Field Instructor Communication:
Field Education Continuity Plan for Disruption of Field Placement Activities
Field Education Strategies for Remote Competency Development

The UMSSW has developed plans to address temporary disruption to students' social work field placements due to local, state or national emergencies or events.   As emerging professionals, students are empowered to make an informed decision and consider options regarding attendance in field related to health and safety. We support the informed decisions that the student will make.

If this type of event affects the University of Michigan School of Social Work, the following plans and protocols should be followed regarding field education in order for students to accumulate field hours:

- Students should contact the field instructor/task supervisor at the field site to determine if there are mandatory agency closures and should follow the directives of the field site.
- Students should be in communication with their UMSSW field faculty as well regarding agency closures or mandates.
- If the field site is open, students should plan to attend field as scheduled while closely monitoring their own health and safety.

Contingency Plan for Closures
If a student chooses or are advised/required to stay home by their field site, the university, and/or the local, state or federal government, the field education team has developed the option for students to be able to continue acquiring field hours through remote or virtual activities.

To request the option for remote field activities, students must **submit a remote field activities plan by emailing the field instructor and field faculty.**

The **remote field activities plan** must include:
- The selected activities and competencies addressed.
- The anticipated completion date and the amount of time for activity completion.
- Students should keep a log of all completed activities to provide to the field instructor and field faculty.
- The request for the remote field activities plan must be approved by both the field faculty and the field instructor.

The plan must be approved before beginning remote field activities. All remote field activities and products will be provided to the field instructor and field faculty so they can be used for end of term evaluation purposes, and must then be included in the Online Educational Agreement.

If disruption occurs, field faculty site visits will be conducted via BlueJeans unless otherwise requested.

This policy is designed to address short-term field placement disruptions of a maximum of 28 calendar days. If the field placement disruption continues beyond 28 calendar days, the UMSSW and the Office of Field Education will determine the most appropriate response to support students in determining how to address field education requirements.

Field Education Remote Activity Options by CSWE Competency

Please understand that these are examples of potential options, but not an exhaustive list. Students must discuss their plan with you, and you can work with students to develop additional site-specific options that would be included in their plan.

Competency 1: Demonstrate Ethical and Professional Behavior
- Utilize and develop plan for field supervision using Bluejeans or other teleconferencing applications.
- 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 videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice.
- Appropriate and timely use of email and communication during uncertain times.

Competency 2: Engage Diversity and Difference in Practice
- Prepare a self-reflection where identify and discuss your own sources of privilege and power. How may these sources influence the ways you engage with client systems.
- 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. How will you work with clients you over identify with? How will you work with clients you don't identify with at all?
- 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 videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice.
- Complete 1-3 implicit bias tests on: https://implicit.harvard.edu/implicit/ Complete a reflection paper and discuss with your field instructor.

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 lists of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.
- Review advocacy agency websites 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 videos and podcasts related to social work practice. Write about your 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 and literature reviews pertaining to current field 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 Field Instructor and/or Field Faculty member and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or prepare aspects of a grant application.

Competency 5: Engage in Policy Practice
- Review agency policies with 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.)
- Explore local, state and federal policies that impact organization and/or the affected community, write summary.
- Write a policy brief.
- Review relevant laws and policies affecting the clients and communities served by your agency.
- 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.
- Use the following website to use the toolkits on how to do a general advocacy campaign, media advocacy campaign, or policy implementation campaign; https://www.grsproadsafety.org/resources/advocacy-tools/.
- Read an annual report from your organization and provide suggestions on how to share additional data on the population using various resources (census data and any other local/state data providing resources).

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.
- 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 about how it impacts your work in the agency and how services are delivered.
- Read an annual report from your organization and provide analysis on what partnerships would be most beneficial to your organization to meet the gaps of services that are not a part of your organization's mission, however may be a need of the population served. Begin by completing research of local resources and creating a resource guide for staff to use.
- Develop a survey or obtain survey data from your organization in regards to barriers provided by the population served in order to seek out resources available.
- Review rules regarding non-profit advocacy to ensure that you are compliant when advocating on behalf of the organization.

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
- Teleconference with various service providers, participating 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 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
- Complete SIMmersion simulations and share scripts of these simulations with field instructors to discuss in clinical supervision.
- Identify and complete on-line training modules and provide the following:
  - certification of completion
  - a short written reflection
  - a presentation to disseminate knowledge gained
- Develop trainings that will benefit the agency (e.g, Student orientation and onboarding materials, social work ethics, treatment innovation, etc.).

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Continue evaluation work for SW 683 course as appropriate
- Assess agency processes 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).

Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. **All activities need to be pre-approved by their Field Instructor and the UMMSW Field Faculty.**

Confidentiality and the Use of Technology
All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of clients.
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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.

Please direct questions about this policy to your UMSSW Field Faculty or ssw-fieldoffice@umich.edu.

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