Virtual Field Assignments and Tasks for Child Welfare Field Placements

The table below includes suggestions for field tasks and assignments for students with a field placement in Kentucky Department for Community Based Services (DCBS) offices. The assignments can be completed using virtual learning. When combined with field supervisor input, these tasks and assignments can serve as a foundation for an individualized plan for staying on track in your field placement. Some assignments and tasks may not be possible depending on the technology available in the office where you are placed (e.g. not all Protection & Permanency offices have digital/virtual monitoring of visitation sessions).

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| Assignment/Task | Connection to Child Welfare Practice | Council on Social Work Education Competency # | Potential Field Hours | Performance Measure and Accountability |
| Conduct virtual supervision of family visitation sessions (student could “sign in” and virtually monitor the visitation in offices where technology is available). | Required worker task associated with serving families when a child is in out of home care | #7 assess individuals, families, groups, & organizations | Up to 4 hours per week | Record on timesheet  Complete documentation requirements |
| Assist with completion of past-due Assessment and Documentation Tools (ADT) – Supervisor would securely send ADTs via I-TWIST and would review student work upon completion. | ADT completion is required of open cases | #7 assess individuals, families, groups & organizations  #4 Student will engage in research informed practice | Up to 6 hours per week | Record on field timesheet  Discuss strengths and weaknesses during weekly phone or virtual supervision sessions |
| Assist local DCBS office with preparations for Child Abuse Prevention month tasks. Mary Frederick is the coordinator and point of contact for the Southern Bluegrass Region. | Child welfare professionals work to raise awareness of the issue of child abuse | #3 Advance human rights and social, economic, and environmental justice  #6 Engage with individuals, families, groups, organization and communities | Up to 6 hours per week | Record on field timesheet  Report progress and completion of tasks to coordinator |
| Conduct client engagement activities including reminders for drug testing, court dates, community partner referrals (students may use \*67 or other resource to block caller identifiers). | Common tasks for workers assigned to open cases | # 6 Student will engage with individuals, families, groups, and organizations | Up to 2 hours per week | Record on field timesheet  Document in case record |
| Participation in meetings and events such as utilization reviews, monthly staffing, staff meetings via phone conference, Skype, or Zoom. | These tasks are required by SOP | #1 Demonstrate ethical and professional practice  #7 Assess individuals, families, groups & organizations | Up to 4 hours per week | Document on field timesheet  Discuss during weekly supervision |
| Remote weekly supervision with field supervisor via phone or Zoom. | Consultation and supervision | #1 Demonstrate ethical and professional practice | Up to 1 hour per week | Document on timesheet |
| Gaining knowledge about self-care in child welfare practice using online resources   1. Emergency Responders: Tips for Taking Care Yourself   <https://emergency.cdc.gov/coping/responders.asp>   1. Secondary Trauma and Professionals’ Well-being   <https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewHomepage&issueID=1>  78   1. Taking Care of Yourself: Self Care in Child Welfare Practice   <https://cssp.org/resource/taking-care-of-yourself-self-care-for-child-welfare-workers/> | Development of protective factors to sustain child welfare practice | #1 Demonstrate ethical and professional practice | Up to 1 hour per week | Document on timesheet  Discuss strategies with field supervisor |
| Collaborate with supervisor to brainstorm topics needed for dissemination at staff meetings. Research the topic; assemble a presentation for the supervisor to deliver, or student to deliver remotely using Zoom. | Education and support to the child welfare workforce | #1 Demonstrate ethical and professional practice | Up to 4 hours per week | Document on timesheet  Provide updates on progress during weekly supervision sessions |
| Review the Title-IV E Prevention Services Clearinghouse, which was developed in accordance with the Family First Prevention Services Act (FFPSA). Conduct a search of your geographic location to identify existing services. Inform supervisor and others of your findings.  <https://preventionservices.abtsites.com/> | Research and knowledge of services to support children and families | #5 Engage in policy practice  #4 Engage in practice informed and research-informed practice | Up to 2 hours per week | Document on timesheet  Discuss and disseminate findings to local office |
| Gain knowledge about common issues for child welfare involved families. Further your knowledge by discussing these topics with your field supervisor in the context of active cases.   1. Online virtual open meetings of Alcoholics Anonymous   <http://aa-intergroup.org/>   1. National Alliance for the Mentally Ill (NAMI) online discussion groups     <https://nami.org/Find-Support?gclid=EAIaIQobChMI87LlhK2Y6AIVRr7ACh3FGQfmEAAYASABEgKut_D_BwE>   1. Quality Improvement Center on Domestic Violence and Child Welfare (webinars and readings)   <https://www.futureswithoutviolence.org/children-youth-teens/quality-improvement-center-domestic-violence-child-welfare-advancing-adult-child-survivor-centered-practice/>  4. Center on Trauma and Children: Evidence in Action  <https://www.uky.edu/CTAC/>  5. Child Abuse & neglect Technical Assistance and Strategies Dissemination Center (check out the Digital Dialogues and films covering a wide range of topics including incarcerated parents and child welfare and engaging fathers)  <https://cantasd.acf.hhs.gov/about/> | Apply knowledge in practice with child welfare involved families | #1 Demonstrate ethical and professional practice  #2 Engage diversity and difference in practice  #4 Engage in research informed practice | Up to 4 hours per week | Document on timesheet  Discuss during weekly supervision |
| Create a poster presentation for the National Child Welfare Title-IV E conference during May in Bowling Green, Kentucky. | Dissemination of child welfare knowledge to communities and the workforce | #1 Demonstrate ethical and professional practice  #9 Evaluate with individuals, families, groups, organizations, and communities | Up to 8 hours | Document on timesheet  Disseminate findings to local child welfare workforce |
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