



School of Social Work

Alternate Field Learning Activities

Examples of alternative field learning activities are listed below by competency area. 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 the agency supervisor.

Competency 1: Demonstrate Ethical and Professional Behavior

- Weekly supervision using Zoom or other teleconferencing applications. UGA students have free access to Zoom. For more information, please visit:
https://eits.uga.edu/learning_and_training/zoom/
- 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. Write about personal reactions and how your learning applies to agency ethical and professional practice
- Develop trainings that will benefit the agency
- 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:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)

- 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.

Competency 2: Engage Diversity and Difference in Practice

- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- Utilize self-reflection to think about personal identities and biases that may show up in practice. Identify and discuss your own sources of privilege and power.
- 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 video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice
- Develop trainings that will benefit the agency
- 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.)
- 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:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Develop infographics/flyers/brochures that explain voting rights, informed consent policies, etc.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete writing assignment or training handout 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 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 that inform agency's practice
- Continue research and literature reviews 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 Field Instructor and/or Faculty Liaison and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or prepare aspects of a grant application.
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

Competency 5: Engage in Policy Practice

- Review local, state and federal laws and policies impacting the organization and/or the affected community (e.g. Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways.
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Write a policy brief
- Interview former/present clients and write success stories for use in grant applications, agency presentations, etc.
- Prepare advocacy materials (infographics, develop key talking points, etc.).
- 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
- 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.)
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Attend virtual agency, organization, and community meetings
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
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- 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
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- 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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.

- Develop trainings that will benefit the agency (e.g, student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- 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
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.

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

- Evaluate agency crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Continue evaluation work for relevant social work courses of which you are presently enrolled
- 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.)
- 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).

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. 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 your personal phone or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings or creating a new number through tools such as Google Voice.
- 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.