Leading in a time of crisis: Technology resources you can use Right Now

Grand Challenges Initiative “Harness Technology for Social Good” webinar for National Association of Deans and Directors March 24, 2020
Who We Are: Harnessing Technology for Social Good & Special Guest, Dean Nancy Smyth

Stephanie Cosner Berzin
Simmons University

Jonathan Singer
Loyola University

Melanie Sage
University at Buffalo

Brendan Beal
University of Montevallo

Nancy Smyth
University at Buffalo

Not pictured: Claudia Coulton, Shari Miller
https://grandchallengesforsocialwork.org/harness-technology-for-social-good/
Social Work in an Unprecedented Time

- Social Isolation
- Challenges for Families
- Particular Communities at Risk
- Telehealth
- Changing Policy Landscape
  - Medicare
  - HIPAA
  - Families First Coronavirus Response Act
Resources and Considerations for Educators & Field

*This is not best practice in online education: It’s triage in times of crisis.*

- It’s an incredible time for crowdsourced peer support, and technology is a great way to do this: [see link](#)

- Nice toolkit of very short videos on teaching [here](#)

- This experience of online teaching should in no way define what it’s like to teach online; people (faculty/students) are inadequately prepared & experiencing many stressors.

- Mostly asynchronous learning allows for maximum flexibility but we need some human contact too; drop-in live sessions; FlipGrid; Remind; video visits with those in rehab homes/other isolated folks? Consider a virtual replacement for the break room- “virtual water cooler”
Resources and Considerations for Students

Maslow’s Hierarchy is more important right now than Bloom’s Taxonomy

- Student experiences range from “I need structure in my chaotic life—more work please,” to “I can’t possibly be expected to finish this term.” Many schools are using pass/fail models and cutting content from syllabi. Some working on emergency hour reductions.

- Requiring synchronous? Consider cognitive load and that student obligations and resources have changed.

- Consider alternative learning plans for field education—what can be done from home that serves the agency and community in these times? Other direct contact opportunities: 7 cups (or other online “listening” service), food pantry/delivery, phone check-in’s with vulnerable clients or students in other programs.
Resources and Considerations for Practice & Community Settings

Supporting Field students and faculty, alums in practice

- There are two documents that provide baseline standards for social work practice with technology: 2017 Standard for Technology in Social Work Practice and 2018 NASW Code of Ethics

- Field students and faculty: CSWE standards for field hours


- ASWB Licensure testing: Online applications, rescheduling at no cost, waive extension fees.
The Smaller School Experience: Managing with fewer resources

The view from a small BSW program in the rural south

- Smaller schools have both advantages and disadvantages
- Internet connectivity is the biggest challenge
- The students are managing
From an Experienced Dean: Crisis Leadership Tips

- Crisis involves ambiguity & rapid change, requires relaxing our standards
- Lead from values, be human, model self-care & other interactions, express caring
- Daily/twice daily check-ins, use your teams
  - Triage work/priorities: now, next week, later, long-term
  - Opt for simpler processes when possible
- Plan for failures
  - Back ups to whatever you are relying on- online/offline
  - Phone numbers for everyone on your team
- Communication is key –
  - use multiple methods- video or even audio (with captions) can be great.
  - bullet key points in written communications
  - share intent, reasoning, when possible
  - consider using group messaging apps w/teams (e.g., GroupMe)
- When needed, consider asking for forgiveness, not permission
- Great resource, NADD: Lessons Learned from Disasters by Deans/Directors/Chairs
Resources and considerations for leading after the crisis

- How does this inform what you want your faculty/staff to know about tech? About responding to crisis? What went well/not well?

- How does this experience inform your future related to online teaching and working from home?

- What impact will this have on students as they complete their next semester/degree? (ie shortened field exp, experience of trauma)