



Transforming the Field  
Education Landscape



UNIVERSITY OF  
**CALGARY**

# **Webinar**

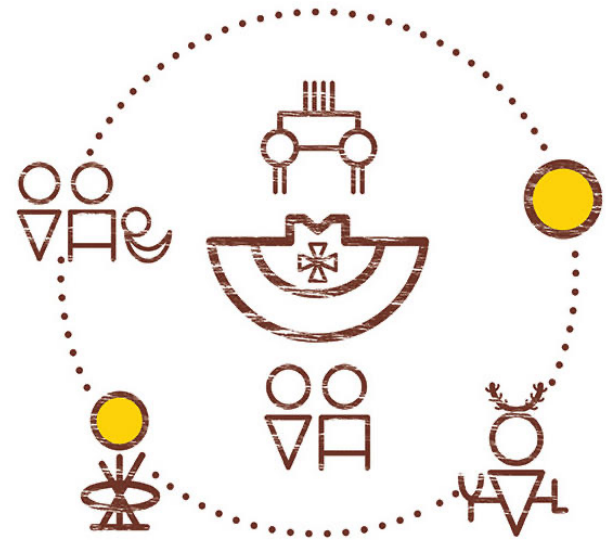
## **Near-Peer Mentorship Program & Field Image Showcase**

December 8th, 2020

# TERRITORIAL ACKNOWLEDGEMENT

The University of Calgary respectfully acknowledges the traditional territories of the people of the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

*L'Université de Calgary reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones dont les Cris, les Pieds-Noirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/Anichinabés, les Inuits et bien d'autres encore, dont les histoires, les langues et les cultures continuent d'influencer notre communauté si vivante.*



ii' taa'poh'to'p  
University of Calgary Office of Indigenous Engagement

# ACKNOWLEDGEMENT

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CRSH  SSHRC

# TRANSFORMING THE FIELD EDUCATION LANDSCAPE (TFEL)

“ THE GOAL OF THIS PARTNERSHIP IS TO INTEGRATE RESEARCH AND PRACTICE IN THE PREPARATION OF THE NEXT GENERATION OF SOCIAL WORKERS BY DEVELOPING PARTNERED RESEARCH TRAINING INITIATIVES, BOTH WITHIN ACADEMIA AND ACROSS THE PUBLIC AND NOT-FOR-PROFIT SECTORS, THAT ENHANCE STUDENT AND TRAINEE RESEARCH PRACTICE KNOWLEDGE AND APPLIED SKILL DEVELOPMENT. ”

**TRAIN. MENTOR. TRANSFORM.**

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NEAR-PEER MENTORSHIP  
PROGRAM PRESENTATION



Q & A



FIELD IMAGE SHOWCASE

# AGENDA



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# Near-Peer Mentorship Program

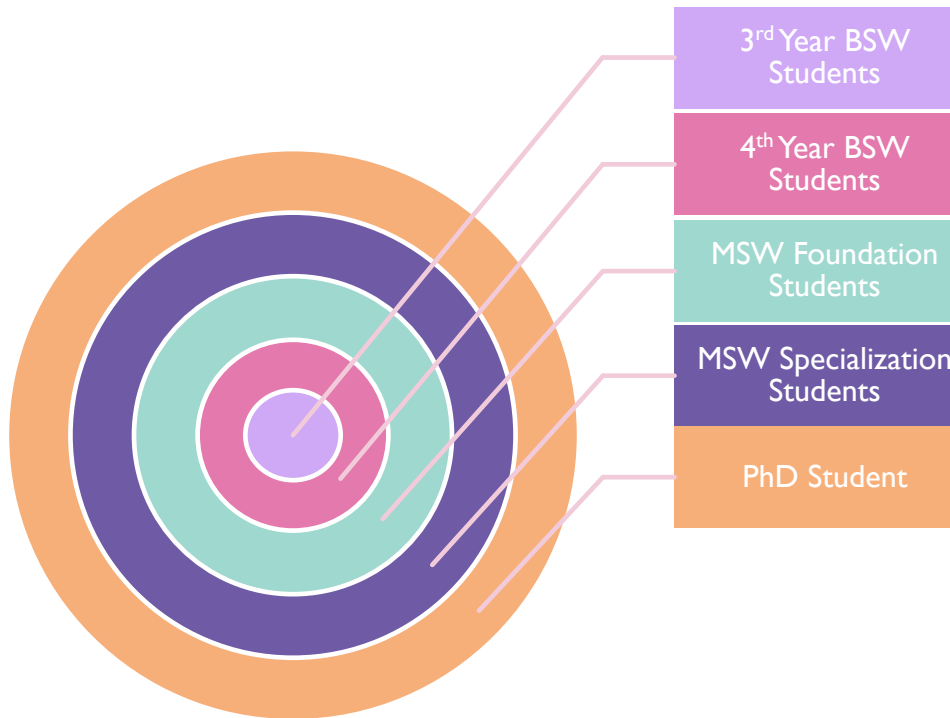
Presented by:  
Dr. Julie Drolet, PhD, RSW  
Lula Adam, MSW Research Assistant  
Diana Adamo, MSW Research Assistant  
Omid Alemi, MSW Research Assistant

December 8th, 2020

# WHAT IS "NEAR-PEER" MENTORSHIP?

- A one-year program at the University of Calgary in the Social Work Program offered in Edmonton for the BSW students, MSW foundation students and MSW specialization students.
- Near-peer mentorship consists of student peers, who have similar goals, interests and backgrounds, providing mentorship to another. The mentor can provide first-hand experience, advice and insight to mentees about different processes.
  - This mentorship has the potential to enhance reflection and ease the transition to new situations for junior social worker students (Akinla et al., 2018; McEvoy et al., 2016; McKenna & Williams, 2016),
  - Mentors will have the opportunity to consolidate their knowledge, gain leadership skills and grow professionally (Tenenbaum et al., 2014; Wagner & du Toit, 2019).

# NEAR-PEER MENTORSHIP MODEL



**Figure 1.**

- This diagram demonstrates the reciprocal learning relationships within the near-peer model.
- Each level is supported by the next and work in tandem to foster and enhance the growth of social work students across the various streams.
- This diagram also represents the level of guidance and support that can be provided from multiple layers of mentorship.
- The circular layers also reflect that each layer, while providing its own value, is supported and mentored by the next.

# PROGRAM OBJECTIVES

## Foster

Relationships among mentors and mentees and allow for reciprocal learning opportunities.

## Provide

Psychosocial support for junior students in order to aid the transition into field placements and throughout their social work program.

## Enhance

The mentees' working knowledge of social work as a profession, along with its principles, ethical standards, foundational theories, and their practical applications.

## Nurture

The development of leadership and professional skills among mentors.

# GUIDING PRINCIPLES

## Support over guidance

- Relationship is based on support rather than expert guidance

## Holistic

- Emphasizes balance between personal, professional, and academic life

## Strengths-based

- Each member of the mentorship relationship has value and knowledge to share

## Inter-relational reflexivity

- Both mentor and mentee engage in critical reflexivity

## Continuous learning

- Students commit to being dynamic, fluid, adaptable, and eager to learn

# PROGRAM DEVELOPMENT

Literature Review

Recruitment

Program launch

Creation of virtual community

Social event/learning opportunities

# COORDINATOR OBSERVATIONS AND OPPORTUNITIES FOR FLEXIBILITY



- Mentor recruitment
  - Speculations as to why this was more challenging.
- Delayed start date
- Some participants not fully understanding the program and the required commitment
- Technology issues with Microsoft Team
- The call for flexibility in order to meet student need and desires
- Participatory approaches needed
- Fidelity to program model
  - With what we have learnt, how can the program model be adjusted in the future.

# PROGRAM ACCOMPLISHMENT



- Recruitment of 23 mentees and 25 mentors
- Establishing an online space for community development
- Developmental evaluation survey
- Resource Development for Mentors and Mentees
- Creation of a student participation acknowledgment method
- Collaboration with WLU on an article

# VOICES OF MENTORS AND MENTEES



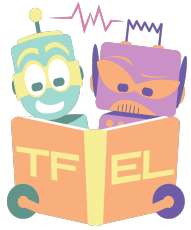
# WHAT'S NEXT?



- Implement developmental survey evaluation
- Article submission with faculty members of UofC and WLU
- Field instructor panel scheduled for Feb. 4<sup>th</sup>, 2021
- More training opportunities
- Bi-weekly virtual social events

QUESTIONS?





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# Field Image Showcase

Presented by:

Dr. Julie Drolet, PhD, RSW

Joan Bosire, MSW Research Assistant

Hilary Daum, MSW Research Assistant

December 8th, 2020

## WHAT IS THE FIELD IMAGE SHOWCASE?

- Students were invited to participate in the Field Image Showcase in order to share more about their work in a virtual showcase.
- All social work students were invited to participate in the Field Image Showcase.
- Submissions could be related, but are not limited to,
  - Learning in practicum
  - The current state of field education
  - Virtual learning during COVID-19
  - Working with specific populations
  - Promising field education models and practices
  - Reports of research on field education
  - Personal reflections from field students or educators on their direct practice experience in field education

# FALL (2020) FIELD IMAGE SHOWCASE PARTICIPANTS



- And So Why Now?
  - *By: Joan Bosire (MSW)*
- Multipurpose Room A
  - *By: Hilary Daum (MSW)*
- D&D During COVID
  - *By: Clarissa Foss (BSW)*
- Where I Do Disaster Research 8 Hours a Day
  - *By: Bonita Lewin (MSW)*

# AND SO WHY NOW?

BY: JOAN BOSIRE (MSW)



Growing up in a farm, my family relied on the land that produces the food crops and fed the animals so that we could always have milk and meat. Milk was used for everything and we enjoyed meals that were served with milk more than meals that were served with meat or vegetables. When I grew older, I realized milk was used for many purposes and in many ceremonies. What I found most intriguing was when an individual, who had gone for further studies abroad, returned back after several years and was welcomed by family and friends at the airport. They always welcomed the individual with a specially made calabash gourd with milk (mursik). I could always imagine how the milk tasted and each time I observed any of them holding the gourd with a moustache of milk, I knew deep down that I would do the same thing, drink the milk right from the gourd.

My journey in the school of social work has been busy, long and challenging, and I am eager for the finish line. In as much as I feel passionate about completing the program, I am anxious for what lays ahead but I am also excited to embark on the new journey and face the challenges that lay ahead. My greatest desire after completing the program and once the pandemic is under control, is to visit my mother and see my whole family welcome me with a gourd of milk at the airport and I will truly drink and enjoy it knowing that I surely deserve it after all these years.

# MULTIPURPOSE ROOM A

*BY: HILARY DAUM (MSW)*



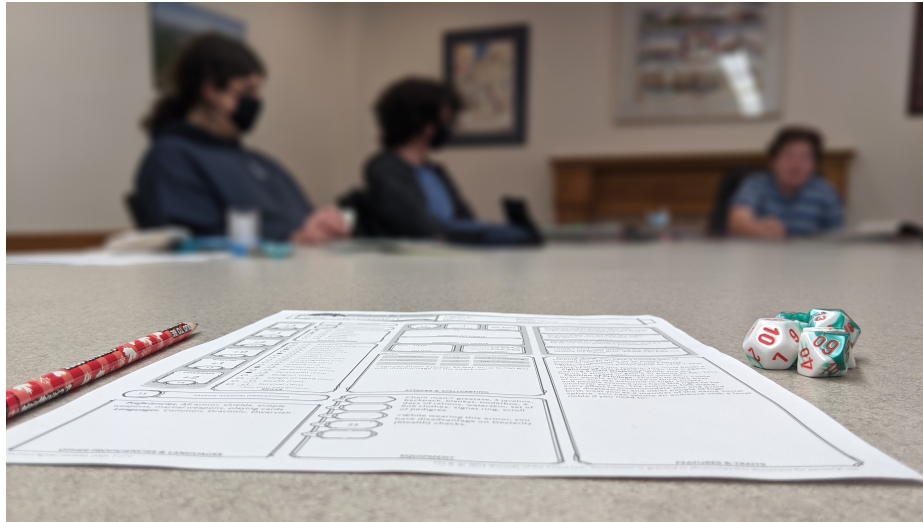
Welcome to multipurpose room A. Prior to Covid-19 I worked in buildings which often contained rooms with the title of multipurpose rooms. This room in the photo used to be called a dining room pre-covid-19. Now it can be called nothing other than a multipurpose room. This room is now where I sit to complete my practicum. This room is shared with the five other people I live with who also utilize this space. It is a dining room, an office, a craft room, a classroom, and a meeting room.

Completing a practicum in a busy home is not without its challenges, however, I am very grateful to have access to multipurpose room A. I have been very fortunate to find a remote field experience that provides me the freedom to work from home. I have gained many new understandings and experiences in Multipurpose Room A. I am completing a research practicum which is a very fresh and enriching experience for me, one that I would not have had pre-covid-19 and one that I will be forever grateful for.

The ability to work remotely is amazing, and I am forever appreciative for the technology I have access to. The freedom it provides is unparalleled and the privilege I have is not lost on me. How wonderful it is to live in this time and place, where I have a roof, electricity, internet, a laptop, a Multipurpose Room A, a family, and the ability to connect to my practicum online. I am a very fortunate person to be living in this day and age, to be studying with this university, and to be involved with this team, working through the myriad of challenges each day brings in my very own Multi-purpose Room A.

# D&D DURING COVID

BY: CLARISSA FOSS (BSW)



At the beginning of my practicum, my supervisor asked me if I could think of a program for teens in our community. Family and Community Support Services is where I am doing my practicum and they strive to focus programming on underserved populations in the community. I have lived in my community for a decade and I grew up here so I had a pretty good idea of what programs are offered and who is left out. I blurted out that a good idea for underserved teens might be Dungeons and Dragons. I said that I thought this program would appeal to the kids who don't play organized sports or sing in the High School choir. My colleague piped in and said that we hear a lot about kids who fall into this gap in programming. My supervisor looked at me and said that she wasn't sure if D&D would meet FCSS's outcome requirements. I went on to explain that D&D is a role-playing game that requires creativity, risk-taking, working together as a group, problem-solving and math skills. Also, this would help teens to develop social skills and increase their social circles. I had won her over. She spoke with her supervisor and they were both excited about it. Then it was my turn to make this idea into a reality. I also serve on the Library board in my community. I asked our town librarian if they would be interested in partnering with FCSS to create a D&D club for teens. They were excited about it too and soon I was creating a poster, working out COVID guidelines and reaching out to the local schools to get the word out about the D&D club. We were hoping to get four kids out, but that first week, we got 9 kids. Watching the kids interact was the best part. Youth who knew more about the game helped those who were new to create the characters that they would use. At the end of the two hour program, one youth put his hand on my shoulder and said, "This was a great idea, thank you."

# WHERE I DO DISASTER RESEARCH 8 HOURS A DAY

*BY: BONITA LEWIN (MSW)*



This bedroom now office is where I spend eight hours a day on disaster research. I learned how to make furniture and create an appealing office with the red office chair and colorful thinking chair. I also use a television as an additional screen to see multiple documents at the same time.

Eight hours a day seven days a week are spent in this office. Four days a week are for my employer working on disaster policy and three days are spent on disaster research and schoolwork. This is where I meet new people and gain knowledge on the role of social workers in disasters. I am motivated to be in this room as I have the sunshine on my back and the foothills in my view.

These eight hours are making me aware of how important research is to the social work profession. I have learned that I can work alone and take care of myself as I end my workday after eight hours. My BSW degree is hanging to my right to inspire me to come back for another eight hours to research the role of social workers in disasters.

QUESTIONS?



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