Tulane University School of Social Work has developed a plan to address temporary disruptions to students’ social work field placements due to national or local events such as communicable diseases and natural disasters.

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

This policy is meant to address short term field placement disruptions, with a maximum of 14 days. If the field placement stoppage continues beyond a 14-day period, the TSSW Office of Field Education will determine the most appropriate response to support students in completing their field placement requirements.

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. Field instructors and agency task supervisors may also come up with other activities or trainings in addition to the ones provided. All activities must be approved by the field instructor or the field liaison if the field instructor is unavailable.

When possible the student and field instructor will set up weekly supervision using Zoom or teleconferencing.

The student will send an email to their field instructor or the field liaison, if the field instructor is unavailable, at the beginning of their remote workday and at the end of the day with what they accomplished along with the time they worked.

Students are to report to their agency once the agency reopens and/or they are symptom free during their next assigned field day.

Site visits may be completed virtually for on campus students who are unable to attend field.

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

- Appropriate and timely use of email, virtual supervision, and communication during uncertain times
- Develop new work plan, 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. The University of Buffalo School of Social Work has an extensive list of podcasts and can be found at http://socialwork.buffalo.edu/resources/our-podcast-series-insocialwork.html. Write a brief reflection about personal reactions and how your learning applies to agency ethical and professional practice and discuss during the scheduled remote/virtual supervision session

Competency 2: Engage Diversity and Difference in Practice

● Utilize self-reflection to think about personal identities and biases may show up in practice and write a brief reflection on how you will address these issues.
● 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. The University of Buffalo School of Social Work has an extensive list of podcasts and can be found at http://socialwork.buffalo.edu/resources/our-podcast-series-insocialwork.html.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Complete brief writing assignment about strategies that promote social justice and human rights considering agency mission and practice
- Guided by policies you have explored in courses, 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 or book 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.
- Review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- Complete CiTi training
- Create an IRB application in preparation to evaluate a program (at your agency)

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

Thanks to the Graduate School of Social Work, University of Denver and the University of North Carolina at Chapel Hill, School of Social Work for allowing use/adaptation of their policies and alternative learning assignments.
• 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
• Develop written materials for clients and community, develop handouts/flyers/brochures that explain informed consent, voting rights, SNAP eligibility

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
• Review assessment procedures for trauma informed care (https://learn.nctsn.org) and contrast them to assessment procedures at your agency.
• Evaluate the appropriateness of the assessment instruments used by the agency based on the clients served (i.e. cultural relevance, literacy)

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 online trainings on evidenced based interventions:
  o NASW, Louisiana Continuing Education (i.e. student members)
  o NAADAC Webinars: https://www.naadac.org/webinars
  o Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
  o The Center for Disease Control offers online training https://www.cdc.gov/learning/index.html
  o The National LGBT Health Education Center has free trainings. https://www.lgbthealtheducation.org/

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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).
- Begin to draft a proposal for a program evaluation of the field placement agency.