Technology-Based Learning Task List for Social Work Education (Version 1.1 - 6/13/16)

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Using the Council on Social Work Education's Social Work Competencies from the 2015 Educational Policy and Accreditation Standards, this list provides examples assignments and learning tasks that can be incorporated into social work courses, especially field education. In each of these example assignments, students should be directed to share their work with their class, seminar, or practicum field instructor. For assessment purposes, each assignment and learning task is grouped by competency and component behaviors, and then labelled with the relevant competency dimensions using the following key: K = Knowledge; V=Values; S= Skills; and CA = Cognitive and Affective Processes.

Component Behaviors	**Technology-Based Assignments &Learning Tasks**
Competency 1: Demonstrate Ethical and Professional Behavior	
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1. Be familiar with ethical standards that address dilemmas related to the use of digital and social technology in social work (such as ASWB Model Regulatory Standards for Technology, NASW/ASWB Standards for Technology in Social Work Practice, NASW Code of Ethics). Write-up a case study of one possible ethical dilemma. (K, V) 2. Locate and review policies and regulations that oversee the use of digital technology at one's practicum agency or learning institution. Assess whether the policies provide guidance related to use of social media or internet searches of clients. Create a list of these policies and policy gaps. (K, S, CA) 3. Recognize that federal, state, local and agency regulations and policies govern the use of digital technology, and be familiar with how to locate and review such policies when needed. Create a list of these policies. (K)
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1. Search for information about yourself on the Internet including websites, social media accounts and other online resources, and review the content, including words and images, for quantity, quality, and accuracy. Write down what you find in a brief 300-word reflection.[1] (S, CA) 2. Write a personal *digital and social technology policy* that reflects your professional use of social & digital technologies in social work practice that could be shared with a client to let them know how to contact you and your policies about use of technology with clients. (K, S, V, CA) 3. Conduct an audit of one's personal and professional social media accounts by creating a spreadsheet that lists all your accounts, description of your profile and your activity with each account. Include your assessment of what a client or prospective employer might conclude about you if they viewed accounts associated with your name. (K, S, CA)

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Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1. Create a handout that describes the benefits and challenges related to electronic communication with client systems and colleagues such as email, text messaging, video conferencing, mobile phone calls, and social media. [1] Include resources that social workers can use for professional decision-making. (K, S, CA) 2. Describe and/or record examples of appropriate electronic communication between a practitioner and a client or colleague using different technologies such as email, text messaging, video conferencing, mobile phone calls, and social media. [1] (K, V, CA) 3. Create multimedia examples of appropriate and inappropriate electronic communications between a practitioner and a client or colleague using different technologies, and then compare and contrast. (K, S, CA) 4. Review the *Netiquette Home Page* , and create a list of professional electronic communication tips for oneself and one's practicum agency (http://www.albion.com/netiquette/). (K, S, CA)
Use technology ethically and appropriately to facilitate practice outcomes.	1. Create a professional social media profile on a social media site such as Twitter, LinkedIn or Facebook. Connect with other professionals and share resources. (K, S, CA) 2. Develop and implement an online support group to be used in an online chat format for clients at your practicum agency. Ensure that you have appropriate permission, are following all applicable polices and laws, and that clients know risks and benefits. (K, S, V, CA) 3. Using data from the US Census Bureau, create a digital map about the community where you live or where your practicum agency is located. (K, S, CA) 4. Develop a local agency resource list on a wiki site that can be edited by other students or practitioners. (K, S, CA)

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Use supervision and consultation to guide professional judgment and behavior.	1. Identify and establish rapport with instructors, colleagues or supervisors in one's learning environment who have relevant expertise with digital technology. (S, CA) 2. Write brief case studies for at least three situations when one might need to seek consultation from an instructor, supervisor or colleague about digital technology in social work practice. (K, V, CA) 3. Discuss a case scenario with your instructor about an ethical conflict related to social media, such as when a client sends a friend request. Discuss potential responses, the risks and benefits of each, and what standards inform your decision. (K, V, CA)
Competency 2 : Engage Diversity and Difference in Practice	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1. Create a digital slideshow presentation that describes and compares how mobile phones are used in different parts of the world, and upload to slide sharing website. (K, S) 2. Develop a list of hashtags used by a specific population served by your practicum agency such as LGTBQ youth or Black Americans, and explain the context of each hashtag in a blog post. (K, S, V) 3. Assemble a list of best practices for inter-professional teams working in virtual spaces including collaborative writing spaces (Wikis, Dropbox), video conferencing (Skype or Google Hangouts), and digital to-do-lists (To-Doist or Wunderlist). (K, S, CA)
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1. Develop a digital professional learning network, and present your network to a class or group of your colleagues. Identify the strategies you used to develop the network in a written self-reflection. (S, V, CA) 2. Curate a list of web-based links relevant to understanding cultures served by one's practicum organization, or alternatively curate similar resources with a Pinterest board.[1] (K, S, CA) 3. Ask a client to create a curated digital compilation on a site like Tumblr or Pinterest of things that make them feel positive. Review the compilation together, and let the client explain the meanings. (K, S, CA)

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Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1. Locate and complete a survey that assesses your level of skill with social and digital technology, and then write a 300-word self-reflection about what you learned. (K, CA) 2. Interview an older adult about digital technology and their use of technology, and then write a paper comparing their use of technology to your own use of technology. (K, V, CA) 3. Search for information about email etiquette in professional settings and create a best practices list for social workers at your practicum agency. Complete a short reflection paper on how your pre-assignment email etiquette measures up to the best practices, and identify any changes you think you need to make. (K, S, V, CA)
Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice	
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. Read about digital rights from sources such as Electronic Frontier Foundation's website (https://www.eff.org) or Ranking Digital Rights (https://rankingdigitalrights.org/) and write a 750-word blog post about digital rights for a client population served by your practicum agency. (K, CA) 2. Curate a reading list (at least ten items) about digital rights that can be used by other social workers with the bookmarking program Diigo, providing a description and tag for each item. (K, S) 3. Search the Internet for information about human rights and access to the Internet in your community and in the United States, and create a digital story comparing and contrasting both locations using Storify. (K, S, V) 4. Choose a specific client population, and describe five ways that social media can be used as an advocacy tool for this population. Give an example of current efforts to use social media for advocacy for this population. (K, S, V)

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Engage in practices that advance social, economic, and environmental justice.	1. Find your local, state and federal elected officials online and send them an email in support or against legislation affecting a population of interest to you.[2] (K, S) 2. Read about technology-enhanced advocacy tools such as online petition and fundraising websites, digital storying, and photovoice and write a memo to your practicum supervisor explaining and recommending one tool for your practicum agency. [3] (K, CA) 3. Plan, implement and evaluate an educational group for clients or workers at your practicum agency, informing them about digital rights such as privacy with electronic data, open access, and transparency. (K, S, CA)
Competency 4: Engage In Practice-informed Research and Research-informed Practice	
Use practice experience and theory to inform scientific inquiry and research	1. Use Google Forms to create a survey that answers a research question based on your practicum experience (i.e. What do social workers at my agency know about using technology in practice?). (K, S, V, CA) 2. Identify a technology-use problem experienced by a client at your practicum agency, and develop a single-system research study to address the problem. (K, S, CA) 3. Identify a technology-use research question based on a problem experienced by the staff at your practicum agency, and design a research study to answer the question. (K, S, CA)
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1. Use Google Spreadsheets to analyze the data from a survey that you created, using both descriptive and inferential statistical formulas. (K, S) 2. Conduct a focus group with clients about your agency's website and then analyze the results in a report for your supervisor. (K, S, CA) 3. Review and create a list of free survey tools to share with other social workers at your practicum agency. (K, S, CA) 4. Complete an online IRB training, and reflect on how issues of privacy, informed consent, and confidentiality apply to online surveys. (K, V, CA)

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Use and translate research evidence to inform and improve practice, policy, and service delivery.	1. Conduct a literature search on a technology topic that affects social service agencies in your community (or at your practicum agency), and compile an annotated reading list using Pocket, Readability, or another "save for later" reading platform. (K, S) 2. Review the website *Information for Practice* (http://ifp.nyu.edu/), and write a 750 word blog post about how social workers at your agency could use the website as part of practice. (K, S) 3. Create an infographic about an evidence-based intervention targeted to elected officials or key decision makers in local community (i.e. best interventions to prevent electronic aggression in adolescents for the local school board). (K, S, CA)
Competency 5 : Engage in Policy Practice	
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1. Read about Section 508 of the Rehabilitation Act of 1973 that requires that all website content be accessible to people with disabilities (https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards), and then review your agency's website for compliance with one of the checklists from the US Department of Health & Human Services: http://www.hhs.gov/web/section-508/making-files-accessible/checklist/index.html. (K, S) 2. Create a public service announcement video about a local or state policy that affects social service agencies in your community, and post it on a video sharing website such as YouTube or Vimeo. (K, S, CA) 3. Attend a local advocacy conference or event in your community and record audio interviews with attendees and sounds at the event for a podcast about the conference. (K, S, CA) 4. Curate a list of online policy resources from your local and state governments and the federal government (i.e. the US Government Printing Office website (https://www.gpo.gov/), etc). (K, S)

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Assess how social welfare and economic policies impact the delivery of and access to social services.	1. Search the Internet for current local, state and national policies related to cyberbullying, and write a 750-word blog post that informs social workers in your community about those policies. (K, S, V) 2. Create a Twitter list of national and state advocacy and policy-based agencies focused on issues affecting clients at your practicum agency. (K, S, CA) 3. Select a social policy that affects clients at your agency and then write about that policy for a public audience such as a local, state or national web-based media platform such as a local newspaper or a the blog of a state-wide advocacy agency. (K, S, V)
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1. Read blog post *Social Media: What is the policy where you work?* by Ellen Belluomini and then analyze your practicum agency's social media policy. (K, S, CA) 2. Review and analyze at least 10 different social media policies from non-profit or governmental agencies from the Social Media Policy Database: http://socialmediagovernance.com/policies/, and then create a list of best practices for your practicum agency. Consider how these practices would affect clients, employees and community constituents before sharing with your supervisor. (K, S, V) 3. Create a video about a human rights issue specific to your community that will inform social workers and post on YouTube. (K, S, V) 4. Create a podcast about a current social problem affecting your practicum agency or community that advocates for a system-wide change (i.e. take a stand on a social problem and try to persuade your audience). (K, S, V)

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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1. Listen to a podcast about technology and social work, and then write a review. (K, CA) 2. From the Pew Research Center's website, search for information about the use of technology in the United States based on age, race, gender, SES, etc. and then create a one-page digital handout for staff at your practicum agency, focused on one of the agency's populations served. (K, S, V) 3. Create a digital list of articles, videos and/or blog posts about how social workers at your practicum agency can best use social media to engage with clients or communities served by your practicum agency. (K, S) 4. Develop a list of questions for clients at your agency about their digital communication preferences, such as email, texting, and video calls, which can be used on a referral questionnaire form or during the first session with a client. (K, S) 5. Interview 3-4 parents about their challenges in "digital parenting," that is, parenting children on issues related to children's use of technology. Next, research the best practices for parents around digital parenting issues. Finally create some type of digital resource (e.g., slide show, video, infographic) to share digital parenting resources and tips for parents and share it in a public site as well as with the parents that you interviewed. (K, S, CA)
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. Participate in a live Twitter chat with other social workers or professionals about a topic of interest to you (i.e. #MacroSW). (K, S) 2. After writing your own professional social media policy, practice discussing it with clients at your agency as part of your informed consent process. (K, S, V, CA) 3. Create a video that informs social workers about best practices for verbal and non-verbal communication with a client via a face-to-face video conference call. (K, S)

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1. Create a list of questions that could be used to assess if a client's needs could be met with services provided electronically. (K, S) 2. Create a technology ecomap with a client or family by asking about the ways that they use technology or experience technology, including positive and negative impacts of technology in their lives. (K, S, V) 3. Create an instrument to help families self-assess the use of digital devices and screen time. (K, S, V) 4. Read *Big Data's Impact on Social Services* (Getz, 2014) and then formulate two or three research questions that could be answered from mining data at your practicum agency. [4] (K,CA) 5. Collect data about poverty from the US Census Bureau website and then use it to create a digital map showing how poverty is distributed across your state. (K, S, CA)
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1. Locate, assess and curate a list of websites that will inform and empower a special population group (such as people with disabilities, New Americans, etc). [2] (K, S) 2. Read article titled *A Digital Environment Approach: Four Technologies That Will Disrupt Social Work Practice* (Goldkind & Wolf, 2015), and then create an infographic on how these four trends could affect your practicum agency. [5] (K, S, CA) 3. Using a wiki, draft a list of questions that assess cultural, environmental, and linguistic issues related to digital and social technologies that social worker could ask clients or constituents from your practicum agency. Share with other social workers at your agency, asking for comments and additional questions. [1] (K, S, CA)
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1. Create a list of smart phone apps that can be used to monitor one's emotions and moods and then write goals and objectives that could be used in a treatment plan for clients at your agency. (K, S) 2. Develop a work plan for your practicum agency to establish and maintain a social media account such as Facebook, Twitter or Instagram that will inform clients and the community about the agency. (K,S) 3. Research texting programs such as Text for Baby (https://www.text4baby.org/) and write a summary for your practicum supervisor about how the program could be worked into case plans at your agency. (K, S, CA)

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Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. Read about Gamification and Gaming as a practice intervention, and identify any client populations at your agency that might benefit from a gaming intervention. (K, V) 2. Create an hour slideshow presentation for the staff at your practicum agency about internet safety, and then share these slides using a free web-based slide sharing program. (K, S, V) 3. Review two or three mental health apps for use with clients at your practicum agency, and present your findings to your field supervisor. (K, S, V) 4. Using the Policy Tool for Social Media (http://socialmedia.policytool.net/), create a draft social media policy for your agency and then share with your supervisor and three other employees at your practicum agency for feedback. Write a report for your supervisor that discusses how you used the tool, your policy and the feedback from others about the policy. (K, S, V, CA)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1. Work with a client or family from your practicum agency to develop a family media use plan which outlines screen time, the use of the internet and media exposure. (K, S) 2. Review two or three collaborative work space applications such as Loomio or Slack, and write a report recommending one application for use at your practicum agency, along with the potential benefits and risks. (K, S) 3. Write a proposal that outlines a private Facebook group for a client population at your agency that incorporates best practices. (K, S, CA)

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Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1. Develop and facilitate a live Twitter chat for social workers about a topic relevant to a client population at your agency. (K, S) 2. Search the internet for human rights websites and identify a call to action that is relevant to clients or populations services by your agency. Prepare a response to the call. (K, S, V, CA) 3. Using systems theory, create a list of possible interventions that could be used to address the problem of sexting among adolescents in the United States. [2] (K, S, V) 4. Prepare a staff development presentation about how diversity can influence group interactions in virtual work environments such as a video conference call. (K, S) 5. Using online database such as PubMed or Google Scholar, research the difference in efficacy of online and in-person mental health therapy for a client population (i.e. children, women, people of color, immigrants, etc.). (K, S)
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1. Use a video conferencing tool to facilitate an interprofessional team meeting at your practicum agency or with different agencies in your community. (K, S, CA) 2. Draft guidelines and instructions for how an interprofessional team can use digital collaboration tools such as Google Docs or a cloud-based document sharing service to complete a report or agency project. (K, S) 3. Practice using three different professional collaboration tools such as Doodle Poll, MindMeister, Evernote, or Wunderlist, and then write a short report about the advantages and disadvantages of each tool. (K, S, CA)
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1. Create a document in Google Docs that could be used with caregivers of elderly clients to communicate about the plan of care for the client. (K, S) 2. Develop a resource list for clients about free and low-cost internet and cell phone access options in your community. (K, S, V) 3. Based on the client population served by your practicum agency, create a list of strengths and limitations for using video conferencing software as tool for delivering services. (K, S, V)

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Facilitate effective transitions and endings that advance mutually agreed-on goals.	1. Design an online after-care group for clients at your agency who will be transitioning out of care, such foster care children who are aging out or children with special health care needs who will be transitioning to adult health care systems. (K, S) 2. Curate a digital list of resources for your agency's website that could be used by clients or constituencies after the completion of services. (K, S) 3. Create a video that show examples of effective and ineffective techniques for the last session with a client or group. (K, S, CA) 4. Reflect on your time at your practicum agency and then create a digital story that captures your learning and accomplishments that you can share with your practicum instructor and/or supervisor. (V, CA)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Select and use appropriate methods for evaluation of outcomes.	1. Use an online survey instrument to create a consumer satisfaction survey for your practicum agency. (K, S) 2. Identify and rate different online data resources such as the Kids Count Data Center (http://datacenter.kidscount.org/), County Health Rankings & Road Maps (http://www.countyhealthrankings.org/) or the Center for Enterprise Development's Local Data Locator (http://assetsandopportunity.org/localdata/) that could be used to obtain data about populations served by your agency. Describe the kinds of data available and how they might inform a specific agency. (K, S, CA) 3. Review your agency's client database and assess how it could be used to answer an evaluation question such as where client referrals come from or how many days there are between initial referral and first contact with a client. Present a list of research questions to your practicum supervisor. (K, S, CA)

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Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1. Create a list of free online digital research tools that could be used by different groups or constituencies in your community, such as a youth group, a social action group, or group of immigrants, to conduct a needs assessment. (K, S) 2. Research the advantages and disadvantages of using of online surveys with different clients based on age, race, gender, etc, and then create a PowerPoint presentation with your findings. (K, S, V) 3. Develop a digital reading list of articles and research reports that look at the effectiveness of online therapies and other services that are relevant to the cultural and geographic needs of diverse clients and members of vulnerable populations in your community.[1] (K, S, V)
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1. Aggregate all the scores from the *Use of Technology* assessment that you completed with clients from your practicum agency and analyze the results. (K, S) 2. Import data from a survey you created into a Google Spreadsheet and analyze the data using the available statistical analysis formulas. (K, S) 3. Create and implement a single-system design study for one of your practicum clients about their use of social media, where social media appears to be related to a problem. Use a CBT-style worksheet to have the client track the frequency of social media use, feelings leading to its use, and feelings after use. (K, S) 4. Use free web analytic tools to assess the basic usage (number of visits, page views, and duration of visits) for your agency's website. (K, S) 5. Research social media best practices for non-profit agencies using the Policy Tool for Social Media (http://socialmedia.policytool.net/). Next, use these practices to evaluate how your field agency is using social media and make recommendations for improvement. Summarize your research and recommendation in a report to your supervisor or a multimedia presentation to your supervisor and other agency staff. (K, S, CA)

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Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. Using findings from your *Use of Technology* survey, write a report for your agency supervisor with recommendations for how professionals at your agency can better discuss technology use with clients. (K, S, CA) 2. Create an infographic for your agency's annual report about the number and types of clients served, services provided and other key data indicators. (K, S) 3. Based on your findings from research conducted on your agency's website, create a slideshow presentation with recommendations for improving the website. (K, S, CA)

Notes:

1. This task was adapted from the Association of Social Work Board's *2015 Model Regulatory Standards for Technology and Social Work Practice*: https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf.
2. This task is adapted from Ellen Belluomini's blog *Bridging the Digital Divide in Social Work Practice*: http://socialworksdigitaldivide.blogspot.com/.
3. This task is adapted from American Academy of Social Work & Social Welfare's report titled *Practice Innovation through technology in the digital age*: http://aaswsw.org/wp-content/uploads/2013/10/Practice-Innovation-through-Technology-in-the-Digital-Age-A-Grand-Challenge-for-Social-Work-GC-Working-Paper-No-12.pdf
4. Getz, L. (2014). Big Data's Impact on Social Services. *Social Work Today, 14*(2), 28–29. http://www.socialworktoday.com/archive/031714p28.shtml
5. Goldkind, L., & Wolf, L. (2015). A Digital Environment Approach: Four Technologies That Will Disrupt Social Work Practice. *Social Work*, *60*(1), 85–87. http://doi.org/10.1093/sw/swu045
6. Belluomini, E. (2014, March 17). *Bridging the Digital Divide in Social Work Practice: Social Media: What is the policy where you work?* Retrieved from http://socialworksdigitaldivide.blogspot.com/2014/03/social-media-what-is-policy-where-you.html

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