

REPORT OF THE NADD SUBCOMMITTEE ON FIELD EDUCATION

Carol E. Bonner, MSW, MBA, EdD, Anna Scheyett, MSW, Ph.D.

May 25, 2020

Subcommittee Members and School Affiliations

Co-Chairs

Carol E. Bonner, Associate Dean, Bridgewater State University

Anna Scheyett, Dean, University of Georgia

Beth Barrett, Director of Field Education, Saint Louis University

Aneesha Bharwani, Assistant Dean for Field and Community Partnerships, University of Denver

Shannon Cambron, Chair, Spaulding University

Jose Coll, Dean, Portland State University

Carlton Craig, Director, University of Nevada at Las Vegas

Nina Heller, Dean, University of Connecticut

Amy Korsch-Williams, Assistant Dean of Field Education, Case Western Reserve, Mandel School

Mark Lamar, Executive Director of Field Education, Rutgers University

Nancy Smyth, Dean, University at Buffalo

Tracy Whitaker, Associate Dean for Academic and Student Advancement, Howard University

Select member school characteristics described in Appendix C. (pages 16-19)

Introduction:

The NADD Subcommittee on the Future of Field Education was charged with examining current challenges and opportunities in field education and alternatives to face-to-face field education during the COVID-19 and economic crises. Our attention focused primarily on the coming academic year AY 2020-2021.

The subcommittee, formed at the request of NADD membership, stemmed from the uncertainties regarding the anticipated continuing impact that COVID-19 and the economic crisis would have on field education. In conversation with Deana Morrow, Chair of the Commission on Accreditation (COA), and President of NADD, Martell Teasley, the subcommittee ultimately focused our work on plans for Academic Year 2020-2021, although we offered suggestions for further discussion in the “New Frontiers” section at the end of this report.

This report is divided into six sections and three appendices. The sections address: 1) the context for field education in AY 2020-2021; 2) principles to guide field education planning; 3) alternatives to face-to-face teaching and learning in AY 2020-2021; 4) short term recommendations to CSWE and the COA; 5) recommended next steps in the next three months for the COA, CSWE, and NADD; and 6) new frontiers in field education. Schools and programs nationwide are working diligently within their schools and regions to address the field education challenges that are rapidly emerging in this crisis. Now is the time

for continued problem-solving by our national organizations and development of structures to share information and resources expeditiously.

Subcommittee Membership and Meetings

The subcommittee met 4 times (a total of 6 hours) in April and May. The twelve committee members included six deans, directors/chair and five members overseeing field education in their respective institutions. “Committee” will be used interchangeably with “subcommittee.”

A graphic facilitator, Angelique McAlpine of Drawing Impact, aided the committee in capturing the complexity of topics covered, enabling us to “see” the issues and prioritize them in this report. The “map” of our work is Appendix B on page 15.

Gathering Input from Field Instructors

The Committee felt it was imperative to include the voice of field instructors in this process. Therefore, two virtual focus groups were held, with participants recommended by the Committee membership. Twelve individuals participated, representing the North, Midwest, and West. They represented the following settings: schools, healthcare, economic development, behavioral health, the VA, children’s services, and services for exploited adults.

The following questions were asked of the participants:

1. Given what field has been, traditionally (2 semesters in same place, not employer-based, concurrent, face-to-face) and given 1) COVID and 2) the economy.... what could or should field evolve into to best meet student learning needs within the context of this current reality? [encourage them to think “out of the box”—e.g. project-based placements, variations in time structures, etc.]
2. What would you need to make this happen or what barriers overcome? (what resources can the SSW bring to the table)
3. If we made changes like this, would you see students as equally hireable? How much hands-on experience (define) do you think a student need?
4. What capacity and willingness does your agency have to invest in students right now?

The results of the focus groups were summarized, provided to the Committee and incorporated into the recommendations below. The actual notes from the focus groups can be found in Appendix A (pages 11-14) of this report.

The Context for Field Education in AY 2020-2021

As bachelor’s and master’s degree students enter the field in the Fall of 2020, the climate for practice will be in a state of constant turmoil and change. COVID-19, its uncertain path, and the devastating economic crisis that has especially impacted our students, agencies, clients, and client constituencies cannot be overestimated. Budget reductions across universities seriously challenge the capacity of social work field education offices. Increased pressure on field advisors, field instructors and agencies are increasing, with higher workloads and expectations while resources are shrinking. New ideas are needed to cope with these challenges. As we reinforce the importance of evaluation and meeting EPAS standards, this is a time to both develop creative field opportunities within the existing EPAS standards and reexamine the standards regarding field education for 2022 with a lens toward their fit with an uncertain practice context and the needs for remote skills.

1. Key Principles

The Subcommittee identified the following principles to guide field plans for the coming year. An overarching vision emerged for the coming year which was to anticipate and assist students, schools, and agencies with the tools and supports *to work seamlessly between live and remote service delivery*, aspiring to achieve uninterrupted services to client systems and constituencies for the coming academic year. To achieve this vision, we surfaced several principles in our meetings.

Principles to Guide Field Education Planning in AY2020-2021 and beyond

Principle	Committee Comments
Strengthen awareness of social justice implications of past, present, and future field policies	Recognition of the disparities in resources on several levels—our schools, our students, and clients and client constituencies. Reflect who is included and who is left out when making decisions and accommodations. One size does not fit all.
Remain flexible and nimble	The committee expressed appreciation for CSWE’s accommodations in field hours. Smaller schools and agencies with limited resources will require consideration.
Proactive plan, with agency partners, alternative tasks, and delivery methods <i>before the fall of 2020</i> , that are codified in learning contracts	Encouraging learning contracts that name alternative options—technologies, projects, multi-agency collaborations, etc. This contract might have two columns for each competency in the learning contract—1) face to face learning that can be adapted if there are further virus outbreaks and 2) remote alternatives by agency. .
Maintain new and efficient communication structures	Developing organizational structures for “just-in-time” decision-making and problem-solving that include representation from field directors and field instructors.
Sharing resources, nationally, in one place with easy access for agencies, schools, students.	Webinars accessible nationally by field directors, instructors and deans <ul style="list-style-type: none"> •field instructors and students the best practices in telehealth and working remotely. •Curricular tips on ethics and principles of working remotely • Share examples of revised learning contracts
Invite all field education stakeholders to the same “table” working collaboratively across silos to effect needed change.	

2. Alternatives to Face-to-Face Teaching and Learning and Insights for AY 2020-2021:

The subcommittee and field instructors identified eight areas for attention below. These areas include the importance of pro-active planning (now that we can envision the challenges we are likely to face in the fall), the importance of remote teaching and learning support and training, remaining vigilant about solutions that are inclusive of vulnerable populations (including students, schools and agencies), curriculum revision to address student preparation for practice in this COVID and economic environment and critical engagement of field instructors in the ongoing dialogue and problem solving. *It should be noted that many of these alternatives can be implemented with minimal additional funding (noted with * in the list below)*

- Plan the learning experience (and revise the learning contract) in the coming year to **allow learning to shift seamlessly from in-person to remote field education** while preserving quality, educational integrity and strong student learning outcomes. Seamless integration requires:
 - Remote technology platforms
 - Proactive planning between schools and agencies based on “meeting agencies where they are at” in terms of resources, remote platforms and agency based and community projects*
 - Simulation opportunities (avatars, actors, gaming)—these hours should count towards field
 - Hybrid in-person and remote field placements*
 - Learning contract and field evaluation process that, for each competency, have both in-person and remote ways to meet learning goals*
 - Remote group learning experiences*
 - Remote supervision*

- Prepare faculty, students, and field instructors with free, nationally available, webinars or trainings in the coming summer and academic year
 - Use of technology as a field instructor
 - How to use technology as a student in field
 - Best practices in remote supervision
 - Remote onboarding
 - Remote confidentiality issues
 - Building student resilience for the challenges the year
 - Solicit existing webinars from membership if they can be nationally scaled and develop additional webinars to meet the learning needs as they emerge

- Create delivery methods for field education that include such options as use of multiple sites, multiple supervisors, flexibility to work from home when social distancing is difficult while maintaining quality and educational integrity. Some methods may include:
 - Students rotate through multiple agencies (if one agency cannot provide all the learning a student needs, or financially cannot afford to) *
 - Students have multiple field instructors at one placement, so if one FI (Field Instructors) becomes ill the student still has support (and just to enrich student learning)*
 - Classes occur before students enter field, to push field further back into fall (and give time to figure out what is going on)*
 - School provides smaller experiential learning opportunities to augment what can be learned in field (e.g. volunteering, contact tracing)*
 - Multiple year or part-year internships*
 - Plan for circumstances out of the agency and student control such as departing supervisors, agency closures, health crises that can allow students credit for field without having to start again and do a complete year*

- Expand access to a social work education to vulnerable populations who experience barriers in coming to social work school, including financial barriers resulting from the COVID-19 pandemic.
 - Remove regulatory and structural barriers to employer-based placements*
 - Flexibility in timing of placement and placement hours*
 - Remember limitations of resources such as technology*
 - Can schools support field agency access to technology? Like telehealth systems?

- Support field advisors, supervision, internship retention, and limitations of resources in smaller agencies:
 - Develop national webinars and resources that can be accessed to orient students, faculty, and field instructors to best practices in telehealth, remote technologies and working seamlessly and effortlessly in an uncertain environment
 - Expand employee-based opportunities*
 - Allow students to do two different placements within one agency*
 - Maintain the voice of field instructors in the conversations and decisions about field education, including at the national level.*
 - Regular field consultation and availability*
 - School is available to field instructors on a rapid response basis*
 - Virtual meetings of field instructors and School within a field of practice*
 - School serves as a resource repository, so agencies do not need to waste time when work has already been done by another agency*

- Modify and revise and/or develop field curriculum that addresses:
 - Best practices in use of technology in field education
 - Enrich the learning through addition of or revisions to existing field seminars
 - Consider internship integrative capstone projects

- Allow changes in field education (e.g. for field hours) to extend at least 2 years allowing programs to plan pro-actively, rather than planning 6 months to 6 months, and provide time for research on field hours to be completed.*

- Pool existing resources for streamlined and no-cost access, such as having discussion with the North American Federation of Field Educators and Directors (NANFED) that gathers resources and ideas for quality field education during the COVID-19 pandemic. Share this information broadly with field directors, field advisors, and field instructors. Create a learning community with ongoing sharing of ideas and information through this platform. Emphasis on ease of access and ability to continually gather and share knowledge.

3. Recommendations to CSWE and the COA for AY 2020-2021

In discussion, the subcommittee discussed flexibility in planning, encouraging local and regional decision-making between schools and agencies as we enter an uncertain fall. The group also discussed recommendations for short term changes and clarifications we would welcome to EPAS standards described below.

Item	Rationale	When	Comment
The Committee recommends changes to the requirements to employer-based placements described in EPAS. Specifically, flex the requirement of a placement needing a separate supervisor and separate learning activities, so that students can use their existing employment but frame it through the new lens of a social work student learner. This may include adding more depth of learning and focused student supervision to ensure social work learning is incorporated. There are many ways to meet the competencies.	<ul style="list-style-type: none"> • Social Work employees can utilize unique supervision techniques to help students engage in reflective practice to ensure the learning of social work skills, knowledge, values. • In situations such as rural agencies, where no alternate social work supervisor is available, the employment supervisor may serve as a Task Supervisor supplemented by an Off-site Supervisor. • Current policy advantages large agencies over small ones and more urban over rural. • Allow students to earn money while going to school as employees. • Recognize that learning and achievement of competencies happens in work as well as in school • Promotes social justice by increasing access of education for more vulnerable students 	June meeting decision for FY2020-2021	Relaxing of this requirement is important in helping marginalized students and students of color access and be successful in social work education and supports the principle of social justice. It would be helpful in recruitment of students who are working in the field and strengthening of recruitment partnerships between agencies and schools. This may provide incentive for agencies to supply internships.
Articulation of a broader definition of platforms for remote learning to include: Avatars, gaming, simulation, and their approval to count for field hours	As we consider remote delivery options, there are schools and agencies without access to sophisticated platforms. Clarification of the range of platforms and activities that can count toward field hours would be helpful.	June meeting decision for FY 2020-2021	
Consideration of activities that can count as field hours other	Not all schools of social work have a curriculum with field seminars. Can simulation hours count toward field	June meeting decision for FY 2020-2021	

than only the field seminar	hours? What other activities might legitimately count as field hours?		
Legal issues and a position by CSWE on safety and PPE.	Schools have taken various positions on matters such as waivers of students entering the field during this pandemic. Can CSWE (Council on Social Work Education) draft principles to guide student entry into the field?	June meeting for guidance ASAP.	
Elevate the Council on Field Education to a Commission on Field Education and build a greater presence for field education on the CSWE website, providing access and info for field instructors and agencies.	The membership of the NADD (National Association of Deans and Directors) subcommittee (i.e.-national membership, deans and field directors and field instructor focus groups, regional representation, membership diversity) enhanced sharing of perspectives, shared concerns and commonalities and difference and innovative ideas. An ongoing structure must be developed to give greater attention and visibility to our signature pedagogy to continue discussion, identification of current issues and problem-solving	June meeting decision for FY-2020-2021	

4. The Next 3 Months

This report suggestions a number of actions that can be implemented to prepare field education to be flexible, able to pivot seamlessly from in person to remote education, and responsive to the safety and economic challenges of our current environment. Below, we respectfully provide recommendations for the next few months to the NADD, the COA, and CSWE.

To the **National Association of Deans and Directors of Schools of Social Work (NADD)**, we recommend:

- The President of NADD to share report with NADD Board upon receipt and send to the NADD Board for review and endorsement. Deliver the report to Dr. Coffey at CSWE and Dr. Morrow at COA no later than May 29, 2020 and perhaps others, as determined
- NADD leads a discussion about where the next phase of this conversation, the New Frontier, should live and how to involve all relevant parties—NADD, CSWE, COA, COFE, BPD, and importantly, field instructors and field directors, as soon as possible, as issues and need for decision-making is ongoing.
- Report results get shared with NADD membership for discussion and decision about the role NADD wishes to take in this ongoing work
- NADD to reach out to NANFED to discuss: a) making their COVID-19 related field resource website easily available to all; b) discuss strategies for informing social work programs of this accessible resources; c) discuss strategies for encouraging programs to share resources on this platform in an ongoing learning community, no later than July 1, 2020.

To the **Commission on Accreditation (COA)** we recommend:

Action on the recommendations noted above as soon as possible after the June 3, 2020 meeting. These include:

- Flexibility in employer-based placement requirements
- Simulations allowed as field hours, outside of field seminar
- Flexibility in the range of activities that may count towards field hours (simulations, gaming, avatars, standardized actors)

To the **Council on Social Work Education (CSWE)** we recommend:

- Review the presence of field education on the CSWE website and consider developing a section(s) that can be accessed by field instructors providing resources and information critical for our signature pedagogy.
- Consider raising the Council on Field Education (COFE) to the status of a Commission.
- Craft a statement of principles on student safety in the field and PPE
- Consider providing access to webinars and resources that can be shared nationally to support in-person to remote transition.
- Allow a multi-year timeframe when revising such requirements as field hours to allow time for proactive decision-making and adjustments that can be made longer term.

5. New Frontiers in Field Education 2021 and Beyond

The NADD subcommittee focused on the coming year AY 2020-2021. During our meetings, however, longer term suggestions emerged that we characterized as “New Frontiers”. These ideas may be useful in the next iteration of the work of this committee or in drafting EPAS 2022.

- Revisit required field hours for the long term, and ground in an evidence-base
- Consider EPAS through the current field lens—are the competencies supporting the learning during crises, providing opportunities for field learning to take advantage of “teachable moments” if they meet existing or newly created competencies?
- Revisit who can be a field advisor and ways that the social work perspective can be preserved
- Take the opportunity, while we are in these times, to gather and share the stories of social work and our role as essential workers
- Provide agencies field instructors with incentives to take students and to publicize their work
- Enhance flexibility and “just-in-time” problem solving
- Build Cross-institution collaborations for field learning
 - Cross-institution student groups for support and learning
 - Cross-university national practicum repository
 - Crowd-sourced resources
 - Shared expertise—e.g. field experts train and/or provide group supervision across institutions

Summary

This report represents the work of our subcommittee--at one specific point in time (April, May 2020). Field education must continue to adapt to new challenges and push ourselves, with open minds and creatively, beyond the status quo. We focused on remote technology as alternatives to face-to-face/live client service, recognizing that remote technology use will vary in different agencies. The field education landscape will continue to change rapidly, requiring the development of structures to closely monitor, discuss and solve emerging challenges with a view toward 1) sharing resources nationally 2) reviewing and addressing recommendations addressed in this report for action prior to AY 2020-2021 3) being inclusive in having field instructor representation at the “tables” and 4) continue to explore the adjustments or changes to Field Education in the 2022 EPAS. NADD and the COA (Commission on Accreditation) should discuss the development of a field education commission structure to examine and communicate best practices, teaching and learning resources, innovations, and problem-solving decisions and continue these discussions at the national level without delay.

APPENDICES
A-C

Appendix A: Field Instructor Focus Groups' Summaries

Notes from Focus group 5/11/20 on Field Education

Representing: Children's hospital, schools, counseling center, medical group, economic development nonprofit

- There are unexpected positives from having to go to remote field
 - some students reported a benefit to zooming with schoolchildren while their parents were in the room and being able to engage the whole family
 - transition to telehealth in outpatient settings was pretty smooth
 - group supervision really helped students with sense of isolation and emotional support
 - policy and organizational work were still very doable
 - transition to care coordination virtually went well
 - students built really positive relationships through tele-health in some situations, including helping older adults adapt to technology and do well
 - Social work's strength in communication skills, relationship building, put us at an advantage for tele-mental health

Challenges:

- It is challenging to develop *meaningful* learning opportunities for students while field instructors (FI) dealing with changes and shifts themselves.
- Need to not settle for less than just because of COVID
- FI had to look at the clinical process and based on what's available combine virtual tele-work, role plays, group supervision—put the pieces together for a good learning experience
- Supervision becomes very important—keep students “anchored closely” and increase supervision and emphasis on self-care Full year of field works best in some settings—need continuity and depth of training
- Privacy in the home for clients, and for students as well
- Resources—not everyone has computers, internet

Ideas for variations in field

- Sequential foundation courses, then field
- Employer based placements ****
- Ensure students have extended time for observation/shadowing in remote settings, for reading and learning about EMR, for time to follow up and process after observations
- “menu” of supplemental activities Schools could provide if not every competency could be met by agency while remote
- What about using the phone, not necessarily a computer?
- Things Schools can do to be helpful
 - Be flexible, consider all options, allow learning plan to be tailored to the individual student and allow for pivot and change
 - Allow hybrid models...some remote some in person. Will schools allow students to come to field if their FI comes into the agency

- Message for students—this is a “macro moment” be part of something bigger and part of the systemic change that is needed
- Can we learn from rural social work, and their ability to work across geographic distances?
- Can we partner with libraries as sites of technology access?
- Can Schools facilitate field agencies collaborating so each site isn’t reinventing the wheel—be a repository of resources
- Success will depend in part on the dedication and skill and investment of the FI—support them
- Over the summer check and make sure FI are comfortable with technology and help those who aren’t
- Create “best practices for supervising remotely” and give information on platforms, etc.
- What competencies does the student need to master? What resources does the agency have? How can the School supplement?
- Tell students to add this time/experience to their resume as an illustration of their creativity, flexibility, and resilience

Focus Group of Field Instructors 5/12/20

Representing: VA hospital, FQHC, services to children in schools and abused children, services to adults who have been sexually exploited

Struggle/Challenges: getting direct client hours face to face

At a crisis site not ok to have student handling crises without a supervisor there...would be ok if supervisor and student were in same room together, even if client is remote

Issue: we have complex electronic records, and our agency not allowing offsite access to electronic medical record for students, or in some cases non-licensed professionals.

Social distancing is a challenge too—where in the office can a student fit if social distancing is in place? Having difficulty conceptualizing how the student will have the clinical experience they need from home...who will provide the supervision if in the office?

Another issue: ethically how to use/give out the stipends if students aren’t doing clinical work but rather remote projects?

Challenge is more with BSW students who have much less experience and remote is harder—they are fresh and new to the field. So how to shadow/intervention in a new BSW.

Onboarding is a concern if remote—how to integrate into culture, meet all the staff, learn about every part of the agency...some of that is organic and informal. How to do remote? Need to think these things through. What if hybrid—some at work and some remote?

Scheduling issues and virtual platform variations. What about background checks, fingerprints, where need to come in person?

How do you manage the learning experience in an ethical way without risking student infection? The experience now is completely different than in the past

Things that worked this spring:

Agency has done virtual teaming twice a week to increase student sense of belonging as well as problem-solving and coaching. Group student supervision has been really helpful for support.

In an agency with community-based services rather than in the office, we have been able to continue things like food drops and telehealth and video calls for advocacy and court services—a lot of our services have continued, just in different format.

You have to consider types of services provided (e.g. clinical office versus clinical) challenges will vary.

Kinds of projects, opportunities, in your agency that worked this spring or could be of assistance to the agency: research for grants, trends of child abuse and neglect and IPV analyses, from a macro perspective there will be much students can do. Organizational analyses—students get involved in workgroups

Ideas:

Schools could include familiarity of platforms—telehealth and phone—for students would be helpful.

Schools could help by helping students see the meaningfulness and value of alternative kinds of activities—checking on basic needs, safety, connection—so even if not “real” therapy it is important and valuable work. Field instructors need to frame and remind students of this too—reinforced by schools.

Schools gave students examples of things to put on virtual learning agreement—appropriate projects. Nationally got examples to finish out their hours too. This would be really helpful.

. Being able to pick up the phone and call the school—that type of relationship is going to be pivotal to navigate this new territory together. Concern that some of our students may be traumatized by the awful stories they are hearing from clients. Students will need training and support in trauma-informed work and support with their own trauma and challenges.

Relationship with field staff and field instructors important—bringing people together as a team to talk about what is going on. Problem solving things like what if a field instructor contracts the virus? Can we stagger the responsibility—you may be FI for one month, but next month a different FI and all can provide support and student work can continue.

Unknown is impacting FI too...how to help. Schools need to be available to FI to give support and guidance.

Have virtual meetings of FI from same type of sites—e.g. all victim services, all medical—check ins and sharing of solutions and ideas.

More frequent but less formal check-in would be great

Contingency plans in learning agreement from the beginning—if shelter in place or close office—think about before moment of crisis.

Repository of suggestions in learning contracts examples linked to different fields of practice. Broken out by competency.

Simulation exercises could be made available to FI if must work remotely

Scheduling flexibility might help—e.g. push off direct client hours to second half to give time to figure things out...need to be flexible with individual students because they have children, etc. be flexible with hours e.g. early morning and later in the evening. Balancing that with self-care and work from home.

Use field time to practice self-care and count as practicum hours.

Concerns about safety and liability of students—students understanding the risk and university understanding and updated MOUs.

Have schools provide supplements to fill the “gap” for agencies

More flexibility in time—fall/spring/summer. Or doing some hours at one agency and some at other...could be some loss....but having the options available.

Tailored

Regular consultation among agency/student/school will be essential, since will need to be individualized.

Flexibility in learning in 2 different departments within the same agency—having 2 field placements in same agency.

Could see this experience as a strength in our students—thinking on toes, innovation, flexibility, shift in response to changes in environment. “This is something to put on your resume”

What will you be able to do this fall?

Will you be able to take on/take on as many students in fall—reduced is the general response, esp. if still functioning at same level of security...think about the impact on the staff—students provide important service and without them will provide strain on agency...finding the balance.

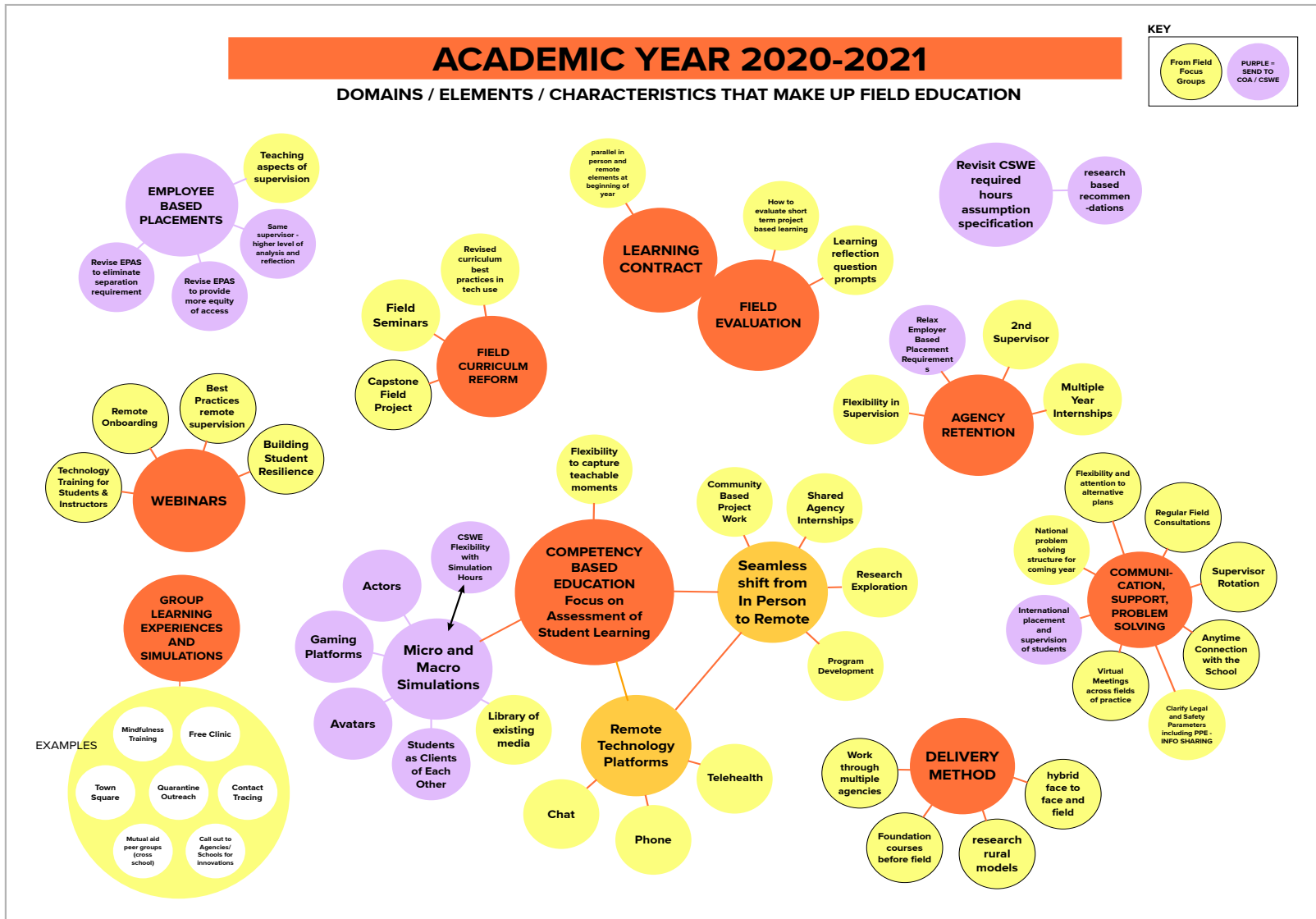
The work is still here, the staff may need to rotate hours, some agencies may have commitments through grants and have to take the same number of students.

Also question of FI and can they still do what needs to be done for clients and also take a student.

Other:

One participant will share results of a survey her agency did with students—asking them what worked and what didn’t when they went remote

Appendix B Graphic Facilitator Illustration of the Field Education Subcommittee Conversations



Angelique McAlpine, Drawing Impact. (<https://www.drawingimpact.com>)

Appendix C Field Education Subcommittee Members with Program Characteristics

Name	School	#BSW students	#MSW students	Part time students	Program options Campus Online	Location of Field Placements Urban, Regional, Local, Rural, National	Currently available alternatives to face-to-face field in your School	Other information/ concerns re: subcommittee or field education in general
Carol Bonner Co-Chair	Bridgewater State University	325	250	MSW program is about 60% part time	Campus	Urban, Local, Regional	Telehealth used for a few internships. Most face-to-face	Keep a social justice informed lens on our committee outcomes
Anna Scheyett Co-Chair	University of Georgia	175	410	155 of the MSW	Campus, online for MSW in Fall 2020	Urban, Local, Rural (some)	Some telehealth, mostly face to face	Not being held back by rigidity of the past; being pragmatic
Mark Lamar	Rutgers University	200	1600	40-45% of MSW	Campus(es) ; online, intensive weekend	Urban, local, regional, national	Telehealth, remote projects; all face to face suspended since March 12	Anticipating 3 possible scenarios for fall field: all in-person; hybrid (late start in field after virtual prep; or all virtual. (all summer field – not most of our students-will be virtual)
Aneesha Bharwani	University of Denver	0	1,120 (approx) : <i>Denver Campus-471</i>		Campus and Online	Urban, Regional, Local, Rural, National	Some telehealth, list of remote learning activities. No in person learning	Ensuring that field learning is valuable not just doable. Thinking outside of the box of traditional one-year placement models. Consider quarter

			<i>Online-600 2 Rural Programs- 49</i>				permitted in Spring Qtr.	systems with multiple starts.
Beth Barrett	Saint Louis University	85	150	Approx. 20% MSW	STL: Campus; Off-site partners: Campus & online; ALL online SUM20	Urban, Regional, Local, Rural (limited), National	Telehealth; remote activities; virtual visits & support groups; telephonic; minimal students at physical setting (typically place of employment)	Providing valuable learning opportunities for professional growth, not just experiences that “check the box.” Ensuring that our students develop the skills to be competent social workers. Realizing the impact of this situation will reach beyond Dec. 2020 for our students.
Tracy Whitaker	Howard University	-	150	Yes; approx. 30%	Campus	Urban, Suburban	Remote activities including written assignments, webinars and online training.	Opportunity to explore the evidence that supports the signature pedagogy, particularly in times of remote learning mandates.
Amy Korsch-Williams	Case Western Reserve University/ Mandel School	0	575	yes	Campus Online Intensive Weekend	Urban, Regional, Local, Rural, National	Remote activities as directed by the school or placement site, telehealth and other remote services as directed by placement, some students physically attending placement. Remote activities permitted	Valuable field opportunities, consideration for multiple starts and program formats, needs of students located across the country. Concerned about our ability to successfully place new students in the fall.

							through end of summer term.	
Nina Heller	U Conn	25	300	15%	Campus, Some hybrid	Urban, Local, regional	Typically face to face	Creative solutions to field learning options. Discussion of how to manage possible starts/stops in field education in 2020-2021. Identification of simulation options that provide rich learning. Possible shared resources for developing these options.
Shannon Cambron	Spalding University	45	70	Approx. 5% per program	All hybrid w/approx. 30% of courses fully online	Urban /Regional	Some telehealth but primarily face to face	Avoid the creation of a short-term fix for a long-term challenge; social work practice will be changed permanently in the aftermath of COVID-19 so our field education has to reflect that change
Carlton Craig	University of Nevada, Las Vegas	160	324	MSW program is about 39.8% part-time	70% face-to-face, 30% online/hybrid	Urban, Local, Rural (some)	Some telehealth, field seminars are usually hybrid, primarily face-to-face	I agree that social work practice will be altered permanently in the future due to COVID-19 and wish for a long-term fix, especially since we will probably have COVID-19 waves II and III for next couple of years.
Nancy Smyth	University at Buffalo	0	550	50% part-time	Online MSW degree (part-time only), including advanced standing options) Online degree students	Approx. 40% of our MSW students are online MSW students (all part-time)	Telehealth/remote implementation of existing placement work plans (28%), new remote work plans in existing placements (69%), 3% lost their	We need to develop more flexible, diverse field alternatives that can shift into remote work, if needed. This ability to shift between place-based and remote settings will be needed in the new normal, so it requires our students develop competencies working both place-based and remotely. We will need a mix of our

							placements and are now in new field units with remote projects	apprenticeship placements with new models: rotations, simulations, and more Social Work School/Departments operated-field units
Jose Coll	Portland State University	189	500+	30%	Campus, Online, Distance Option Center (4 locations off campus)	Urban, Rural, Small percent out of state	Limited telehealth; remote activities; virtual visits & support groups via seminar; no student is physically placed at this moment.	We have an opportunity to reevaluate how we measure practicum and our expectation of field education within the constraints of higher education and decreased number of agencies with supervision capacity. The concept of a non-paid internship should be discussed as a higher percent of our students come from marginalized communities. Is it time to shift to a model where competencies are measured in ways that are not field related? “Just a thought.”