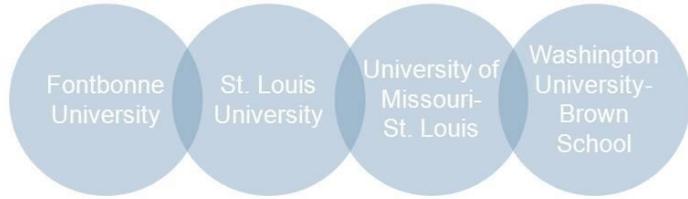


St. Louis Social Work Field Education Collaborative



Documentation of Contingency Plans for Disruption in Field Education

In all situations, the Office of Field Education will work with students and field sites to help student stay on track with their hours.

Potential Situations

1. University is open and organization quarantines against students.
2. University moves to online classes and organizations want students in person.
3. University and organization is open, student does not want to attend the practicum
4. Student decides they do not want to go to practicum or complete practicum tasks – how to help students understand outcomes of decisions.

Process for Documenting Plan for Disruption of Field Placement Activities

1. Student contacts Office of Field Education to request the option of working remotely for some or all of their remaining field placement hours. Field Advisor hears concerns and provides student with information regarding the process for the approval of individualized work plans (see below). Field Advisor should assess the student's:
 - Rationale for working remotely as this time
 - The student's individual circumstances
 - The agency where the student is placed and circumstances of the field instructor/task supervisor
 - The length of time the student is requesting
2. Field Advisor contacts field instructor/task supervisor (this could also be a three-way call with student, field instructor, and field advisor) to discuss the student request. Field Advisor provide consultation on possible ideas of tasks for individualized work plans.
3. Field Advisor should assess (in no particular order):
 - Based on the individual student circumstances, how long does the student believe they will need to work remotely?
 - How many hours does the student need to complete the course?
 - What is the current assessment of student progress? If an assessment of the student's competencies were to be completed today, would the student receive a rating of "4" (Competent) on every competency? If not, which competencies still need to be developed? At this time, Is the student at risk for receiving an overall score of "4" for

the course? (If so, should we be considering an incomplete for this student, instead of working remotely? If so, given student, agency and field instructor circumstances, how viable would a plan of Incomplete be?)

- Does the agency have a plan for continuing service delivery if their employed social workers must work remotely? If so, what is the plan?
 - Is it possible for the student to continue to engage with agency services, current clients/work product teams, remotely?
 - What is the plan for the student to continue to receive weekly supervision from the field instructor/task supervisor?
 - How will the student terminate relationships with clients/work groups, if needed?
 - What will be the plan for completing site visits?
4. Student and field instructor meet (face-to-face or remotely) to agree on an individualized work plan using the suggested tasks. Priority should be given to tasks where competence needs to be developed.
 5. Student submits final individualized work-plan to Field Advisor member and field instructor/task supervisor. Work plan is approved in writing by Field Advisor member.
 6. Individualized work plans, must:
 - Prioritize tasks where the student needs to develop competence
 - **Each task** should include:
 - a written component/product so that competence and work completion is demonstrated
 - approximate time-frame
 - number of hours expected for completion
 7. Students will send written products to field instructor/task supervisor and field advisor/liaison and upload to Canvas.
 - It is not my expectation that Field Advisor review and/or grade every product. Only that you check that each agreed upon task has been completed and written product submitted
 - Students should document how many hours they spent completing the task/product
 8. Field Advisor monitor completion of the work plan and renegotiate, as needed.