



PRAC•ED

SOCIAL WORK

FIELD ACTIVITIES

GUIDE

Council on Social Work Education



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Competency 1

Demonstrate Ethical and Professional Behavior

<i>Field Experiences</i>		
Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Partner with a local recovery center to support and participate in a community recovery event.	In-person	Social work orientation to substance misuse and substance use disorder
<p>Interview a substance use disorders treatment provider and create an agency resource binder. The purpose of this interview is to gather knowledge on community recovery resources for an agency resource book and to practice professional skills.</p> <p>Part 1: Interview a substance use disorders treatment provider at an agency in your region. Identify what services and levels of care are available at this agency and how the services are funded, identify any barriers to accessing treatment or funding for treatment, identify any disparities in care, and identify how factors such as stigma affect access to care. Identify strengths and gaps in care provided.</p> <p>Part 2: Have the interviewee complete a feedback form related to your professionalism and ethical behavior during the interview process and interactions at the agency.</p> <p>Part 3: Gather additional information on substance use disorder treatment providers in your region and collect this information in a recovery resource binder. Present the recovery resource binder to your agency.</p>	Virtual	Social work orientation to substance misuse and substance use disorder

(continued)

Competency 1 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Observe a session of drug court and notice the collaboration of the interprofessional teams in the courtroom. Identify the roles of each team member and identify similarities and differences in how they support the drug court participant's recovery. Consider the intersection of public health, criminal justice, and social work values. Write a 1-page reflection paper or process with your field instructor during supervision.</p>	<p>In-person</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Observe a clinician interview someone for substance use services. What type of questions were asked? Did any questions make you feel uncomfortable? What was the referral process like, if there was one? Pay attention to nonverbal cues that the client demonstrates: How did they respond to questions? Did you think the professional honored the client's rights?</p>	<p>In-person</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Critically analyze ethical dilemmas and apply the National Association of Social Workers Code of Ethics, relevant laws and regulations, and models for ethical decision making as it pertains to working with those affected by substance use and misuse.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Demonstrate effective use of technology through the appropriate use of e-mail, video conferencing, and client databases when updating client files and communicating with staff and clients. Protect client and staff privacy by being in a secure and private place for video conferencing and behave in an ethical and professional manner.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>

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Competency 1 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Use discretion in speaking with clients and professional colleagues by ensuring appropriate self-disclosure and maintaining confidentiality in written and oral communications in order to establish and maintain professional roles and boundaries.	Virtual	Social work orientation to substance misuse and substance use disorder
Use personal introspection, self-awareness, supervision, peer consultation, and continuing education feedback from multiple sources for self-correction.	Virtual	Social work orientation to substance misuse and substance use disorder

Competency 2

Engage Diversity and Difference in Practice

<i>Field Experiences</i>		
Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Complete the Workforce Diversity Assessment to explore the extent to which the practicum site is implementing various workforce diversity strategies. Share the findings with the field instructor and the organization's leadership team.</p> <p>Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity</p> <p>http://www.cars-rp.org/_MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf</p>	Virtual	Social work orientation to substance misuse and substance use disorder
<p>Read assigned readings related to diverse populations, substance use and misuse, and the practicum site; journal about how you can apply what you learned to your practice or write a self-reflection and share it during supervision.</p>	Virtual	Social work orientation to substance misuse and substance use disorder
<p>Reflect on your personal biases and their impact on the population served. Apply self-regulation methods and process with your field instructor during supervision.</p>	Virtual	Social work orientation to substance misuse and substance use disorder
<p>Conduct an analysis on how the community views substance use treatment and its impact on the services your agency provides. Review the analysis with your field instructor during supervision and present to the organization's leadership team.</p>	Virtual	Social work orientation to substance misuse and substance use disorder

(continued)

Competency 2 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Analyze the practice setting’s historical context and its position in the community it is located in or serving. Analyze how its historical context informs its current practice to advance cultural awareness.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Analyze access to substance use treatment resources in terms of their availability to subsets of the population or community served. Identify gaps and barriers to substance use treatment resources that create and perpetuate patterns of marginalization, vulnerability, and oppression.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Negotiate, mediate, and advocate with the substance use and misuse client systems to address oppression and discrimination that clients face.</p>	<p>Both depending on available technology</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Attend either two Alcoholics Anonymous or two Narcotics Anonymous meetings. Each meeting should be in a different geographic area distinguished by socioeconomic disparities. Discuss during supervision with your field instructor what you expected to see at the meetings compared with what you actually experienced.</p> <p>Learn the format of 12-step program meetings and understand that people from all walks of life attend them. Identify your personal biases about people who use drugs or are alcohol or drug dependent. Develop empathy for people who use or are dependent on drugs by listening to their stories and trying to identify with them.</p>	<p>In-person</p>	<p>Social work orientation to substance misuse and substance use disorder</p>

(continued)

Competency 2 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Stigma Busting: Engagement at a Community Level</p> <p>Identify a myth about substance use disorders and develop a plan to increase community awareness and knowledge of the myth. After presenting idea to the field instructor and making adjustments based on their feedback, share materials at a designated community space, event, or virtual platform.</p>	Virtual	Social work orientation to substance misuse and substance use disorder

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Field Experiences

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Advocate for social justice at the macro system level by reaching out (via in-person meeting, call, or virtual meeting) to the statehouse to meet with district representatives. Advocate for legislation that appropriates funding for treatment agencies in neighborhoods that are underserved in order to decrease substance use and misuse among marginalized groups.</p>	Virtual	Social work orientation to substance misuse and substance use disorder
<p>Meet with the field instructor to discuss the organization’s strategies that advance environmental justice and are effective in reducing substance use and misuse. Research at least three additional strategies activists use to address substance use and misuse in communities. Compare the organization’s strategies and the activists’ strategies as they address the importance of intervening at the macro level to advocate for individuals, families, and groups affected by substance use and misuse.</p>	Virtual	Social work orientation to substance misuse and substance use disorder
<p>Write a letter to the Appropriation Committee of Congress supporting the fundamental human right to behavioral health care. Advocate for effective treatment options.</p> <p>Explain the importance of nonacute care for drug dependence among different ethnic groups.</p>	Virtual	Social work orientation to substance misuse and substance use disorder

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Competency 3 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Analyze the Patient/Client Rights Statement to determine whether the agency’s policies and procedures support the advancement of human rights and social, economic, and environmental justice. Discuss with the field instructor during supervision.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Analyze the organizational structure, values, and patterns of privilege and power that create disproportionality in systems that serve individuals and communities experiencing substance use and misuse problems. Share what you learned with the field instructor.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Analyze informal and social structures and patterns of privilege and power that create disproportionality in systems that serve individuals and communities experiencing substance use and misuse problems. Share what you learned with the field instructor.</p>	<p>Both depending on available technology</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Interview stakeholders in order to integrate their voices in organizational and community policies and practices to advocate and advance social, economic, and environmental justice as it pertains to substance use and misuse. Share what you learned with the field instructor.</p>	<p>Virtual</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Consider current drug policy and how it has affected or affects the client population you are working with. Determine at least two ways you could advocate with and on behalf of the client populations. Discuss your ideas with your field instructor.</p>	<p>Both depending on available technology</p>	<p>Social work orientation to substance misuse and substance use disorder</p>

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Field Experiences

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Review agency services to identify the evidence-based practices they are using in their programs. Discuss with the field instructor during supervision.	Virtual	Screening, Brief Intervention, and Referral to Treatment (SBIRT)
Evaluate the effectiveness of the evidence-based interventions to promote improved services with client systems.	Virtual	Screening, Brief Intervention, and Referral to Treatment (SBIRT)
Research evidence-based practices that can be implemented in service delivery to improve services. Discuss findings with the field instructor during supervision.	Virtual	Screening, Brief Intervention, and Referral to Treatment (SBIRT)
Participate in interprofessional team meetings or focus groups or review agency or community needs assessments to become familiar with the practice-informed research studies that the practicum site is conducting.	In-person	Intervention principles and their application
Research and develop a substance use disorders skill-based group under the supervision of your field instructor (e.g., assertiveness, anger management, mindfulness).	Virtual	Intervention principles and their application

Competency 5

Engage in Policy Practice

<i>Field Experiences</i>		
Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Participate in coalition meetings or community group meetings that promote local, state, and federal policies in order to advance best practices and the social well-being of client systems that intersect with substance use and misuse.	Both depending on available technology	Intervention principles and their application
Review and process during supervision the agency's policies and procedures as they relate to best practices and the well-being of client systems.	Virtual	Social work orientation to substance misuse and substance use disorder
Review proposed legislation related to substance use and misuse. Contact (via in-person meeting, call, or virtual meeting) the district representative at the statehouse in order to advocate for or against proposed legislation.	Virtual	Social work orientation to substance misuse and substance use disorder
Consider current drug policy and how it has affected or affects the client population you are working with. Develop a white paper, slide presentation, or group texting campaign. Share it with your field instructor for feedback. Present the white paper or slide presentation or initiate the group texting campaign.	Both depending on available technology	Social work orientation to substance misuse and substance use disorder

Competency 6

Engage With Individuals, Families, Groups, Organizations, and Communities

Field Experiences

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Attend either two Alcoholics Anonymous or two Narcotics Anonymous meetings. Each meeting should be in a different geographic area distinguished by socioeconomic disparities. Discuss during supervision with your field instructor what you expected to see at the meetings compared with what you actually experienced.</p> <p>Learn the format of 12-step program meetings and understand that people from all walks of life attend them. Identify your personal biases about people who use drugs or are alcohol or drug dependent. Develop empathy for people who use or are dependent on drugs by listening to their stories and trying to identify with them.</p>	<p>In-person</p>	<p>Social work orientation to substance misuse and substance use disorder</p>
<p>Stigma Busting: Engagement at a Community Level</p> <p>Identify a myth about substance use disorders and develop a plan to increase community awareness and knowledge of the myth. After presenting the idea to the field instructor and making adjustments based on their feedback, share materials at designated community space, event, or virtual platform.</p>	<p>Both depending on available technology</p>	<p>Social work orientation to substance misuse and substance use disorder</p>

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Competency 6 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Reach out to other service providers in order to engage in referral building and create a referral index and resource guide for yourself and your agency. The index will have access information and annotation about what information can be gleaned from the source and to whom the resource might be recommended or not recommended (and why).	Virtual	Social work orientation to substance misuse and substance use disorder
Partner with a local recovery center to support and participate in a community recovery event.	In-person	Social work orientation to substance misuse and substance use disorder
Role-play and rehearse client engagement and rapport-building skills with the field instructor.	Virtual	Assessing and intervention planning
Establish meaningful and culturally sensitive relationships by identifying when personal biases and values related to substance use and misuse or the client systems arise and discuss them with the field instructor.	Virtual	Screening, Brief Intervention, and Referral to Treatment (SBIRT)

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Field Experiences

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>In preparation for conducting an assessment, participate in an orientation and training to learn about the organization’s assessments and tools, review other clinicians’ files, and sit in on their assessments. Under supervision of the field instructor, conduct substance use disorder assessments with clients at the agency. During supervision, discuss the integration of knowledge and skills into the assessment and review their documentation.</p>	<p>Virtual</p>	<p>Assessing and intervention planning</p>
<p>Conduct an agency-specific assessment with a substance use or misuse client (i.e., SBIRT).</p>	<p>Virtual</p>	<p>Screening, Brief Intervention, and Referral to Treatment (SBIRT)</p>
<p>Review evidence-based and best-practice assessment tools for substance use or misuse and assess the differences.</p>	<p>Virtual</p>	<p>Screening, Brief Intervention, and Referral to Treatment (SBIRT)</p>

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Competency 7 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Complete the Workforce Diversity Assessment to explore the extent to which the practicum site is implementing various workforce diversity strategies. Share the findings with the field instructor and the organization's leadership team.</p> <p>Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity</p> <p>http://www.cars-rp.org/_MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf</p>	Virtual	Assessing and intervention planning

Competency 8

Intervene With Individuals, Families, Groups, Organizations, and Communities

<i>Field Experiences</i>		
Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Determine what approaches your field placement setting is using to address substance use problems (e.g., abstinence-based, harm reduction, trauma-informed, or trauma-specific programs, cognitive-behavioral therapy, 12-step facilitation). To accomplish this, read literature put out by the agency such as pamphlets and mission statements, observe the interventions used by clinicians, and discuss with your field instructor. Consider the benefits and drawbacks of the approaches used and discuss them in your field seminar.	Virtual	Assessing and intervention planning
Independently (under the supervision of your field instructor or task supervisor) work with a client or client group to develop a relapse prevention plan that is mutually agreed upon and teach them skills necessary to prevent relapse.	Both depending on available technology	Intervention principles and their application
Identify evidence-based family interventions that would benefit individuals and their families affected by substance use or misuse. Implement the mutually agreed-upon intervention under the supervision of the field instructor.	Both depending on available technology	Intervention principles and their application
Implement a substance use disorder skill-based group under the supervision of your field instructor (e.g., assertiveness, anger management, mindfulness).	Both depending on available technology	Intervention principles and their application

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Competency 8 (continued)

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
<p>Develop a workforce diversity plan with the team and begin the action steps based on the Workforce Diversity Assessment results.</p> <p>Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity</p> <p>http://www.cars-rp.org/_MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf</p>	Virtual	Intervention principles and their application

Competency 9

Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

Field Experiences

Sample Learning Activities	In-Person Only, Virtual as an Option, or Both Depending on Available Technology	Theme
Evaluate the effectiveness of self-help groups related to specific substance uses (e.g., alcohol vs. opioids vs. methamphetamines).	Both depending on available technology	Intervention principles and their application
Conduct ongoing evaluations of client progress by analyzing the effectiveness of theoretical frameworks and use the findings to improve practice.	Both depending on available technology	Intervention principles and their application
Research and identify effective evaluation scales and implement them to evaluate your work with clients.	Virtual	Intervention principles and their application
Evaluate the service provider and their effectiveness in facilitating the treatment. Reflect on the skills you will use in your practice.	Both depending on available technology	Intervention principles and their application