- Research agency funding sources and discuss the effect these policies have on access to services in a one to two-page reflection paper. Discuss your findings in supervision with your field instructor.
- Review most recent field agency strategic plan. Identify ways in which the plan connects with agency practice and assists in fulfilling the mission and goals. Provide feedback and observations regarding positive progress towards these goals and potential areas of need. Document your findings in a one to two-page summary and discuss with your field instructor.

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

- Attend virtual meetings.
- Plan and participate in remote meeting, support group, or other intervention.
- Develop written materials for clients and community, develop handouts/flyers/brochures that explain informed consent, voting rights, SNAP eligibility.
- Reflect in writing about how personal experiences, beliefs and identities impact your professional relationships in field. Provide concrete examples from your experiences. Write a two to three-page reflection paper on this topic to share and discuss with your field instructor. How will this influence your work in field moving forward?
- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Review literature related to culture and cultural humility and write a two to-four-page paper about how it impacts work within the agency and how services are delivered. What recommendations can you offer based on your learning? Share and discuss with your field instructor.
- Identify and document strategies to facilitate client engagement despite barriers to in-person services. Share and discuss with your field instructor.

- Reflect upon and document a personal philosophy of practice that informs effective, client focused and strengths-based strategies to engagement. Discuss with your field instructor.

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

- Review assessment procedures for trauma informed care (<https://learn.nctsn.org>) and contrast them to assessment procedures at your agency.
- Evaluate the appropriateness of the assessment instruments used by the agency based on the clients served (i.e. cultural relevance, literacy).
- Research assessment instruments used by agencies offering similar services. Discuss the instruments with your field instructor. How might current assessment protocols/practices be enhanced or improved?
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs. Share and discuss your instrument with your field instructor.
- Review case studies for strengths, challenges and systemic factors impacting clients and/or a client group. Write a one-page reflection for each case study and/or discuss with your field instructor in supervision. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned?
- Identify personal and professional barriers to assessing the client and constituency groups served by the field agency. Develop specific goals and strategies to strengthen client engagement in the assessment process. Document your work in a one to two- page reflection paper. Share with your field instructor.
- Develop a case presentation focusing on assessment to deliver in individual or group supervision.
- Teleconference with various service providers, participate in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

▪ **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.
- Complete online trainings on evidenced based interventions:
 - NASW, Louisiana Continuing Education (i.e. student members)
 - Psychological First Aid, Skills for Psychological Recovery, 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families, etc.

<https://learn.nctsn.org> & <https://www.nctsn.org/treatments-and-practices>.

The National Traumatic Stress Network offers over 300 free trainings with CE certificates. Submit the CE certificate as verification of successfully completing the training.

- NAADAC Webinars: <https://www.naadac.org/webinars>
- Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
- The Center for Disease Control offers online training at <https://www.cdc.gov/learning/index.html>
- The National LGBT Health Education Center has free trainings at <https://www.lgbthealtheducation.org/>

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

- 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).
- Begin to draft a proposal for a program evaluation of the field placement agency.
- Develop a sample treatment plan with specific goals and objectives for a client within your field placement. Discuss the plan with your field instructor during supervision.
- Identify and complete online training modules and provide the following:
 - certification of completion
 - a short written reflection
 - a presentation to disseminate knowledge gained
- In consultation with your field instructor, develop training materials that will benefit your field placement agency (e.g. student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
- Develop psychoeducation resources for your field placement agency. Share and discuss with your field instructor.

▪ **Voting is Social Work!**

The *National Social Work Voter Mobilization Campaign* (also known as “Voting is Social Work”) has developed assignments focused on voter mobilization/awareness.

These assignments highlight the role of social workers in providing accurate information and assuring that eligible clients and constituents can vote early or on election day. The options in this packet will allow you to accrue hours in their field placements or through other supervised settings. The aim of these activities is to support skill-building as an integral part of social work education and to emphasize that voter engagement is a year-round activity.

- Use this link: <https://votingissocialwork.org/new-assignment-for-extra-field-hours-credit/> to access the following assignments:
 - o Voter Awareness & Engagement during a National Pandemic – A Field Education Activity at <https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/08/Voter-Awareness-Activity-2020.pdf>
 - o Integrating nonpartisan voter engagement into social services at <https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/08/Organizational-assessment-Supporting-people-to-vote.docx>
 - o EPAS Competencies and Voter Engagement Practice Activities at <https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/01/Example-Practice-Activities-for-Voter-Engagement-Field-Ed-1.pdf>
 - o Voter Engagement Activities PowerPoint at <https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/08/voter-assignments-for-students-who-need-field-hours.pptx>
 - o Refer to <https://votingissocialwork.org/for-social-work-students/> web page for more ideas and activities on ways you can be involved

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▪ HIPPA, Mandated Reporting, and FERPA Compliance

- HIPPA: <https://www.hhs.gov/hipaa/for-professionals/training/index.html> (free online training provided by U.S. Department of Health & Human Services)
- Mandated Reporter (DC specific):
 - o <https://dc.mandatedreporter.org/pages/Welcome.action>
 - o For Dependent Adult & Child Mandatory Reporter training, here is what Iowa offers. I don't know if other states can participate.
 - Go to <https://dhs.iowa.gov/child-welfare/mandatoryreporter>
 - Create a new account (Put Field Director at your supervisor)
 - Complete the online Child Abuse Mandatory Reporter Training (2.4 hours) and/or Dependent Adult Abuse Mandatory Reporter Training (2.4 hours).

- Please note: You are advised to use Chrome and close all other browsers on your computer. You must watch 100% of each training video to receive credit and move to the next video module. You must also complete the course evaluation in order to receive the certificate.
- FERPA: <https://studentprivacy.ed.gov/content/online-training-modules>
- Other trainings (telehealth, trauma informed, etc):
 - o <https://ce4less.com/Profession/Social-Work-Ceus>
 - o <https://personcenteredtech.com/>
 - o <https://www.telework.gov/training-resources/telework-training/>
 - o <https://courses.centerforadolescentstudies.com/traumabasics/>
 - o <http://training.mhw-idd.uthscsa.edu/free-training-course.html>
 - o <https://personcenteredtech.com/>
 - o <https://telementalhealthtraining.com/course-offerings/product/don-t-fail-your-hipaa-audit-webinar-12-1-17-1pm-est>

▪ Other Activities:

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS), <https://cbitsprogram.org/>, FREE, 5 hours
- Bounce Back (BB) Program, <https://bouncebackprogram.org/>, FREE, 6 hours
- Psychological First Aid (PFA), <https://www.nctsn.org/resources/psychological-first-aid-pfa-online>, FREE, 6 hours
- Building Resiliency: Supporting Youth Affected by Trauma and Community Violence <https://www.nctsn.org/resources/training/e-learning-courses>, Complete each 1.5 hr recorded webinar presentation. A total of 6 Expert Speaker Series are available under this title. FREE, 9 hours
- Trauma Focused Cognitive Behavior Therapy (TFCBT), <https://tfcbt2.musc.edu/>, \$35 Registration Fee, 10 hours
- Screening, Brief Intervention and Referral to Treatment (SBIRT) online training – Free course: <https://sbirt.wayne.edu/courses>
- Human Trafficking online course - <https://humantraffickinghotline.org/>
- Building Resiliency: Supporting Youth Affected by Trauma and Community Violence <https://learn.nctsn.org/course/index.php?categoryid=44>. Each free recorded webinar presentation is 1.5 hrs.
- More activities in Collection of Suggestions from NADD and Subcommittee on Field Education Members provided [here](#).

▪ Additional Materials related to Reflective Listening, Motivational Interviewing, and other engagement tools:

- Asylum Seekers and Refugees

- Migrants, asylum seekers, refugees and immigrants: What's the difference? Retrieved from <https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference>
- What is a Refugee? Definition and Meaning | USA for UNHCR. Retrieved from <https://www.unrefugees.org/refugee>
- Ethics
 - (Video) Ethical Dilemmas | How to respond to them at <https://www.youtube.com/watch?v=gGaccU2uOzQ>
 - (Video) Explaining Confidentiality To Clients | Social Work at <https://www.youtube.com/watch?v=s5WOF06G28M>
 - NASW Code of Ethics podcast series <https://www.socialworkers.org/news/nasw-social-work-talks-podcast>
 - 2018 NASW Code of Ethics (Part 1): Interview with Allan Barsky, JD, MSW, PhD (History of the code of ethics)
 - 2018 NASW Code of Ethics (Part 2): Interview with Allan Barsky, JD, MSW, PhD (Cultural Competence)
 - 2018 NASW Code of Ethics (Part 3): Interview with Allan Barsky, JD, MSW, PhD (Professional Affiliations)
- Culture, Cultural Competency and Cultural Humility
 - Deeper Understanding of Diverse Gender & Sexualities with the Office for Gender & Sexual Diversity. (2021). TSSW Empowering Change Task Force and Tulane University Office for Gender and Sexual Diversity. Retrieved from <https://www.youtube.com/watch?v=cwUf6gWYW4E>.
 - U.S. Department of Health and Human Services (n.d.). The Office of Minority Health. Retrieved from <http://minorityhealth.hhs.gov/>
 - The SHARE Approach—Taking Steps Toward Cultural Competence: A Fact Sheet. Retrieved from <https://www.ahrq.gov/health-literacy/curriculum-tools/shareddecisionmaking/tools/tool-7/index.html>
 - (Ted Talk) Cultural Humility | Juliana Mosley, Ph.D. | TEDxWestChester at https://www.youtube.com/watch?v=Ww_ml21L7Ns
 - (Ted Talk) Implicit Bias – how it effects us and how we push through | Melanie Funchess | TEDxFlourCity at <https://www.youtube.com/watch?v=Fr8G7MtRNIk&t=4s>
 - (Video and supplemental reading) Section 5. Addressing Social Determinants of Health and Development at <https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/social-determinants-of-health/main>
 - (Video) Critical Concept: Anti Oppressive Practice at <https://www.youtube.com/watch?v=yX7Oz7ir-IE>
- Clear Communication: The Foundation of Culturally Competent Care
 - Health Industry Collaboration Effort , Inc. (2010, July). Better communication, better care: Provider tools to care for diverse populations. Retrieved from http://www.iceforhealth.org/library/documents/ICE_C&L_Provider_Tool_Kit.10-06.pdf

- Molina HealthCare, & California Academy of Family Physicians (2004, April). Medical jargon & clear communication. Retrieved from www.familydocs.org/assets/Multicultural_Health/MedicalJargon.pdf
- Weiss, B. D. (2007). Health literacy and patient safety: Help patients understand; Manual for clinicians (2nd ed.). Chicago, IL: American Medical Association Foundation. Retrieved from <http://www.ama-assn.org/ama1/pub/upload/mm/367/healthlitclinicians.pdf>
- Practice
 - (Video) How to Interview Clients By Social Worker | Domestic Violence at <https://www.youtube.com/watch?v=WSVroHs-EFw>
 - (Video) Motivational Interviewing - Good Example - Alan Lyme at <https://www.youtube.com/watch?v=67I6g1I7Zao>
 - (Video) Motivational interviewing in brief consultations: role-play focusing on engaging at <https://www.youtube.com/watch?v=bTRRNWrwRCo>
 - (Podcast) The Process of Evidence-Based Practice: Interview with Danielle E. Parrish, Ph.D. <https://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html>
- Case Management
 - (Video) What is CASE MANAGEMENT? Models in case management? Challenges in case management | Social Work at <https://www.youtube.com/watch?v=kulc3-Xajxg>
 - (Video) Five Tips For Writing Case notes (Example of a case note) | SOCIAL WORK at <https://www.youtube.com/watch?v=cyNxtizZs9I>
 - (Podcast) Developing Treatment Plans: The Basics <https://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html>
- Self-Care
 - (Podcast) Self-care for Social Workers: Interview with Erlene Grise-Owens, Justin “Jay” Miller, and Mindy Eaves <https://socialworkpodcast.blogspot.com/2018/03/selfcare.html>
 - (Video) Self-Care for New Social Workers at <https://www.youtube.com/watch?v=vxHHTwCl8Mo>
- Substance Use
 - (Video) Practice Demonstration - Substance Abuse Counseling at <https://www.youtube.com/watch?v=ZkLtnaBpxCk>
 - (Ted Talk) How I overcame alcoholism | Claudia Christian | TEDxLondonBusinessSchool at https://www.youtube.com/watch?v=6EghiY_s2ts
 - (Ted Talk) Everyday Addiction Interventions: Loving and Relentless | Susan Riegler | TEDxNewBedford at <https://www.youtube.com/watch?v=IIHA151F2Xg>
- Mental Health Crisis
 - (Video) Community Mental Health: A Critical Role for Social Workers – Rebecca Frank, LCSW, CSAC at <https://www.youtube.com/watch?v=4rTkrVKH2zl>
 - (Video) How to de-escalate someone at <https://www.youtube.com/watch?v=4qsfBCatgX8>

- Child Protection
 - o (Video) Interview with a Social Worker - child protection conference at <https://www.youtube.com/watch?v=VcsFzoBrmb0>
 - o (Video) Conducting a Quick Screen for Trauma - Child Interview at <https://www.youtube.com/watch?v=rKTYOAI65zE>
 - o (Podcast) Adolescence, the Age of Opportunity: Interview with Laurence Steinberg, Ph.D. <https://socialworkpodcast.blogspot.com/2014/09/steinberg.html>
- Psychological First Aid (PFA), <https://www.nctsn.org/resources/psychological-first-aid-pfa-online>, An evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping.
- Suicide Prevention Resource Center, <https://training.sprc.org/>, Improve your knowledge and skills in suicide prevention with SPRC's self-paced online courses. They are designed for clinicians and other service providers, educators, health professionals, public officials, and members of community-based coalitions who develop and implement suicide prevention programs and policies. This online training is geared toward macro and micro practice of suicide prevention.
- MD Behavioral Health, <https://mdbehavioralhealth.com/about>, An online training site hosted by the Department of Psychiatry at the University of Maryland School of Medicine. Developed in partnership with the Maryland Department of Health and Mental Hygiene, Mental Hygiene Administration, the site provides training to individuals interested in supporting the behavioral health of youth and their families.
- Mindfulness Based Stress Reduction Therapy, <https://palousemindfulness.com/>, A free 8-week course on mindfulness based stress reduction therapy.
- SBIRT Training https://psattcelearn.org/courses/4hr_sbirt/, Screening, Brief Intervention, and Referral to Treatment (SBIRT) is an integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders and those at risk of developing these disorders.
- Center for Advanced Studies in Child Welfare, https://cascw.umn.edu/portfolio_category/online-modules/, CASCW's online modules are self-directed learning opportunities for child welfare professionals, foster parents, advocates, and others interested in the topics. They were developed in order to present the child welfare practice-relevant findings of research undertaken by faculty and staff at the School of Social Work as well as partners across the University. The modules consist of narrated PowerPoint presentations with a variety of media attached (e.g. watching videos, reading documents, etc.). All modules are accessible for free. Post-tests are available upon request.
- Dulwich Centre, <https://dulwichcentre.com.au/courses/what-is-narrative-practice-a-free-course/>, This Narrative Therapy course is a gateway to free papers, videos and extracts to enjoy at your own pace. Across 9 'lessons' or 'chapters' we have brought together papers, videos, images, interviews and questions. This course is freely

available to anyone, although we think it might be particularly relevant for those interested in counselling/psychology/community work/social work. Included are materials that are relevant for those working in therapeutic and/or community work contexts.

- Motivational Interviewing, <https://www.integration.samhsa.gov/clinical-practice/motivational-interviewing>, Motivational Interviewing is a clinical approach that helps people with mental health and substance use disorders and other chronic conditions such as diabetes, cardiovascular conditions, and asthma make positive behavioral changes to support better health. The approach upholds four principles – expressing empathy and avoiding arguing, developing discrepancy, rolling with resistance, and supporting self-efficacy (client’s belief they can successfully make a change).
- Cognitive Processing Therapy, <https://cpt.musc.edu/>, This site has a particular focus on the treatment of military and combat-related PTSD, although the principles and methods described work well for any type of traumatic event that results in PTSD. This course was developed to complement other methods of clinical learning, such as reading a book or manual or attending a workshop or training course. However, unlike most workshops and manuals, this site includes specific, step-by-step instructions for each component of therapy, printable sample scripts for introducing concepts and techniques to clients, and flash video demonstrations of the therapy procedures conducted by expert clinicians. The web site is also developed so that you can proceed at your own pace and use the learning experiences when it is convenient for you.
- CEUfast Nursing, <https://ceufast.com>, Includes multiple trainings related to mental health, behavioral health, and health care practice. Geared toward Nurses; yet, relevant for Social Work. These trainings need to be registered for online, but are free. Each training ends with a quiz and a certificate.
- Family Caregiver Alliance (FCA), <https://www.caregiver.org/fca-webinars>, The mission of Family Caregiver Alliance (FCA) is to improve the quality of life for family caregivers and the people who receive their care. For over 40 years, FCA has provided services to family caregivers of adults with physical and cognitive impairments, such as Parkinson’s, stroke, Alzheimer’s and other types of dementia. There are professional Webinars listed on their learning center for social workers and other professionals.
- Crisis and Trauma Resource Institute, <https://us.ctrinstitute.com/resources/>, Offers several different types (webinars, full trainings, manuals) of trainings and resources on multiple topics related to crisis and trauma.
- Child Welfare Information Gateway, <https://www.childwelfare.gov/learningcenter/>, Child Welfare Information Gateway promotes the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption, and related professionals as well as the public to information, resources, and tools covering topics on child welfare, child abuse and neglect, out-of-home care, adoption, and more.

- Mental Health Webinars, <https://www.socialwork.career/2012/08/free-webinars-for-mental-health-professionals.html>, Social Work Career offers resources (i.e. webinars) for both current students and experienced mental health professionals covering a wide range of topics.
- Neurobiology; EMDR, <https://emdrprofessionaltraining.com/free-neruobiology-course/#>, Free Neurobiology of the brain and EMDR course.
- Acceptance and Commitment Training, (ACT), <https://emedia.rmit.edu.au/communication/index.htm>, 6 ACT conversations developed by RMIT University Counseling Service. This resource consists of an audio e-learning program comprised of six sessions between 15-50 minutes duration and including a conversational mini-lecture and several practice exercises.
- Parent Child Interaction Therapy (PCIT) Web Course, <https://pcitwebcourse.pcit.ucdavis.edu/login/index.php>, Developed by UC Davis PCIT Training Center, this resource provides a 10-hour, 11-module web course that gives fundamental information about providing PCIT. It gives trainees' a solid foundation and partially fulfills requirements to be a certified PCIT therapist.
- Diversity Training: Engaging Confidently with Other Cultures, <https://www.hrdqu.com/webinars/diversity-engaging-confidently-with-other-cultures/>, Awareness of our own cultural identities and experiences is the first step to becoming more effective cross-culturally. The Cross Cultural Adaptability Inventory™ workshop is a powerful experience and diversity training tool that helps participants identify their personal areas of cross- cultural competency and provides examples of ways to improve them. Join expert and co-author Dr. Judith Meyers, as she teaches the four competencies that are critical to cross-cultural adaptability. Dr. Meyers will also examine how to use them as a springboard to self-awareness and cross-cultural success. This webinar is based on the HRDQ product, The Cross-Cultural Adaptability Inventory, a best-selling diversity training tool that was developed in direct response to needs expressed by cross-cultural trainers and teachers for a well-constructed and easily obtainable self-assessment training instrument on cross-cultural adaptability.
- Mindfulness, Healing, and Transformation, https://catalog.pesi.com/sq/bh_001068_kabat_zinn_web-11032?utm_source=website&utm_medium=banner&utm_campaign=FreeK-Z, Jon Kabat- Zinn is one of the greats in mindfulness-based therapy.
- National Resource Center on Domestic Violence, <https://nrcdv.org/videos>, NRCDV provides a wide range of online webinars. All of our webinars are all recorded and made available for free through our YouTube channel. In addition, NRCDV Radio podcasts are converted into videos for those that wish to experience the broadcasts in a different format.
- National Resource Center on Domestic Violence, <https://wscadv.remote-learner.net/>, Lists Free Clinical and Macro courses (including nonprofit management) courses related to domestic violence work in the United States.
- Immigrant and Refugee Mental Health, <https://irmhp-psmir.camhx.ca/courses>, A free course on immigrant and refugee mental health offered by Canada's Centre for

Addiction and Mental Health. It provides an overview of immigrant and refugee populations, as well as subgroups particularly at risk, and how their context and cultures influence mental health. There are two specific "streams" that are tailored to social service providers and health providers, respectively. The description says social workers can benefit from both streams. It's accredited by both the Royal College of Physicians and Surgeons of Canada, and the College of Family Physicians of Canada.

- CBT for Anxiety and OCD, <https://www.pesi.com/blog/details/1081/free-ce-seminar-cbt-for-anxiety-and-ocd>, Elizabeth DuPont Spender, LCSW-C & Kimberly Morrow, LCSW – online seminar for CBT.
- Brain Injury Association of North Carolina, <http://www.biancteach.net/cdetail.asp?courseid=bianc5>, Substance use and traumatic brain injury - This training course features information related to the complex topic of alcohol and other drug use after brain injury. It is intended for anyone working with people with traumatic brain injury and co-occurring substance use.
- Mental Health Studies - Suicide, Violent Behavior, and Substance Abuse, <https://alison.com/course/mental-health-studies-suicide-violent-behavior-and-substance-abuse-revised>, Mental health and well-being has become an increasingly important concern of healthcare systems around the world. Self-harm and debilitating mental health problems are increasing, and 1 in 3 people know somebody suffering from mental health issues. This course, which focuses on the activities, actions, and habits that might be endangering one's health and welfare, aims to give you the tools to help others.
- Center for Disease Control and Prevention, Injury Prevention and Control: Division of Violence Prevention
 - o Connecting the Dots: Introduction to the Links between Multiple Forms of Violence <https://vetoviolenace.cdc.gov/apps/connecting-the-dots/node/4>
 - o Preventing Adverse Childhood Experiences <https://vetoviolenace.cdc.gov/apps/aces-training/#/#top>
 - o Principles of Prevention <https://vetoviolenace.cdc.gov/apps/principles-of-prevention/>
 - o STRYVE: Striving to Reduce Youth Violence Everywhere <https://vetoviolenace.cdc.gov/apps/stryve/>
 - o Understanding Evidence <https://vetoviolenace.cdc.gov/apps/evidence/>
- Center for Financial Social Work Free Resources (Webinars, eBooks, and Videos) <https://financialsocialwork.com/resources>
- Community Development Project 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>
- 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) Getting Started with GIS Web Course
<https://www.esri.com/training/catalog/57630434851d31e02a43ef28/getting-started-with-gis/2>
- Human Rights Campaign All Children, All Families Webinars
<https://www.hrc.org/resources/all-children-all-families-webinars>
- National Implementation Research Network (NIRN) 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 Opioid Education for Community Health Workers Online Series <https://www.aheconnect.com/opioided/default.asp>
- Prevent Child Abuse NC
 - o Recognizing and Responding to Suspicions of Child Maltreatment
<https://www.preventchildabusenc.org/recognizing-responding-online-course/>
 - o What is Prevention? <https://preventchildabusenc-lms.org/>
- Seniors and Elder care
 - o California Caregiver Resource Centers (2005). California Caregiver Resource Centers. Retrieved from <http://www.cacrc.org/californiacrc/jsp/home.jsp>
 - o Family Caregiver Alliance (FCA) (n.d.). Retrieved from: <http://www.caregiver.org/caregiver/jsp/home.jsp>
 - o Disability and Health Information for Healthcare Providers, Centers for Disease Control and Prevention. Retrieved from: <https://cdc.gov/ncbddd/disabilityandhealth/hcp.html>
 - o Health and Safety Needs of Older Workers. By National Research Council (US) and Institute of Medicine (US) Committee on the Health and Safety Needs of Older Workers, David H. Wegman, James P. McGee Retrieved by <https://www.ncbi.nlm.nih.gov/books/NBK207708/>
- Suicide Prevention Resource Center
 - o CALM: Counseling on Access to Lethal Means <https://training.sprc.org/>
 - o Locating and Understanding Data for Suicide Prevention
<https://training.sprc.org/enrol/index.php?id=35>
 - o A Strategic Planning Approach to Suicide Prevention
<https://training.sprc.org/enrol/index.php?id=31>
 - o Preventing Suicide in Emergency Department Patients
<https://training.sprc.org/enrol/index.php?id=30>
- National Association of Social Workers (NASW) NASW Members – Social Work Online CE Institute Many resources available at no charge for current members
<https://naswinstitute.inreachce.com/>
- National Neighborhood Indicators Project Webinar Series
<https://www.neighborhoodindicators.org/get-involved/webinars>
- NC State Center for Family and Community Engagement
 - o A Resource Parent’s Guide to Intellectual and Developmental Disabilities (IDD)
https://www.cface.org/projects/family_engagement/dss/IDDinfo.php

- Game Building as Engagement
https://www.cface.org/projects/family_engagement/dss/gamebuilding.php
- 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
- 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 Parent Child Interaction Therapy (PCIT) Online Training: <https://pcit.ucdavis.edu/pcit-web-course/>
- UNC SSW Clinical Lecture Series (livestreaming available):
<https://cls.unc.edu/clinical-lecture-series/>
- UNC SSW Field Education: Creating Trans Affirming Field Placements
<https://ssw.unc.edu/sswevents/online/field-edu>
- 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 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 Improving Cultural Competency for Behavioral Health Professionals (4 courses):
<https://thinkculturalhealth.hhs.gov/education/behavioral-health>
- UNC Behavioral Health Springboard:
 - Children and Adolescents Affected by Traumatic Brain Injury (TBI)
<https://bhs.unc.edu/node/248>
 - Fetal Alcohol Spectrum Disorders <https://bhs.unc.edu/FASD-free>
 - 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>

▪ Social Issues Videos

- They are all about 55 minutes and on the free site Frontline Online:
<https://www.pbs.org/wgbh/frontline/films/>
- Girls incarcerated - juvenile incarceration – Netflix
- Hate: Charlottesville
- Separated Child at the Border
- Sex Trafficking in America
- Flint Deadly Water
- Targeting El Paso

- Trafficked in America
- Poor Kids
- The Way We Get By—on Netflix, getting dated but about issues elderly face
- The Abortion Divide
- Right to Fail—Mental Health
- Left Behind America-Economic Struggle

▪ Other Videos

- Sicko
- How to Die in Oregon
- Homestretch - About youth homelessness
- When they See Us (Netflix)
- Thirteenth (Netflix)
- Hello Privilege it's me Chelsea (Netflix)
- Precious Knowledge (on Vimeo)
- Tough Love (Amazon)
- A Place at the Table (Amazon)
- Katrina's Children (Snag Films)
- Short Term 12
- Precious
- I am Sam
- Temple Grandin
- Monster
- Trade
- Good Will Hunting
- The Silver Linings Playbook
- Dallas Buyers Club
- Young Adult
- A Beautiful Mind
- 28 Days
- The Overnights
- Buffalo Nation: The Children are Crying
- Mud Bound
- Killers of the Flower Moon
- American Son
- Little Miss Sunshine
- The Great Gilly Hopkins
- Very Young Girls
- Basketball Dairies
- Kinsey
- Lost Angels
- A Path Appears (mini-series)

- We were Here
- Salem (for Macros)
- The Road Within
- A Little White Lie
- Mala Mala (LGBT in Puerto Rico)
- The Hunting Ground
- It Happened Here
- Oranges and Sunshine: based on true events, Emily Watson plays a social worker that discovers the decades long practice of Britain sending vulnerable children to Australia, where they were often abused.
- Lilo and Stitch: more than just a kids movie, a young woman tries to raise her sister after their parents die, struggling with social services and making ends meet. Beyond the alien aspect, really a great story about a family with a lot of strengths (and a mean social worker, boo)
- Reign Over Me: PTSD depiction. Stars Adam Sandler in a rare serious role as a man dealing with the emotional distress of a seriously traumatic event.
- Dear Zachary: a filmmaker creates a documentary dedicated to the son of his murdered friend. True story. Deals with the justice system, mental illness, trauma... Regarded as a devastating film to watch, so keep that in mind.
- Beasts of the Southern Wild is a really good film that delves into issues related to social work ethics, like self-determination, child endangerment, etc.

■ Preparing for Supervision

This activity addresses the Council on Social Work Education competencies (specifically 1,2,3,4,5,9).

Think about some questions you would like to ask your supervisor and write a reflective paragraph based on your conversation. Here are some sample questions:

- What is our professional obligation in this crisis?
- How do you manage stress response and ensuring that staff are practicing in a manner that they are not impaired?
- If an agency does not currently have a policy to manage this type of event, what would you suggest as a course plan to address this concern?
- What would be your recommendations to me as a student, on how to manage my own fears?

■ Opportunities through Tulane Howard-Tilton Memorial Library

- See video [here](#).
- Watch movies using Kanopy
 - o Write a short reflection and discuss with your field supervisor
- Watch a series of short videos using Sage Knowledge (3700+ options)

- Write a three-sentence reflection for each
- Hathi Trust
 - Access materials (i.e. governmental documents) that might inform policies
 - Summarize a policy
 - Make a policy recommendation to your field agency
- Read an article (Sage Knowledge)
 - “debate” the pros and cons with a peer
- Write an annotated bibliography
- Read an ebook related to your population of interest or a social cause
 - Write a critique
- Visit a museum virtually
 - Write a short reflection
- Enroll in an online course: Example: Coursera.org

Relevant Article:

<https://www.socialworker.com/feature-articles/field-placement/covid-19-social-work-placement-19-ideas-field-students-supervisors/>

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