Alternative Learning Activities (4-19-20)

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

- Utilize self-reflection to think about personal identities and biases may show up in practice and write a brief reflection on how you will address these issues.
- 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 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.

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

- Complete brief writing assignment about strategies that promote social justice and human rights considering agency mission and practice.
- Guided by policies you have explored in courses, 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 videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights.
- 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**

- 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.
• 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.
• 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.
• 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

• 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.
• Review assessment procedures for trauma informed care (https://learn.netsn.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:
  o NASW, Louisiana Continuing Education (i.e. student members)
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.

New! 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/](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](https://sbirt.wayne.edu/courses)
- Human Trafficking on line course - [https://humantraffickinghotline.org/](https://humantraffickinghotline.org/)

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

- **Ethics**
  o (Video) Ethical Dilemmas | How to respond to them
  o (Video) Explaining Confidentiality To Clients | Social Work
  o NASW Code of Ethics podcast series
    - 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)

- **Diversity**
  o (Ted Talk) Cultural Humility | Juliana Mosley, Ph.D. | TEDxWestChester
  o (Ted Talk) Implicit Bias -- how it effects us and how we push through | Melanie Funchess | TEDxFourCity
  o (Video and supplemental reading) Section 5. Addressing Social Determinants of Health and Development
  o (Video) Critical Concept: Anti Oppressive Practice

- **Practice**
  o (Video) How to Interview Clients By Social Worker | Domestic
  o (Video) Motivational Interviewing - Good Example - Alan Lyme
  o (Video) Motivational interviewing in brief consultations: role-play focusing on engaging
  o Podcast The Process of Evidence-Based Practice: Interview with Danielle E. Parrish, Ph.D.

- **Case Management**
  o (Video) What is CASE MANAGEMENT? Models in case management? Challenges in case management | Social Work
  o (Video) Five Tips For Writing Case notes (Example of a case note) | SOCIAL WORK
  o (Podcast) Developing Treatment Plans: The Basics

- **Self-Care**
  o (Podcast) Self-care for Social Workers: Interview with Erlene Grise-Owens, Justin “Jay” Miller, and Mindy Eaves
  o (Video) Self-Care for New Social Workers

- **Substance Use**
  o (Video) Practice Demonstration - Substance Abuse Counseling
• (Ted Talk) How I overcame alcoholism | Claudia Christian | TEDxLondonBusinessSchool
• (Ted Talk) Everyday Addiction Interventions: Loving and Relentless | Susan Riegler | TEDxNewBedford

• Mental Health Crisis
  o (Video) Community Mental Health: A Critical Role for Social Workers - Rebecca Frank, LCSW, CSAC
  o (Video) How to de-escalate someone

• Child Protection
  o (video) Interview with a Social Worker - child protection conference
  o (Video) Conducting a Quick Screen for Trauma - Child Interview
  o (Podcast) Adolescence, the Age of Opportunity: Interview with Laurence Steinberg, Ph.D.

• 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 Traininghttps://psattcelearn.org/courses/4hr_sbrit/, 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](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/](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](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](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/](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/](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](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.


- **Acceptance and Commitment Training, (ACT)**, [https://emedia.rmit.edu.au/communication/index.htm](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.

information about providing PCIT. It gives trainees’ a solid foundation and partially fulfills requirements to be a certified PCIT therapist.


  - 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.


- **National Resource Center on Domestic Violence**, [https://nrcdv.org/videos](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/](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](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.


- **Mental Health Studies - Suicide, Violent Behavior, and Substance Abuse**, [https://alison.com/course/mental-health-studies-suicide-violent-behavior-and-substance-abuse-revised](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://vetoviolence.cdc.gov/apps/connecting-the-dots/node/4
  o Preventing Adverse Childhood Experiences https://vetoviolence.cdc.gov/apps/aces-training/#/#top
  o STRYVE: Striving to Reduce Youth Violence Everywhere
    https://vetoviolence.cdc.gov/apps/stryve/
  o Understanding Evidence https://vetoviolence.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
• 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/57630434851d31e02a43cf28/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/
• Suicide Prevention Resource Center
  o CALM: Counseling on Access to Lethal Means https://training.sprc.org/
  o Locating and Understanding Data for Suicide Prevention
  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 Game Building as Engagement
  o Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans*, and Questioning Youth in Substitute Care
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](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/](https://pcit.ucdavis.edu/pcit-web-course/)
- UNC SSW Clinical Lecture Series (livestreaming available): [https://cls.unc.edu/clinical-lecture-series/](https://cls.unc.edu/clinical-lecture-series/)
- UNC SSW Field Education: Creating Trans Affirming Field Placements [https://ssw.unc.edu/sswevents/online/field-edu](https://ssw.unc.edu/sswevents/online/field-edu)
- 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](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](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](https://bhs.unc.edu/node/248)
  - Fetal Alcohol Spectrum Disorders [https://bhs.unc.edu/FASD-free](https://bhs.unc.edu/FASD-free)

### Social Issues Videos

They are all about 55 minutes and on the free site Frontline Online: [https://www.pbs.org/wgbh/frontline/films/](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 Overnighters
• 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 decade’s long practice of Britain sending vulnerable children to Australia, where they were often abused.
• Lilo and Stitch: more than just a kid’s 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.

New! Experiential & Group Exercises

Build a community
You will need household items (i.e. candy, cereal, beans, paper, etc.) Please refer to this tool for directions: [http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-10-community.pdf](http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-10-community.pdf)

Explore Your Privilege Exercise (Group Exercise)
Please review and adapt the following: [https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/privilege-walk.pdf](https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/privilege-walk.pdf) as necessary. You can do this with friends virtually or in your home with family members or roommates.

Problems Exercise (Dyad or Group Exercise)
Set a jar out that is clearly marked (something like “Problems Jar” will do) and make it clear for all the household members that this is money that will be donated to a person in need. Then, watch [https://www.youtube.com/watch?v=wXJ2Cw2u-M](https://www.youtube.com/watch?v=wXJ2Cw2u-M). Begin thinking what might be considered a “problem.”

Then, for the next week, anytime someone complains about something that could only be considered a “problem,” ask them to contribute something to the jar (maybe even just a dime). Evaluate how privilege is related to "problems".

(In)Equality vs (In)Equity Exercise (Dyad or Group Exercise)

Instructions: Review the examples below. Does the situation described seem fair? How is it unjust? If it doesn’t seem fair, what are some things that could be done to make it more just (equitable?).

Note: there might be different solutions to reach an equitable solution.

<table>
<thead>
<tr>
<th>Example</th>
<th>Fair? If not, what could be done to make it more just (equitable)?</th>
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</thead>
<tbody>
<tr>
<td>A city has three times more park space per resident in one region in comparison to other areas.</td>
<td></td>
</tr>
<tr>
<td>Access to computers and to the internet is not the same in all schools in the city.</td>
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<tr>
<td>A community with lower income and a higher percentage of people of color compared to the rest of the city has the greatest number of schools with lead paint and the highest asthma hospitalization rates in the city.</td>
<td></td>
</tr>
</tbody>
</table>
A meeting has been planned to discuss the cleanup of a landfill (i.e. New Orleans East, Los Angeles, Houston, New York), and it will be held in English. However, approximately 25% of people in the community do not speak English as a first language.

One of the wards has less access to healthy and affordable food than the rest of the city and has requested funding and assistance to build a community garden.

The parish/county has recognized that there is an issue of historically unequal treatment in this Neighborhood. The council has agreed to a request for the historical statues to be removed.

Develop your own example.

New! Preparing for Supervision

Relevant Article:

Activity
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. Write a process recording after the meeting or 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?

New! Remote Learning Resources - Tulane Howard Hilton Library Link: https://youtu.be/Fu5NYrkEvVs

- Watch movies using Kanopy (i.e. women’s rights, health disparities)
  - Discuss the movie with your field supervisor
- Watch a series of short videos using Sage Knowledge (3700+ options)
  - Write a two to three sentence reflection for each
- Hathi Trust
  - Access materials (i.e. governmental documents) that might inform policies
• Summarize a policy or 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 based on a topic relevant to your target population
• Read an **eBook** related to your population of interest or a social cause
  • Write a critique
• Visit a museum virtually
• Enroll in an online course: Example: Coursera.org