



Stony Brook Medicine

School of Social Welfare

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Dear Stony Brook School of Social Welfare Students,

The global pandemic COVID-19 has disrupted all sectors and sections of our society, and the social service sector will most especially be impacted. Robust social distancing designed to limit the spread of the disease and to prevent spikes in new COVID-19 cases has been mandated. As conditions have unfolded and we weighed balancing the community's public health needs and client care, the Stony Brook University School of Social Welfare has decided to suspend **in-person** field placements, effective immediately and for the remainder of the semester. Your field instructor has been informed of this change.

We all -- the School, our field agencies, and you —want to continue to serve clients. We have taken great care to evaluate all the available evidence and guidance from infectious disease experts and public health agencies. We know our agency partners are doing the same, and a number of agencies have already instructed our students to discontinue placements. At this moment in time, guidance from state and local officials recommend against conducting our internship program in the usual manner. We know this decision will cause disruptions to you, to your clients, and to the field agencies. We have reached this decision reluctantly, but we believe it is the right call now.

What's the plan for your cohort?

BSW Juniors: You are not currently in a field placement and there are no projected changes to your program. Our Department of Field Education staff will continue to place you in agencies for Fall 2020.

BSW Seniors- BSW students are required to complete 400 internship hours and we estimate, based on a regular schedule and full attendance, that most BSW students have about 90 hours remaining to complete. Though we are officially ending **in person** placement, we have encouraged field instructors to work with you to offer remote assignments to complete your hours. Please reach out to your field instructor to see if this is possible. For those BSW students who do not have a remote field assignment, Dr. Velazquez, our BSW Director, will communicate with you about projects that will satisfy your internship requirements.

MSW 1st year- First year MSW students are required to complete 900 internship hours, and we estimate, based on a regular schedule and full attendance, that most first year MSW students will have about 100 hours remaining to complete. In order to satisfy requirements for NYS licensure and CSWE accreditation for mandated hours, we will add the remaining **100 hours to your second year placement**. That means that next year you will be required to complete 17 hours per week rather than 14.

Advanced Standing students and students who completed internships of 21 hours- You are required to complete 900 internship hours, and based on a regular schedule and full attendance, we estimate most of you have completed your internship requirements, and may suspend your internship now. The Field Education Department staff will reach out and work with the few students in this category who have not completed the requisite hours.

MSW 2nd year students interning 14 hours per week: You are required to complete 900 internship hours, and we estimate, based on a regular schedule and full attendance, that most second year students interning 14 hours per week have about 100 hours remaining to complete. It is critical to complete these hours in order to graduate, sit for New York state licensure and to comply with CSWE accreditation requirements. Though we are officially ending **in person** placement, we have encouraged field instructors to work with you to offer remote assignments to complete your hours. Please reach out to your field instructor to see if this is possible. Below is a list of some possible remote assignments:

- Provide telephone or online support to clients
- Join agency meetings remotely
- Engage in remote supervision via telephone or technology
- Propose revisions to agency policies and procedures about safety
- Create lists of referrals to other community resources their clients may need
- Work on projects or plans for future events or initiatives, voter registration, census, constituent wellness checks, etc.
- Engage in virtual professional development (e.g., webinars, trainings, etc.)
- Compose advocacy writings to elected officials about issues and legislation your agency is connected to/populations they serve
- Additional learning opportunities are attached

For Second Year MSW students who are unable to fulfill their internship requirements through agency remote assignments, our Stony Brook colleagues at the University, in the hospital, and in psychiatry, and professors with projects are offering opportunities for students that will allow them to fulfill their requirements either remotely or in protected settings. The Department of Field Education will establish a list of opportunities for 2nd year students who are in need of completing their hours. They will reach out to those of you who need them.

We understand that suspending in person field placements impacts client services and your learning. We know you must be concerned about graduation and licensing and we have put these plans into place to ensure that neither graduation nor licensure is interrupted. **Please update your placement hours up to this point in SONIA so we can ensure that your hours are counted.**

These are difficult times but you can count on our support. We will continue to be in touch with you over the coming days and weeks as to any further actions regarding Field placements. If you have any questions, please communicate with your Field Liaison or through SSWfieldoffice@stonybrook.edu

Please stay safe and healthy,

Jacqueline Mondros
Dean & Assistant Vice President for Social Determinants of Health

Warren K. Graham, LMSW, ACSW, CASAC
Director of Field Education
Clinical Assistant Professor

Alternate Learning Activities

Field Instructors and Task Supervisors should assign students off-site alternative field learning activities that the student may complete due to field disruption. Examples of alternative field learning activities are listed below.

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete online trainings:** complete assigned trainings and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
 - Building Resiliency: Supporting Youth Affected by Trauma and Community Violence https://learn.nctsn.org/course/ind_ex.php?categoryid=44 Each recorded webinar presentation is 1.5 hrs.
 - Psychological First Aid (PFA) (Free)- <https://www.nctsn.org/resources/psychological-first-aid-pfaonline>
 - Suicide Prevention Resource Center (Free)- <https://training.sprc.org/createanaccount>
 - Mindfulness Based Stress (Free)- <https://palousemindfulness.com/>
 - CPI training (the FIT modules mostly) (Free)- <https://rfmh.csod.com/selfreg/register.aspx?c=78sb>

Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. **All activities should be pre-approved by their agency supervisor.**

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 to inform their use of technology.

- 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.

Field Education Virtual Activity List by CSWE Competency

Competency 1: Demonstrate Ethical and Professional Behavior

- Develop new assignment plan for written products to be submitted to field instructor while working remotely
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Where do gaps remain?

Competency 2: Engage Diversity and Difference in Practice

- Utilize self-reflection to think about personal identities and biases in practice. Write a summary.
- Apply a “diversity and inclusion” lens through research and writing to current projects.

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

- Complete writing assignment about strategies promoting social justice and human rights considering field agency mission and practice.
- Create a list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.

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

- Research and write evaluation of articles that inform field agency's practice.
- Develop focus group question or survey instruments related to an identified agency need.

Competency 5: Engage in Policy Practice

- Explore local, state and federal policies that impact field agency and/or the affected community. Write a summary of findings.

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

- Plan and participate in virtual/remote meetings, support groups, or other engagements.

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

- Create an assessment instrument (survey, interview questions) to better understand community/client needs.
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field agency.

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

- Assess agency process for seeking client feedback and develop recommendations for improvement.

ONLINE TRAININGS

NAME	LINK	DESCRIPTION	ADDITIONAL INFORMATION
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.	This is free – Students have to create a login/account to complete the training. Clinical and Macro Diversity
Suicide Prevention Resource Center	https://training.sprc.org/ create an account (free)	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.	Clinical and Macro Diversity
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.	Clinical
Mindfulness Based Stress	https://palousemindfulness.com/	A free 8-week course on mindfulness based stress reduction therapy.	Clinical

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.	Clinical Diversity
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.	Please contact us at CASCW@umn.edu with any questions or problems. Clinical and Macro Diversity
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	Clinical, some Macro community practice work Diversity

		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).	Clinical
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.	Clinical Diversity Military
CEUfast Nursing	https://ceufast.com	Includes multiple trainings related to mental health, behavioral health, and health care practice.	Clinical

		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.	Clinical Diversity
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.	Clinical, some Macro level
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.	Clinical, Macro Policy/legislative Trainings Diversity
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.	Clinical
Neurobiology;	https://emdrprofessi	Free Neurobiology of the brain and EMDR course.	Clinical (Advanced)

EMDR	onaltraining.com/fre-e-neruobiology-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.	Clinical
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.	Clinical
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	<p>Participants Will Learn:</p> <ul style="list-style-type: none"> · How to define culture and one's cultural identity · The four competencies associated with cross-cultural effectiveness · Methods to assess cross-cultural competence · A common vocabulary that allows for self-improvement, continued growth and perspective-taking in cross-cultural situations

		for a well-constructed and easily obtainable self-assessment training instrument on cross-cultural adaptability.	Clinical, Macro
Mindfulness, Healing, and Transformation	https://catalog.pesi.com/sq/bh_001068_kabatzinn_web-11032?utm_source=website&utm_medium=banner&utm_campaign=FreeK-Z	Jon Kabat- Zinn is one of the greats in mindfulness-based therapy.	Clinical
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.	Clinical, Macro Policy work
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.	Clinical, Macro Policy work
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,	Clinical, Macro Policy work Diversity

		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.	Clinical
Brain Injury Association of North Carolina	http://www.bianctech.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.	Clinical (Advanced)
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.	Clinical Diversity