

**Field Education Strategies for Remote Learning Activities and Competency Development
BA Social Work Interns
(SWrk 181-I/SWrk 182-I)**

Field education in social work is guided by the competencies set forth by our accrediting body, the Council on Social Work Education (CSWE). Learning agreements guide student learning in field and include activities that address the competencies listed below. Review the options listed below and discuss with your field instructor if those selected can be used to complete a required learning agreement assignment. Please focus remote learning agreement activities on areas of the learning agreement that are not able to be completed at the field placement agency.

Competency 1: Demonstrate Ethical and Professional Behavior

- Appropriate and timely use of email, virtual supervision, and communication during uncertain times
- Develop a 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 an ethics-related case study identified by FI/AS or field faculty, OR reflect on personal experience regarding an ethical dilemma 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
- 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

Competency 2: Engage Diversity and Difference in Practice

- Utilize self-reflection to think about personal identities and biases that may show up in practice
- 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 videos 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 a writing assignment about strategies that promote social justice and human rights considering the agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the it'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 on how human rights organizations are working to ameliorate the condition
- Identify Ted Talks, YouTube videos 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 evaluations of articles that inform the agency's practice
- Continue research pertaining to current projects
- Develop focus group question or survey instruments related to a need in the agency
- 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 the organization and/or the affected community, write a summary of your findings
- Complete an analysis of a political candidate's plans for policy change
- Review the Social Work is 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 meetings, support groups, or other interventions
- 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 tools used by agencies who offer similar services
- Create an assessment (survey, focus group questions, interview questions) to better understand community/client needs
- Review a 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 a case study for strengths, challenges and systemic factors impacting the intervention and/or implementation of the intervention
- Reach out to assigned clients/consumers by phone or teleconference if allowed by agency policy
- Role play interventions with other interns and/or your field instructor

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

- Assess the 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

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