

FIFSW Field Education Plan for Interruption of Practicum due to Local and Community-Wide Disruption

If FIFSW MSW students in their practicum are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **BOTH** their FIFSW Faculty Field Liaison (FFL) and their Field Instructor(s) and follow the directives from administration of the practicum agency.

In efforts to fulfill the student's hour requirements and educational competencies during temporary field placement stoppages, we are providing **alternative field learning activities** that can be completed and evaluated off-site. This represents an opportunity for students to continue field education through approved learning activities developed in collaboration with your Field Instructor(s) and FFL. As with all learning activities written in the Learning Contract, it is the shared responsibility of students and Field Instructor(s) to identify and prioritize areas for learning and development.

These guidelines are meant to address short term field placement disruptions. If the field placement alternatives continue beyond a 30-day period, a review will be conducted by the FIFSW Practicum Office to determine the most appropriate response to support students in completing their practicum requirements.

Alternate Learning Activities Examples

Field Instructors and students may collaborate to come up with other activities or trainings, in addition to the ones listed below. **All activities should be pre-approved by the Field Instructor.**

Competencies in Direct Practice

Learning and Growth

- **Supervision:** Weekly supervision can occur using Skype, Zoom or other teleconferencing applications
- **Video reflection:** identify and watch videos or listen to podcasts related to areas for professional knowledge and growth. Write a reflection that includes your personal reactions and how your learning in this area is developing.

Behaviour in the Organization

- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Trainings for Agency:** identify and document resources and / or develop trainings that will benefit the agency (ex- self-care, ethics, etc)
- **Online trainings:** research and complete relevant online trainings and write a short reflection, review or recommendation of its use at the agency

Conceptualizing Practice

- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- **Complete online trainings:** complete assigned trainings and provide a short written reflection and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org
 - Building Resiliency: Supporting Youth Affected by Trauma and Community Violence <https://learn.nctsn.org/course/index.php?categoryid=44> Each free recorded webinar presentation is 1.5 hrs.
 - Identify and complete other relevant online trainings

Clinical Relationships

- **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 PIPPA and/or confidentiality.
- **Literature review:** review literature related to culture and cultural sensitivity and write about how it impacts your work in the agency and how services are delivered.

Assessment and Intervention

- **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.)
- **Research assessment instruments:** research assessment instruments used by agencies who offer similar services. Write an analysis of the instrument's relevance to assessment in your current setting.
- **Case study:** review a case study for strengths, challenges and systemic factors impacting the clients and/or client group.

Professional Communication

- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- informed consent policies, etc.)

Confidentiality, Use of Technology and Intellectual Property

All students must comply with relevant laws, regulations, ethical standards, and organizational policies regarding the confidentiality of clients, use of technology and intellectual property. While each agency should develop their own protocols around the use of technology, intellectual property 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: promote the use of conference lines where personal numbers are not exposed.
- 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.

Competencies in Indirect Practice

Learning and Growth

- **Supervision:** Weekly supervision can occur using Skype, Zoom or other teleconferencing applications
- **Video reflection:** identify and watch videos or listen to podcasts related to areas for professional knowledge and growth. Write a reflection that includes your personal reactions and how your learning in this area is developing.

Behaviour and Relationships in the Organization

- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Committees and Meetings:** consider participation remotely; prepare and submit reflections of the meeting; increase responsibility for agenda and recording.
- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- **Online trainings:** research and complete relevant online trainings and write a short reflection, review or recommendation of its use at the agency

Leadership

- **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.
- **Grants:** research potential funding and grant opportunities and/or prepare aspects of the grant writing.

Critical Thinking/Analysis, Planning and Implementation

- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Child Welfare Act, Emergency Mental Health Holds, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)

Written and Verbal Communication

- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- informed consent policies, etc.)
- **Literature review:** Research literature on communication and negotiation skills

Values and Ethics

- **Ethics review:** Learn about / contribute to an ethics protocol review for a research project at your agency.
- **Online trainings:** research and complete relevant online trainings and write a short reflection, review or recommendation of its use at the agency.