



Grand Challenges
for Social Work

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



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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](#)
- Current laws for telehealth: <https://www.cchpca.org/telehealth-policy/current-state-laws-and-reimbursement-policies>
- 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)