



COUNCIL ON SOCIAL WORK EDUCATION

CSWE COVID-19 Member “Pulse” Survey Results

Published March 23, 2020

To assist CSWE members in better understanding the quickly changing landscape they and their students are operating in, CSWE conducted a brief “pulse” survey of Deans and Program Directors (D&PD) from March 12th to 16th. This survey was sent with an anonymous link directly to all Baccalaureate and Master’s program’s primary contacts as of the morning of March 12th, as well as to the primary contacts used for practice doctorate and research doctorate programs for the 2019 CSWE Annual Survey.

A second identical survey was also deployed for Field Directors (FD) after consultation with CSWE’s Council on Field Education (COFE). This survey was sent with an anonymous link via the COFE listserv on March 15th and was open until March 17th. Both surveys were administered anonymously to encourage honest and accurate responses by respondents on modifications they were making.

	Deans & Program Directors	Field Directors
Valid Responses	197	235

Both surveys had a wide array of institution types, based on size of the institution, geographic location of the United States, and auspice. The Field Director survey had slightly more respondents from larger institutions and public institutions. Both surveys had over 40% of respondents being from institutions in urban settings. Respondents to both surveys primarily oversaw baccalaureate and master’s programs.

Results:

Is your campus currently modifying operations due to COVID-19 (Coronavirus)?		
	Deans & Program Directors	Field Directors
Yes	94.9%	99.6%
No	5.1%	0.4%

Of the 5.1% who responded ‘no’, all respondents completed the survey on March 12th or 13th. 40% of respondents who said their *institution* was not modifying operations indicated that their *program* was making modifications.

Modifications on campus:

Respondents to both surveys said the primary ways their institution was currently modifying operations were:

- Cancelling all face-to-face classes (45.2% of D&PD, 59.6% of FD). We believe FD percentage is higher due to the later timing of administration
- Requiring moving all face-to-face classes to an online/electronic delivery method (63.5%, 71.1%)
- Cancelling events and travel for faculty/staff and students by a majority of programs (the percentage was higher for the FD survey)
- Allowing some faculty/staff to work remotely (42.1%, 35.7%), while a much smaller percentage was requiring all faculty/staff to work remotely (11.7%, 17.4%)
- Providing resources to ensure online platforms are accessible for all students:
 - Laptops/computer devices for those who do not have them (32.0%, 28.1%)
 - Data plans for those who do not have them (22.8%, 21.7%)

Modifications to field placements:

Respondents were also asked how school/department currently modifying field placements for students:

- Allowing students in *some* placement settings to modify their field placement work (26.4%, 9.8%)
- Allowing students in *all* placement settings to modify their field placement work (41.1%, 46.8%)
- Requiring students in *some* placement settings to modify their field placement work (6.1%, 5.1%)
- Requiring students in *all* placement settings to modify their field placement work (7.6%, 23.8%)
- Cancelling/suspending *some* field placements (14.2%, 10.6%)
- Cancelling/suspending *all* field placements (6.1%, 23.8%)
- No changes are currently being made to field placements for students (16.2%, 3.0%)
 - The timing difference of the 2 surveys is believed to have caused the differing response selection rates as the situation changed rapidly. Open ended comments in FD identified field placement setting in schools, hospitals, and nursing homes having been closed to students

To assist students' whose field placements are disrupted, programs are using the following types of alternate activities:

	Telework arrangement with agency	Work on crisis response policies, procedures, notifications, and education	Client case/paperwork on a secure server	Ability to call in to meetings	Work on projects from home	Engage in professional development activities	Meet virtually with their field instructor
D&PD	84.4%	79.3%	59.3%	83.0%	100.0%	88.1%	98.5%
FD	72.3%	74.5%	51.5%	77.0%	88.9%	79.6%	87.2%

Additionally, the survey collected open ended responses about innovative ways programs were using to allow students whose field placements had been adversely affected by the COVID-19 outbreak to complete their hours. These responses are being compiled by CSWE's accreditation staff and will be shared in an open-source document on the CSWE website (www.cswe.org/coronavirus).

Incorporating COVID-19 outbreak information into the classroom:

Respondents indicated that most programs were incorporating information about COVID-19 into their classrooms, with 69.6% of D&PD respondents saying yes and 53.5% of FD respondents saying yes. However, 24.2% of D&PD respondents and 41.2% of FD respondents were not sure if their programs were incorporating information into their classrooms, with the FD percentage likely being higher due to their role in curriculum.

Of the respondents who said they were incorporating information about COVID-19 into their classrooms, the following contexts and/or approaches were identified as being used:

- Public health (59.4%, 45.1%)
- Promoting health care access (35.0%, 28.5%)
- Social isolation (31.0%, 33.6%)
- Interprofessional practice (20.3%, 22.6%)
- Anxiety (52.8%, 40.4%)
- Advocacy and public policy (34.5%, 35.3%)
- Disease management (27.4%, 21.3%)
- Teletherapy (11.7%, 14.9%)
- Crisis management (44.2%, 35.3%)
- Technology (32.5%, 27.7%)
- Racism (25.4%, 17.0%)
- Other (5.1%, 6.0%) (includes 'globalization', 'ethics', 'policy practice')

Continuity plans:

72.8% of D&PD respondents and 67.5% of FD respondents indicated that their program currently had a continuity plan to use if students were unable to attend their field placements. Given this information, this may be an area where additional resources can be developed by CSWE.