



Transforming the Field
Education Landscape

PRACTICE RESEARCH IN FIELD EDUCATION

TRAINING MODULE TEAM

Presented by

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December 4th, 2020

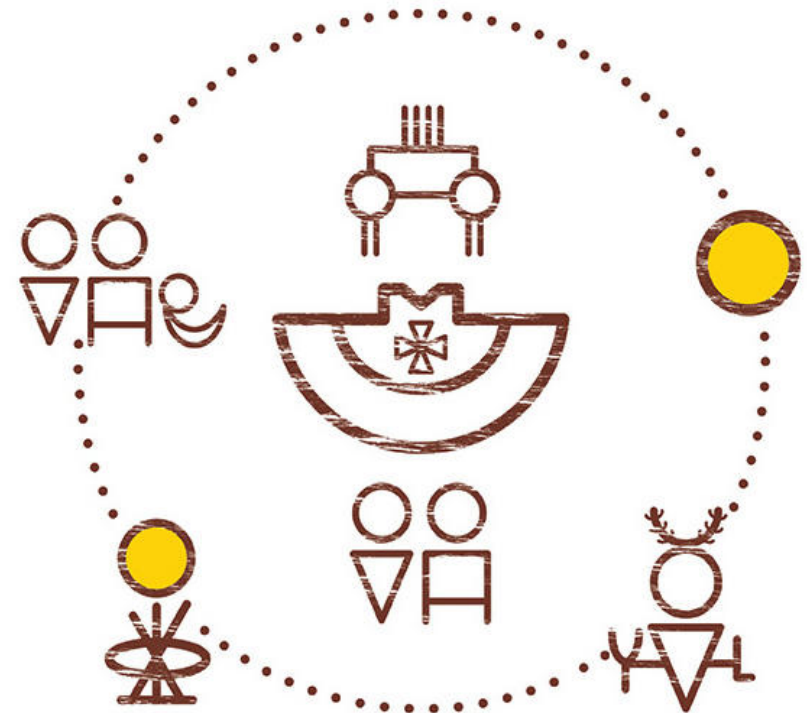
TERRITORIAL ACKNOWLEDGEMENT

The University of Calgary respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

We acknowledge that people may be joining this gathering from other parts of the world and we respectfully acknowledge the different territories others may be on. If you wish, we invite you to offer your own land acknowledgements.

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 parmi lesquels sont 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. Leurs histoires, leurs langues et leurs cultures continuent d'influencer notre communauté dynamique.

Nous tenons également à remercier les personnes des autres parties du monde qui ne sont pas avec nous à Calgary. Nous aimerions souligner les différents territoires sur lesquels vous vous trouvez. Et nous vous invitons à proposer vos propres reconnaissances territoriales, si vous le souhaitez.



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

ACKNOWLEDGEMENT

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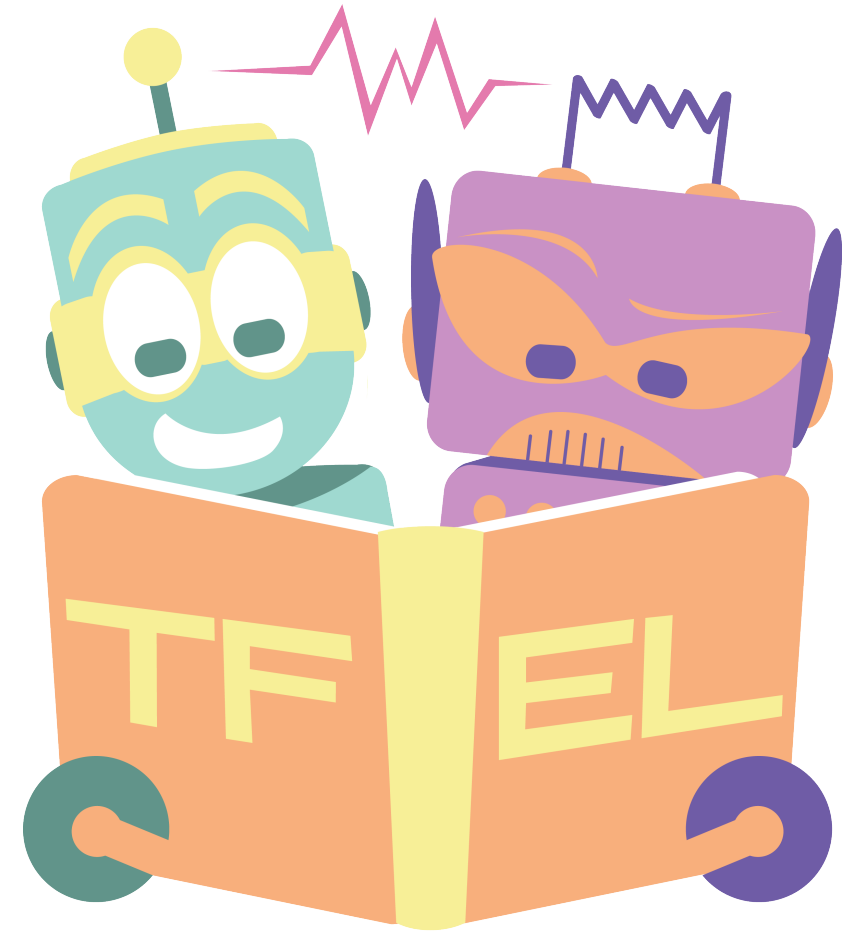
CRSH  SSHRC

INTRODUCTION

- Dr. Julie Drolet, PhD, RSW
 - Julie is a Professor in the Faculty of Social Work at the University of Calgary and the Project Director of the TFEL partnership
- Tara, Monica, Dillon, Ellen
 - We are research assistants with the TFEL project and social work students from the University of Calgary
- We also want to acknowledge Louisa Jaslow who contributed as a previous student research assistant

OVERVIEW

1. Context
2. Definitions
3. Practice Research in Social Work Field Education
4. Recommendations
5. Limitations
6. Next Steps
7. Questions



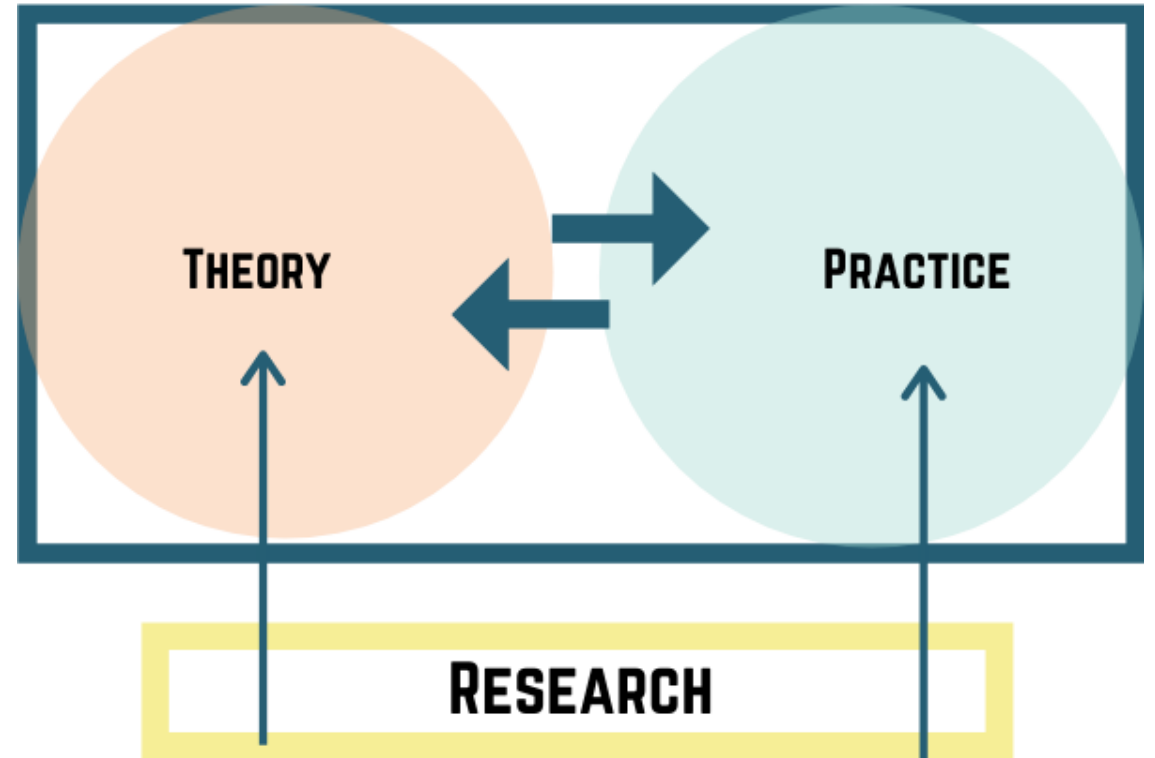
Transforming the Field
Education Landscape

CONTEXT

- Significant multi-layered challenges are being experienced with delivering practicum experiences for students and with integrating research in field education (Drolet, 2020).
- There has been a disconnect between research and social work practice (Drolet & Harriman, 2020).
- Traditional formal research approaches are often viewed as being inapplicable to social work practice and inaccessible to social work students and practitioners (Driessens, Saurama, & Fargion, 2011; Fook, Johannessen, & Psoinos, 2011; Shannon, 2013).
- There is a need to rethink traditional approaches to teaching research in order to provide some form of practical hands-on learning opportunities that engage students (Freymond et al., 2014; Benson & Blackman, 2003; Trevisan, 2002).
- TFEL partnership is working to re-vision how to better integrate research in social work field education.

WHY IS THERE A GAP?

- Students and practitioners often feel stress and anxiety about conducting research
- Lack of understanding on how to conduct research within practice
- Lack of education/training on practice research
- Traditional research is generally perceived as gathering information, rather than directly improving practice
- Lack of collaborative opportunities to create knowledge between educational programs, agencies, students, and practitioners

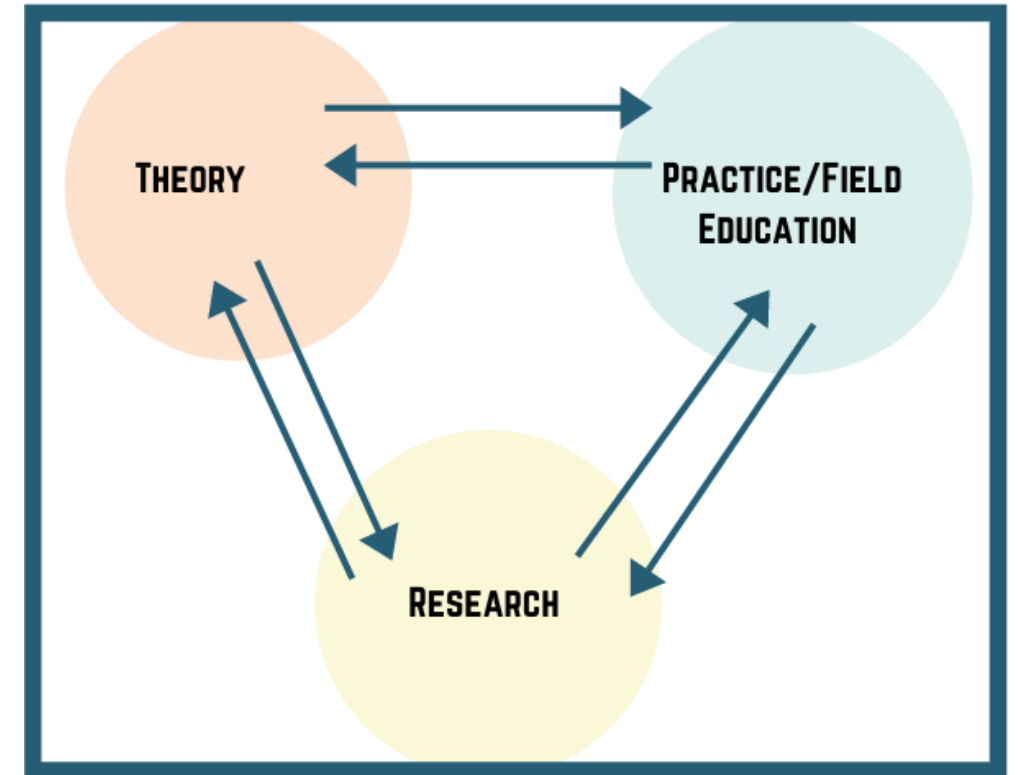


INTEGRATING PRACTICE RESEARCH

Benefits of integrating practice research into field education:

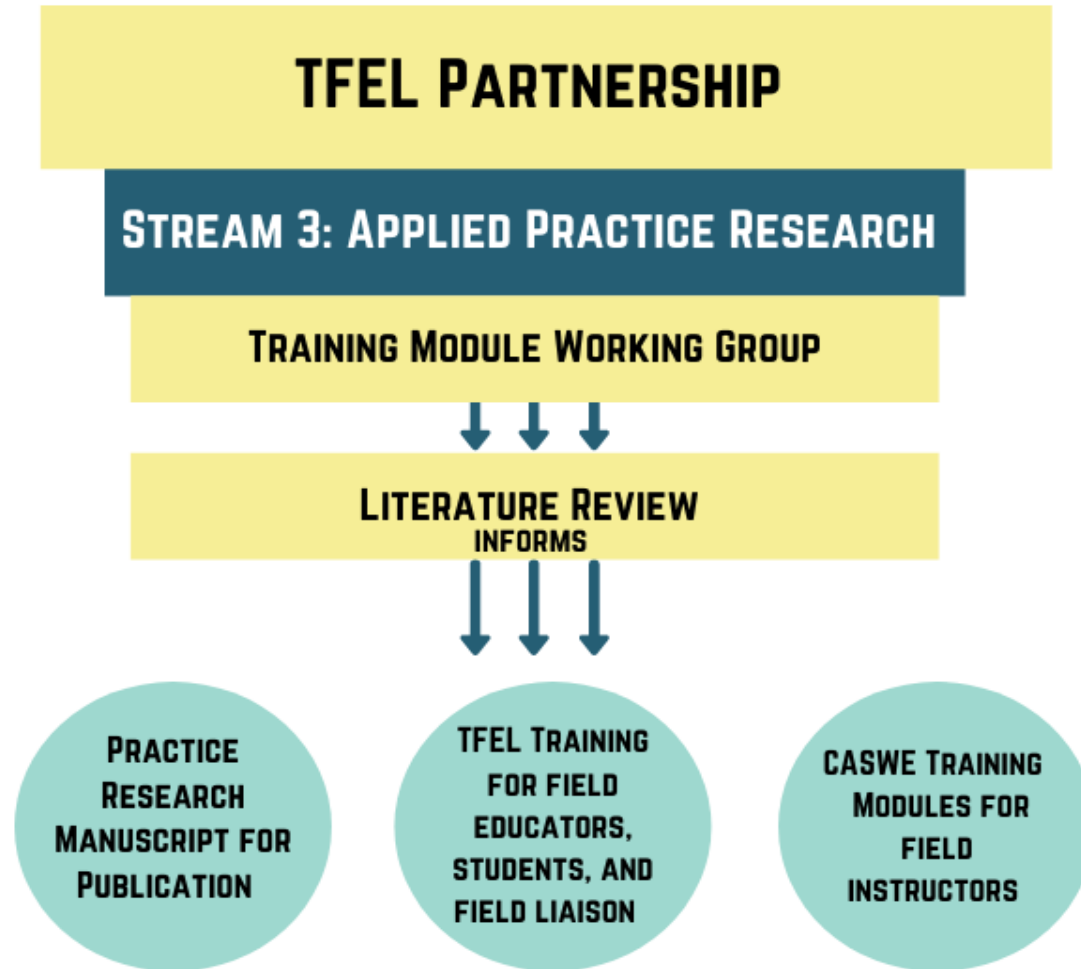
- Minimize the gap between research and practice through highlighting how research can be conducted within practice
- Creation and expansion of evidence-based approaches
- Establishment of new skills and tools that can help to inform and improve practice strategies
- Foster ongoing conversations regarding how to improve practice
- Reduce student and practitioner anxiety towards research
- Increase collaborative opportunities between education programs, students, agencies, and practitioners

INTEGRATING PRACTICE RESEARCH INTO FIELD EDUCATION



Uggerhoj, 2012

TRAINING MODULE WORKING GROUP ON PRACTICE RESEARCH



- Develop an increased understanding of practice research
- Consider how practice research can be used in field education
- Create strategies for integrating practice research into field education

PRACTICE RESEARCH



Based on the literature reviewed, we propose that:

- Practice research is the process in which research is conducted within practice for the purpose of generating knowledge, mitigating gaps, and improving practice
- Practice research can be used to bridge the gap between research and practice and create collaborative opportunities within field education

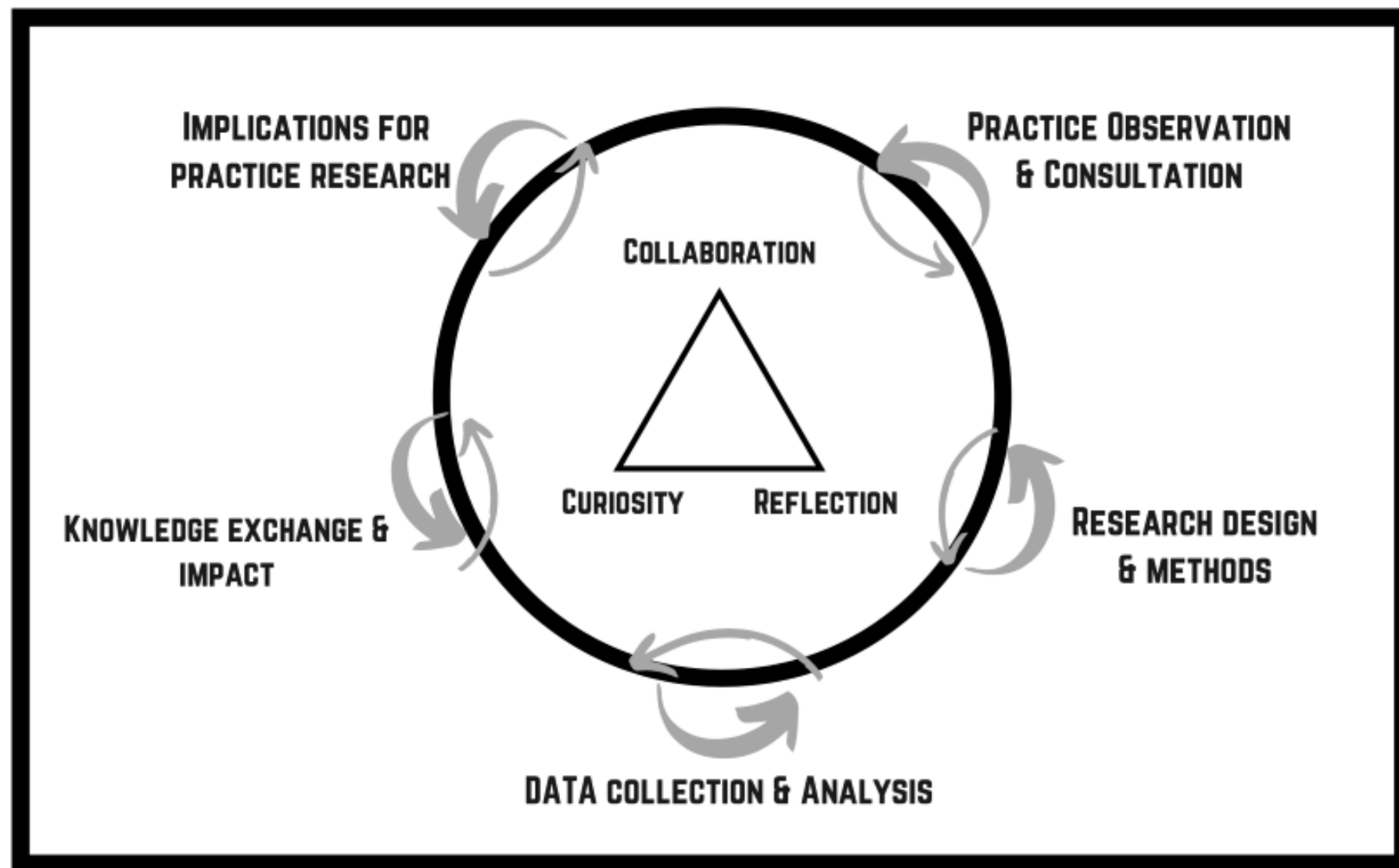
(Fisher et al., 2016; Joubert & Webber, 2020)



PRACTICE RESEARCH OPERATIONALIZED

- Practice Research on a Continuum
- Research Mindedness
- Research As Daily Practice
- Evidence-based practice

PRACTICE RESEARCH ON A CONTINUUM





RESEARCH MINDEDNESS

- Used to capture a range of attitude and skills
- Demonstrates a critical understanding of applying research to practice and practice to research



RESEARCH AS DAILY PRACTICE

- Conceptualized by social work clinicians and educators Dr. Dan Wulff and Dr. Sally St. George
- Highlights how research and clinical social work practice overlap; sharing similar steps, procedures, and strategies
 - “Practitioners are researchers because they use inquiring processes to make quality decisions in their daily practice: gathering data, organizing the data to better explain phenomena, constructing a plan of action, implementing the plan, observing the effects, gathering more data” (St. George et al., 2015, p. 5).



EVIDENCE-BASED PRACTICE

Evidence-based practice involves sharing and exchanging current research evidence and theory, and using this evidence to inform practice in concert with practice experience, practitioner views, and client preferences

PRACTICE RESEARCH INTEGRATION PROCESS



- Learning contracts with practice research activities
- Evaluation and reflection using practice research
- Continued supervision periods to discuss and conduct practice research

IMPLEMENTATION OF PRACTICE RESEARCH

Recommendations



1) Incorporating a practice research project that echoes a field situation



2) In-service training and workshops on using practice research in their agencies



3) Demonstrating how research and practice activities are parallel processes



4) Developing strategies to help students and field instructors with practice research



5) Designing learning contract agreements with practice research activities

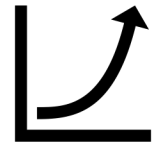


6) Facilitating the integration of research and theory into practice

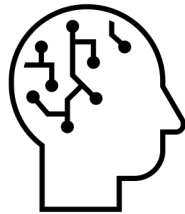


7) Evaluating the use of practice research

Limitations



The incorporation of practice research into field education is in the initial stages



Practice research is a relatively new framework that is still being explored and discovered by educational programs and agencies

NEXT STEPS FOR PRACTICE RESEARCH IN FIELD EDUCATION

COLLABORATION
& PARTNERED
RESEARCH
INITIATIVES



INVESTIGATE
MODELS OF FIELD
EDUCATION
WITH
INTEGRATED
PRACTICE
RESEARCH

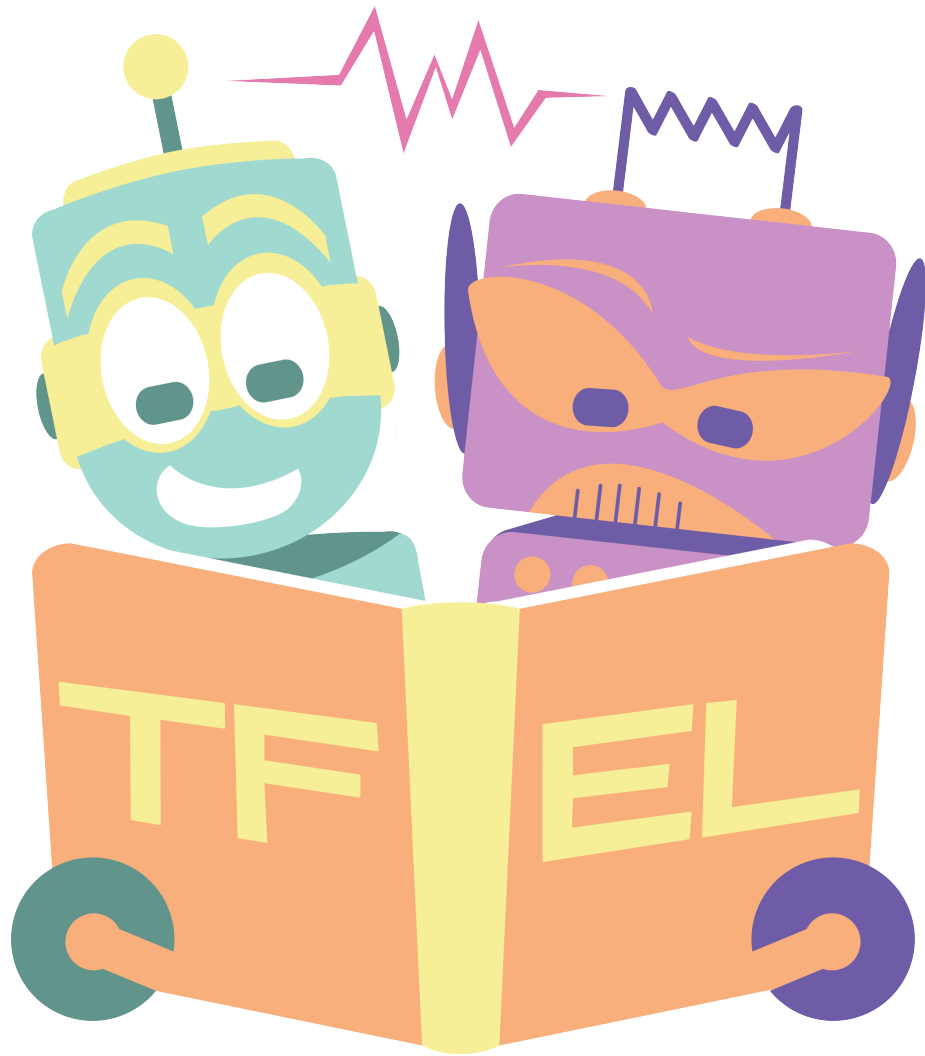


TRAINING &
EDUCATION



BUILDING
AWARENESS





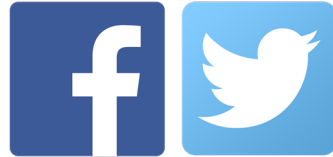
QUESTIONS?

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