1. Student contacts Advisor to request the option of working remotely for some or all of their remaining field placement hours. Advisor hears concerns and provides student with information regarding the process for the approval of individualized work plans (see below). 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. Advisor contacts field instructor/task supervisor (this could also be a three-way call or Zoom meeting with student/Advisor and FI/TS) to discuss the student request. Advisor provide consultation on possible ideas of tasks for individualized work plans.

   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 their placement?
   * 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 Competent on every competency? If not, which competencies still need to be developed? At this time, is the student able to receive an overall grade of “P” for the course? (If no, 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 the final field visit? Competency assessment?

3. 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.

4. Student submits final individualized work-plan to Advisor, BUSSW Field Education OCP/OLP/CRC Department Directors and coordinators, and field instructor/task supervisor. Work plan is approved in
writing by BUSSW Field Education Department. The individualized work plan should be uploaded to the documents section of the SONIA database.

5. 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
   
   * Student are required to utilize the time log to document all activities.
   * Time log should be shared with the field instructor and advisor on a weekly basis.