

Remote Activities UBSSW Field Education Plan for Interruption of Field Placement Due to National or Local Events

UBSSW has developed a plan to address temporary disruption to students' field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If student interns are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should immediately consult with both their Faculty Liaison and their Field Supervisor(s).

In efforts to fulfill the intern's hour requirements and educational competencies during temporary field placement stoppages, we are providing alternative field learning activities that can be completed off site.

This policy is meant to address short term field placement disruptions, with a maximum of 30 days. If the field placement stoppage continues beyond a 30-day period, a review will be conducted by the UBSSW Field Team to determine the most appropriate response to support students in completing their field placement requirements.

This document includes sections on: 1) alternate learning activities; 2) confidentiality and technology; and, 3) remote activities organized by competency

Alternate Learning Activities

Field Instructors and Task Supervisors should assign students off-site alternative field learning activities that the student may complete in the event of a temporary field disruption. Examples of alternative field learning activities are listed below.

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications. Students have access to Go To Meeting through the University.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)

- Legislative Policy Review: review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- Literature Review: conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- Grants: research potential grant opportunities and/or prepare aspects of the grant writing.
- Community Networking/Resource Development: teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete online trainings: complete assigned trainings and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
 - Building Resiliency: Supporting Youth Affected by Trauma and Community Violence https://learn.nctsn.org/course/ind_ex.php?categoryid=44 Each free recorded webinar presentation is 1.5 hours
 - Cultural Humility: <http://socialwork.buffalo.edu/resources/conversations-about-culture> (See also: <https://socialworksynergy.org/2016/08/30/cultural-humility-a-lesson-plan-for-social-work/> Readings and reflection assignments 3-5 hours)
 - Suicide Prevention (Free, 6 hours) <https://wa.kaiserpermanente.org/static/pdf/provider/resources/suicide-prevention-cme.pdf>

Additional activities organized by Competencies 1 – 9 are provided on the next page.

Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. All activities should be pre-approved by Field Educators.

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. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. 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, through your phone's settings.
- 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.

With the way the world is moving toward more telework, components of student field education can be temporarily facilitated via technology. Some programs have had students work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or natural/manmade disaster.

For example, a field education program in Puerto Rico developed a list of crisis response tasks students could engage in specific to their agency regarding Hurricane Maria aftermath. This included a student at a mental health agency creating fliers with information about local services for basic needs and support groups offered to begin healing from traumatic experiences.

In the case of a public health issue, for example, students may engage in number of activities including:

- Help with public education about staying healthy
- Connect clients to Medicaid/Medicare or other affordable healthcare plans
- Propose revisions to agency policies and procedures about safety
- Contact clients to inform them of any changes to regularly scheduled services
- Create lists of referrals to other community resources their clients may need
- Work on projects or plans for future events or initiatives
- Engage in virtual professional development to assist them in their agency (e.g., webinars, DSM review, informational interviews with partner organizations, etc.)
- Craft awareness efforts via placement's social media accounts
- Compose advocacy writings to elected officials about issues and legislation the agency is connected to/populations they serve

Remote Activities Organized by Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

- Appropriate and timely use of email, virtual supervision, and communication during uncertain times
- Develop new workplan, including due dates, for written products to be submitted to field instructor while working remotely
- Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice
- Review ethics-related case study identified by FI/TS or field faculty, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain
- 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 agency
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice

Competency 2: Engage Diversity and Difference in Practice

- Utilize self-reflection to think about personal identities and biases may show up in practice
- Apply a diversity and difference in practice lens through research and writing to current projects
- Read and write a reflection on current literature related to diversity and difference
- Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements
- In writing, 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 identify how this could be improved
- 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
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice

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

- Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work
- Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency
- Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

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

- Research and write evaluation of articles that inform agency's practice
- Continue research pertaining to current projects
- Develop focus group question or survey instruments related to a need in the agency
- Develop research questions that emerge from work with the client system and agency setting. Discuss with FI and or Field Faculty member and identify resources that inform (or answer) the research question.

Competency 5: Engage in Policy Practice

- Explore local, state and federal policies that impact organization and/or the affected community, write summary
- Write a policy brief
- Write a letter to the editor about a policy issue impacting your agency
- Complete an analysis of a political candidate's plans for policy change

- Read social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for implementation within the agency

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

- Attend virtual meetings
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field
- Plan and participate in remote meeting, support group, or other intervention
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered

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

- Research assessment instruments used by agencies who offer similar services
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group

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

- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention

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

- Assess agency process for seeking client feedback and make recommendations for improvement
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances
- In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).