While the COVID-19 situation continues to evolve, Chamberlain University is taking the necessary precautions to lower the risk of exposure and curb the spread of the virus. In response, the Master of Social Work (MSW) degree program submits the following continuity plan to ensure that students can meet their field practicum requirements and continue to successfully matriculate. COVID-19 has the following impact on the MSW Field Practicum Experience:

- Due to social distancing and sheltering-in-place regulations nationwide, students may not able to physically attend practicum at their assigned agencies
- Depending on the assigned agency’s capacity, students may not be able to offer virtual or remote services to clients
- Forced agency closures may hinder communication to agencies in order to solidify sites for upcoming field practicums

The Council on Social Work Education (CSWE) has issued a statement that offers guidance to help programs address student needs while maintaining accreditation compliance. The accreditation standards define competent social work education and provide the foundation programs use to ensure students become competent practitioners. The following is a summary of the accommodations that have been made to help students and programs navigate our current collective environment, while maintaining academic integrity:

<table>
<thead>
<tr>
<th>CURRENT ACCREDITATION STANDARD</th>
<th>TEMPORARY MODIFICATION FOR COVID-19</th>
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</thead>
<tbody>
<tr>
<td><strong>AS M2.2.2</strong> The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</td>
<td>Remote field activity and field supervision hours may be counted toward the accrual of field hours.</td>
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<tr>
<td><strong>AS M2.2.3</strong> The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</td>
<td>Remote field activity and field supervision hours may be counted toward the accrual of field hours.</td>
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<tr>
<td><strong>AS 2.2.4</strong> The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.</td>
<td>The interpretation of &quot;in-person contact&quot; has been expanded to include remote, non-client activities that ensure students mastery of each social work competency.</td>
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</table>
| **AS 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs. | Students who will complete practicum by December 31, 2020 will be allowed to earn 85% of the minimum requirement.  
- Foundation Field Students (MSW508/510): 340 hours  
- Advanced Practicum Students (MSW 550/551): 425 hours |
| **AS 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies. | This policy response is the MSW program’s response to ensure and support student safety. |

**Procedure for Practicum Disruption:**

Students preparing to enter practicum in JULY 2020:

- The Field Director will contact each planned practicum site to discuss (1) the willingness to maintain the practicum, (2) the capacity to provide adequate supervision, and (3) the feasibility of virtual client interaction.
- The student and planned Field Instructor will create a plan and submit the Student Practicum Disruption Request (located in Canvas > Resources > Field Resources) to Field Director at field.director@chamberlain.edu.
- If virtual client interaction is available, the field instructor will advise on and tailor a remote practicum experience that meets agency clients’ needs.
- If virtual client interaction is not available, the field instructor will advise on and tailor a remote practicum experience that encompasses remote, non-client activities (See below Alternative Learning Activities and Remote Activities by Competency).
- The Field Director will review and must approve the plan. If necessary, the Field Director will meet with the student and Field Instructor to revise and solidify a plan that will maintain the integrity and learning objectives of the practicum experience.
MSW FIELD PRACTICUM CONTINUITY PLAN -
RESPONSE TO COVID-19
UPDATED 4/6/2020

Students preparing to enter practicum in SEPTEMBER or NOVEMBER 2020:

- Students should continue to search for field practicum agencies. Students can use Aunt Bertha, an online national directory of social service agencies.
- Once students locate a practicum, the Field Director will contact each planned practicum site to discuss (1) the willingness to maintain the practicum, (2) the capacity to provide adequate supervision, and (3) the feasibility of virtual client interaction.
- The student and planned Field Instructor will create a plan and submit the Student Practicum Disruption Request (located in Canvas > Resources > Field Resources) to Field Director at field.director@chamberlain.edu.
- The Field Director will review and must approve the plan. If necessary, the Field Director will meet with the student and Field Instructor to revise and solidify a plan that will maintain the integrity and learning objectives of the practicum experience.

The following summarizes the options for students in light of the current national health situation:

- Student will not physically attend practicum and the agency has capacity to maintain the student through remote client interaction. Student will continue practicum in this agency, OR
- Student will not physically attend practicum and the agency does not have capacity for remote client interaction. Student will earn practicum hours with remote, non-client, tasks and activities (as compliant with accreditation standards). Student will continue practicum in this agency, OR
- Student will not attend practicum at the intended agency. The MSW Program will craft an alternative practicum experience for the student, OR
- Student will not attend practicum at the intended agency, and due to competency proficiency, will need to receive an ‘Incomplete (I)’ in the practicum course, OR
- Student will not attend practicum at the intended agency, and there are no other alternative options. Student will need to receive an ‘Incomplete (I)’ in the practicum course.

If the student is unable to locate a practicum site or is unable to complete practicum at their current site, Chamberlain’s MSW degree program accepts the responsibility for creating a practicum experience for the student to the extent that it can. Currently, faculty are exploring several options to ensure students practice and master social work competencies.

This policy and the student’s individual Practicum Disruption Plan remain in effect until the sheltering restrictions are lifted and the agency deems the environment safe enough for students to return on-site. We trust that our agency partners, in accordance with agency safety requirements, and those outlined in the affiliation agreement, will take appropriate measures to clean and sanitize the physical location where students will work, prior to students returning to practicum.

Any questions regarding this policy can be addressed to Amanda Morgan-Henry, Field Director, at field.director@chamberlain.edu.

Confidentiality and the Use of Technology

With the way the world is moving toward more telework, components of student field education can be temporarily facilitated via technology. All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. 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.

Alternative Learning Activities

Additionally, this document has been developed as a resource for students, field liaisons and field instructors in planning for alternative activities during temporary practicum disruption. These remote activities can fulfill the requirement for practicum hours, while also providing opportunities for students to demonstrate the social work competencies.

As a part of the Student Placement Disruption Plan, Field Instructors, Task Supervisors and students can collaboratively utilize the recommendations below to help create a revised Learning Agreement.
• **Supervision:** Weekly supervision using teleconferencing applications. Students have access to WebEx or Teams through the University.

• **Client Meetings:** 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:
  
  o Building Resiliency: Supporting Youth Affected by Trauma and Community Violence (Free, 1.5 hours each)

  o Cultural Humility:

  o “Cultural Humility: People, Principles and Practices” (YouTube Video, 30 minutes)

  o “Developing Cultural Humility: Seeing Ourselves in Others” (Free, 2 hours)

  o “Cultural Humility” (Free, 1 hour)
    ■ “Cultural Humility: People, Principles and Practices” (YouTube Video, 30 minutes)
    ■ “Developing Cultural Humility: Seeing Ourselves in Others” (Free, 2 hours)
    ■ “Cultural Humility” (Free, 1 hour)
    ■ Cultural Safety & Cultural Humility

  o Cultural Safety & Cultural Humility

  o Suicide Prevention (Free, 6 hours)

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.
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/EssentialSteps-for-Ethical-Problem-Solving.htm](https://www.naswma.org/page/100/EssentialSteps-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.

**Competency 2: Engage Diversity and Difference in Practice**

- Utilize self-reflection to think about how 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 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 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 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 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).