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## School of Social Work

### Field Education Remote Activity Options by CSWE Competency

This is adapted from the University of Michigan School of Social Work's "Student Communication: Field Education Continuity Plan for Disruption of Field Placement Activities Field Education Strategies for Remote Competency Development." Some content was removed because it was irrelevant for our students.

These are examples of options, not an exhaustive list. Students and field instructors should discuss additional site-specific options for remote learning activities.

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Utilize and develop plan for field supervision using 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.
- 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
- 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**

- 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).

## **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.

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