

**Jack, Joseph & Morton Mandel School of Applied Social Sciences
Field Education Continuity Plan for Disruption of Field Placement Activities
Strategies for Remote Competency Development**

****Updated March 30, 2020—updates in bold text***

The Mandel School has established plans to address temporary disruptions in students' field placement activities due to local, state or national emergencies or events. These guidelines apply only during the closure of field placement sites or when the student is advised or required not to physically attend field placement. Students should first contact their assigned field instructor at the field placement site/agency to check if there are mandatory agency closures and follow the directives of the agency.

This updated policy is designed to address field placement disruptions specifically related to COVID-19.

Effective March 18, 2020, students are not required to physically attend field placement until further notice from the Mandel School. Students in all program formats may elect to continue to physically attend field placement while exercising the appropriate health and safety precautions, if the student, field instructor, and placement agency are in agreement with this attendance plan. We recognize that the best judges of the local conditions are the people in that locale. We rely on the judgment of the agency directors to maintain the health and safety of all members of their agency, including our students.

In an effort to fulfill students' field placement hour requirements and educational competencies during this temporary field placement disruption, the **Mandel School is providing alternative field education learning activities that can be completed remotely or off site while this policy remains in effect.**

Field Education Remote Activities are meant as a supplement to the field placement experience and not in lieu of agency learning. Students must request this option in advance by emailing their Mandel School field faculty advisor and their field instructor. When requesting to complete remote activities, the student should include: the selected activities the student will pursue and an estimated timeframe for each activity. The request must be approved by both the field faculty advisor and field instructor prior to beginning the activity. **No more than three (3) field hours will be approved for any one activity without prior approval from the field faculty advisor. Field agency activities assigned by the field instructor may exceed three hours without prior approval from the field faculty advisor.** A variety of different activities across several competency areas should be included in each student's request to complete field hours remotely. The student should keep a log of all completed activities so that the field instructor can comment on these activities in the evaluation section of the Learning Agreement. Students will not receive credit for any field activities that are not pre-approved. In addition to completing the required monthly field education time sheet in the Intern Placement Tracking (IPT) system, each student must submit written verification of **completed** remote activities using the [Field Education Remote Activities Documentation Form](#) to receive credit for field hours. **Completed activities should be documented and submitted on a weekly basis.**

Field Education Remote Activity List by Competency Area

This activity list is intended to serve as a *guide* for field instructors and students. Students are encouraged to work in partnership with their field instructor to develop plans for remote work that are most relevant to each student's learning goals and that closely support the field agency's service mission.

Competency 1: Demonstrate Ethical and Professional Behavior

- Consistently demonstrate appropriate and timely use of email and professional communication during uncertain times.
- In collaboration with your field instructor, develop and utilize a plan for temporary remote field instruction using Zoom or other teleconferencing applications.
- Develop a new work plan, including due dates, for written products to be submitted to field instructor while completing field hours remotely.
- Select a specific standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and field agency policy/procedure and/or services.
- Select and review literature on the Code of Ethics and write a one to two-page summary about how it applies to social work practice within your field placement agency. Share and discuss with your field instructor.
- Review an ethics-related case study identified by field instructor or field faculty, OR reflect on personal experience regarding ethical dilemma in field and respond by developing a one-page summary including factors that must be considered.
- Review the history of the NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain through a written reflection.
- Review an ethical decision making model (sample: <https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm>) and use this to analyze an ethical dilemma from your placement agency. Develop a one-page written summary and discuss with your field instructor.
- Reflect upon social work ethics and field agency protocols to addressing client rights issues and client grievances. Discuss in a one to two-page reflection paper. Develop recommendations/considerations for future agency practice.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write a one-page personal reflection on each podcast/video on how what you have learned can be applied to your field agency's ethical and professional practice. Discuss with your field instructor.

Competency 2: Engage Diversity and Difference in Practice

- Prepare a one-page self-reflection discussing your own sources of privilege and power. Discuss how these sources influence the ways you engage with client systems. Discuss your reflections with your field instructor.
- Utilize self-reflection to think about personal identities and biases in practice. Write a one to two-page summary of your reflections. How will these reflections help to inform your future practice in field?
- Read and write a one-page reflection on current literature related to diversity and difference. Apply this information to your work within your field placement.
- Write a one to three-page reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work effectively with individuals or groups you might

over identify with? How will you work effectively with individuals or groups you may not identify with at all?

- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Write a one to three-page reflection suggesting how the current standards may be improved or enhanced. How do you see these standards applied within your field placement setting?
- Identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and discuss how this could be improved. Document your work in a one to three-page reflection paper. Share your reflections with your field instructor and discuss in supervision.
- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice. How will you apply what you have learned? Provide your field instructor with proof of completion of this online training.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice. Write a one-page personal reflection on each podcast/video on how what you have learned can be applied to your field agency's ethical and professional practice.

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

- Complete a one to three-page paper identifying various strategies that promote social justice and human rights. Discuss the application of these strategies to your field placement agency's mission and practice. How might you work to further support social, economic and environmental justice within your field placement setting?
- Develop a list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work. Discuss how you might support these efforts as a social work student. Share and discuss with your field instructor.
- Review an advocacy organization's website and write a one-page summary of how the work done within that organization could impact/influence the work completed by your field agency.
- Research a human rights issue of interest and write a one to three-page summary about how human rights organizations are working to ameliorate the condition. How will this information help to inform the work you are currently doing in field?
- Identify the barriers that clients served by your field agency experience in accessing necessary services. Develop a written one to two-page summary of the system gaps that impact access at the individual, organization and community levels. Discuss with your field instructor.
- Identify barriers that limit access of individuals/families/groups/communities served by your placement agency to just social, economic and environmental rights. Develop potential strategies to address these barriers. Discuss with your field instructor.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about your personal reactions and how your learning applies to advancing human rights in a one-page personal reflection.
- Identify advocacy issues through NASW's website: <https://www.socialworkers.org/Advocacy> or other sources. Use this information to write letters to the editor or send emails/letters to your legislators. Keep a copy of these communications to share with your field instructor.

- Create a resource providing information on an issue that social workers can advocate for. Share statistics on the problem, research the issue and its impacts, and action points. Share this resource with your friends, family and community via social media or other mechanisms, such as a blog. Maintain a copy of this resource to share with your field instructor.

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

- Research and develop a one to two-page literature review of articles that inform your field placement agency's practice in some manner. What recommendations would you make given what you have learned? Discuss your findings with your field instructor.
- Apply developmental theory to inform choice of interventions to best address the needs of a specific client population served within your field placement. Write a one-page summary paper and discuss with your field instructor.
- Research and develop a one to two-page literature review of evidence-based practices that are used or could be used within your field placement. Share and discuss your findings with your field instructor.
- Continue research and literature reviews pertaining to current field projects. Document your work and share with your field instructor.
- In consultation with your field instructor, develop focus group questions or survey instruments related to a need in the field placement agency.
- In consultation with your field instructor, develop a presentation on a relevant area of research to enhance practice within the field placement organization.
- Develop research questions that emerge from work with the client system and agency setting. Discuss these questions with your field instructor/task supervisor and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or support the preparation of aspects of a grant application that is being developed by your field agency.

Competency 5: Engage in Policy Practice

- Review field placement agency policies and develop suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.). Share and discuss your findings with your field instructor.
- Explore local, state and federal policies that impact your field placement and/or the affected community. Develop a one to two-page written summary. Outline your specific recommendations for advocacy strategies/action steps.
- Review relevant local, state and/or federal laws and policies affecting the clients and communities served by your agency. Develop a summary in a one to two-page paper. Include your recommendations for advocacy strategies/action steps. Share and discuss with your field instructor.
- In consultation with your field instructor, write a letter to the editor about a policy issue impacting your field placement agency.
- Complete an analysis of a political candidate's plans for policy change. Write a one to two-page paper reflecting what you have learned. Discuss how these policy changes could impact the work done within your field placement with your field instructor.
- Review the social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for potential implementation within your placement agency. Share and discuss with your field instructor.
- Research social policies and accreditation guidelines and apply them to the service delivery system in the agency. Discuss your findings in supervision with your field instructor.

- Research agency funding sources and discuss the effect these policies have on access to services in a one to two-page reflection paper. Discuss your findings in supervision with your field instructor.
- Review most recent field agency strategic plan. Identify ways in which the plan connects with agency practice and assists in fulfilling the mission and goals. Provide feedback and observations regarding positive progress towards these goals and potential areas of need. Document your findings in a one to two-page summary and discuss with your field instructor.

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

- Attend and participate in virtual meetings available through your field placement or other relevant entities.
- Reflect in writing about how personal experiences, beliefs and identities impact your professional relationships in field. Provide concrete examples from your experiences. Write a two to three-page reflection paper on this topic to share and discuss with your field instructor. How will this influence your work in field moving forward?
- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Review literature related to culture and cultural humility and write a two to-four-page paper about how it impacts work within the agency and how services are delivered. What recommendations can you offer based on your learning? Share and discuss with your field instructor.
- Identify and document strategies to facilitate client engagement despite barriers to in-person services. Share and discuss with your field instructor.
- Reflect upon and document a personal philosophy of practice that informs effective, client focused and strengths based strategies to engagement. Discuss with your field instructor.

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

- Research assessment instruments used by agencies offering similar services. Discuss the instruments with your field instructor. How might current assessment protocols/practices be enhanced or improved?
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs. Share and discuss your instrument with your field instructor.
- Review case studies for strengths, challenges and systemic factors impacting clients and/or a client group. Write a one-page reflection for each case study and/or discuss with your field instructor in supervision. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned?
- Identify personal and professional barriers to assessing the client and constituency groups served by the field agency. Develop specific goals and strategies to strengthen client engagement in the assessment process. Document your work in a one to two-page reflection paper. Share with your field instructor.
- Develop a case presentation focusing on assessment to deliver in individual or group supervision.
- Teleconference with various service providers, participate in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

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

- Review a case study for strengths, challenges and systemic factors impacting an identified intervention and or the implementation of the intervention. Develop a one to two-page written response. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned?
- Develop a sample treatment plan with specific goals and objectives for a client within your field placement. Discuss the plan with your field instructor during supervision.
- Identify and complete online training modules and provide the following:
 - certification of completion
 - a short written reflection
 - a presentation to disseminate knowledge gained.
- In consultation with your field instructor, develop training materials that will benefit your field placement agency (e.g. student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
- Develop psychoeducation resources for your field placement agency. Share and discuss with your field instructor.
- Develop and document strategies for client specific interventions using evidenced based models to demonstrate ability to achieve practice goals and enhance capacities of clients, as well as their support systems. Share and discuss these strategies with your field instructor.

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

- Review literature on termination of professional relationships in social work practice (with agency staff, community partners, clients, etc.). Develop a one to two-page written summary. How can you apply what you have learned to your field placement? Discuss with your field instructor during supervision.
- Review and assess field placement agency process for seeking client feedback and formulate written recommendations for improvement or expansion of current practices. Discuss with your field instructor during supervision.
- In writing, identify the structures in place for evaluating the field agency's service outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries). Write a two to four-page reflection on what you've learned and share with your field instructor.
- Develop educational resources for clients on the purpose of specific assessment tools. Explain how these tools inform practice interventions. Share and discuss with your field instructor.
- Reflect upon and document a personal philosophy of practice that informs effective, client focused and strengths based strategies to the evaluation of practice. Discuss with your field instructor.

Competency 10: Develop as a Social Work Leader

- Reflect upon and write a personal philosophy of practice that informs your approach to further professional development. Share and discuss with your field instructor.
- Develop a current plan for personal and professional wellness/sustainability. Include identification of stressors that impact you the most and specific strategies that you can implement in support of your health, well-being and professional satisfaction. What

promotes your own sustainability and resilience? How can you apply this to your future practice?

- Develop increased self-awareness through the completion of a selected assessment and reflect on the results with field instructor.
- Develop a sustainability (self-care) or team building activity to implement with fellow students and/or colleagues in your field agency. Share and discuss with your field instructor.
- Write a one-page journal reflection regarding an experience of countertransference with a client, reflections on this experience, and the impact it may have had on working with the client. Discuss with your field instructor.
- Develop a three-year professional development plan, identifying desired achievements and related action plan(s). If appropriate, include planning for additional licensure/certification. Include ways to contribute to social work education or the advancement of the profession. Document your plan and discuss with your field instructor.
- In consultation with your field instructor, develop a field placement/internship description to use as a resource for future students. Discuss and share with your field instructor and field faculty advisor.
- In consultation with your field instructor, develop training materials/resources to support the field placement experiences of future social work students.

Students, field instructors and task supervisors may propose and develop other activities and field learning strategies in addition to those outlined above.

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. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- 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 to clients.
- 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.

The Mandel School Field Education Department expresses gratitude to the multiple contributors who shared resources in the development of this policy, including the University of Michigan School of Social Work, The Ohio State University and the University of North Carolina at Chapel Hill.

Please direct any questions regarding this document to your Mandel School field faculty advisor. This policy may be amended or updated by the Mandel School as warranted.