



Transforming the Field
Education Landscape

BUILDING FIELD EDUCATION CAPACITY FROM WITHIN

*Presented by
Eileen McKee and Dr. Sheri McConnell*

WEBINAR
APRIL 8, 2021

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.

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

For more information
about the partnership please contact:
tfelproject@ucalgary.ca

@TFELProject



www.tfelproject.com

Dr. Julie Drolet
Project Director
jdrolet@ucalgary.ca

AGENDA

- Overview – the issues
- Building professional commitment in students to become field educators
- Field instructor curriculum 101
- Engaging all the stakeholders
- Your ideas and discussion

LEARNING OBJECTIVES

1. Participants will learn how to build capacity in field education by engaging multiple stakeholders
2. Participants will learn about the CASWE-ACFTS online field instructors course
3. Participants will explore opportunities for applying these models in their own context.

THE ISSUES

- More demand than supply
- Untapped sources to increase capacity



UNTIL IT IS A PART OF CURRICULUM, FIELD EDUCATION OFFICES MUST ENGAGE MULTIPLE STAKEHOLDERS

Goal:

Acculturate students to future role as field instructors

Class Instructors

- Teach and evaluate students field education theory and competencies (program)

Associations & Regulatory Bodies

- Engaged in relevant ways

Field Educators & Organizations

- Support employers to embrace education as a core competency

Liaisons

START WITH CURRENT STUDENTS

...

Via Liaison

Bcc'ing field instructor to engage them in the process

Review video in the group

Via Field Office

Have students and field educator view/discuss video on being a field instructor

<https://play.library.utoronto.ca/4aO6EanOBEVz>

Message: by being a field educator, one is a better social worker

Via Field Office

Noon-time panel of field instructors to respond to questions

**ACTIVITIES TARGETING STUDENTS
IN STANDARDIZED LIAISON MEETING CONTENT**

Sample Group Activity

Students turn to their peer for a 2-minute discussion:

- *What does the field educator want to see on the first day?*
- *Role-play the field educator & student, with an observer.*

ACTIVITIES TARGETING STUDENTS

Actual e-exchange

Liaison e-mail:

“Best of luck,[student], and please remember that being a field instructor has intrinsic value once you have established your future niche.”

Student response:

“I have enjoyed my academic and field experience and will absolutely consider taking on a student once I have established my future career.”

CLASS INSTRUCTION

SAMPLE CONTENT

- Theory of: supervision; adult education; constructive feedback and how this relates to field education in social work
- Simulation (on U of T website, simulations already prepared on three topics)
- Requirement to not just 'know' but 'do'
 - Develop a strategy based on theory before interaction with a junior student
 - Demonstrate supervision to a junior student (record?)
 - Reflect on what competencies/ theories were demonstrated; what could have been done differently / additionally?
- CASWE-ACFTS online field instructors course ...

CASWE-ACFTS ONLINE FIELD INSTRUCTORS COURSE

- designed specifically for social work field instructors - based on national study of Field Coordinators/Directors in CASWE-ACFTS accredited programs
- piloted 2018 – evaluated and redesigned - moving toward open access
- 7 initial modules plus one 2020, one 2021 plus new modules in development
- self-paced modules, designed to be completed sequentially
- written information; links to videos, blogs, other resources; learning activities; quizzes; resource lists and templates
- one hour per module - certificate upon completion



CASWE-ACFTS

CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

MODULE I – RELEVANCE AND OBJECTIVES OF FIELD EDUCATION

Learning objectives of module I

Describe the importance of field education

Identify the goals and objectives of field education

Describe the roles and responsibilities of each person involved in field education

Understand how the CASWE-ACFTS Standards for Accreditation pertain to field education

MODULE 2 – ADULT LEARNING

Learning objectives of module 2

Describe how adults learn and the environment in which they learn best

Define the characteristics of different adult learning styles

Develop strategies for adapting your own learning style to meet the needs of the student

MODULE 3 – FIELD INSTRUCTION

Learning objectives of module 3

Identify major components of the field instruction process and their application to the field setting

Identify strategies for incorporating effective supervision and mentoring into field education with students

MODULE 4 – INTEGRATING THEORY AND PRACTICE

Learning objectives of module 4

Define the importance of integrating theory and practice in field education

Describe essential values, knowledge, and skills in social work practice

Identify learning opportunities to assist students in integrating social work values, knowledge, and skills

Identify a variety of methods to assist students with the process of integrating their learning into practice in the field

MODULE 5 – ETHICAL ISSUES IN FIELD EDUCATION

Learning objectives of module 5

Demonstrate knowledge of the important ethical issues related to field instruction

Describe areas of potential liability in field placements

Identify strategies for incorporating ethical responsibilities into practice

MODULE 6 – EQUITY AND SOCIAL JUSTICE

Learning objectives of module 6

Employ methods which facilitate student learning about critical cultural consciousness and its role in promoting social justice in social work practice

Identify opportunities for student learning about cultural identities

Identify opportunities for student learning about the differences and similarities between students, Field Instructors, and individuals/families/groups/communities; and ways that inequities and challenges can be addressed

Develop strategies for creating a positive learning environment for students from equity-seeking groups

MODULE 7 – RESPONDING TO CHALLENGES

Learning objectives of module 7

Identify potentially challenging situations for students

Describe ways of supporting students to overcome these challenges

MODULE 8 - REMOTE FIELD INSTRUCTION

Learning objectives of module 8

Describe modalities and develop basic technical competencies in remote field instruction

Discuss the elements of an effective field instructor–student relationship in the context of remote field instruction

Demonstrate knowledge of the important ethical considerations in remote field instruction

Identify strategies and approaches in remote field instruction to enhance the education of social work students

MODULE 9 – INTEGRATING RESEARCH PRACTICE INTO FIELD EDUCATION

Learning objectives of module 9

Recognize the importance of integrating practice and research in social work field education and the application of this learning to the social work profession

Identify a variety of strategies for incorporating effective research activities into social work field education practica

(in development – expected spring 2021)

**ACTIVITIES TARGETING ORGANIZATIONS /
EMPLOYERS TO DEVELOP A CULTURE OF
FIELD EDUCATION**

- In job posting
- In annual staff performance reviews
- Recognition, recognition, recognition!
- Field Education Recognition Event!
- Repeat supports offered through the institute
- Encourage field instructors to take full advantage of benefits

MORE ACTIVITIES TARGETING ORGANIZATIONS / EMPLOYERS

Education coordinators/leads at practicum sites are infusing the notion of students being future field educators at multiple points throughout the practicum:

- orientation
- during seminars
- at end of practicum

School raises profile of social work education at organizations via

- Appreciation Letters to field educators' supervisors / CEO
- Photo ops when possible (for promotion in internal newsletter, etc.)

ENGAGING ASSOCIATIONS / REGULATORS

National /Provincial / Regional associations of social workers

Promote field
education (e.g.,
reduced membership
fees; recognition)

Advocate for social work
students to address workforce
shortages, better outcomes,
recruitment and retention,
and fostering university /
organization partnerships and
research

Canadian Association for Social Work Education

Field education /
supervision content
in curriculum

Provincial / regional regulators

Crediting field
education towards
continuing education/
competency

Recognition of
providing education

DISSEMINATION

- Conferences
- Networking
- Publications
- Website for prospective field instructors outlining standards and benefits
<http://socialwork.utoronto.ca/practicum/for-field-instructors/>

DESIRED IMPACT

1. Current graduates, exposed to the activities, become field educators, when qualified.
2. Employers create a culture that recognizes and supports social workers to be educators of social work students.
3. Associations / regulators are engaged in supporting social work field education.

CONCLUSION

Multiple approaches, engaging several stakeholder groups, are required to acculturate social workers and their employers to field education.

Field education addresses the shared interest of sustaining professionals while fostering the capacity to achieve social justice, health, and social needs of the communities served.

REFERENCES

Bogo, M. (2005). Field Instruction in social work: A review of the research literature. *The Clinical Supervisor*, 24, 163-193.

Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43, 317-324.

Buck, P. W., Bradley, J., Robb, L., & Kirzner, R. S. (2012). Complex and competing demands in field education: A qualitative study of field directors' experiences. *The Field Educator: A Scholarly Journal*, 2(2), 1-17. Retrieved from <http://fielddeducator.simmons.edu/article/complex-and-competing-demands-in-field-education/>

Council on Social Work Education. (2015). *Educational policies and accreditation standards*. Retrieved from: <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

CSWE. (2015). Report of the CSWE Summit on Field Education 2014. Retrieved from <https://www.cswe.org/CSWE/media/AccreditationPDFs/FieldSummitreport-FINALforWeb.pdf>

CSWE. (2016). Findings from the 2015 State of Field Education Survey: A survey of directors of field education on administrative models, staffing and resources. Retrieved from: <https://www.cswe.org/getattachment/05519d2d-7384-41fe-98b8-08a21682ed6e/State-of-Field-Education-Survey-Final-Report.aspx>

McKee, E., Muskat, T., & Perlman, I. (2015). Students today, educators tomorrow: Shaping the social work curriculum to enhance field education. *The Field Educator: A Scholarly Journal*, 5(2).

Richardson, L., McGill, R., Anderson, C., Buxell, L., Harris, L., & Rovick, L. (2016). Framing the value of clinical and field education (Position Paper). Retrieved from: http://sophia.stkate.edu/ipw_papers/

YOUR IDEAS AND DISCUSSION



BUILDING FIELD EDUCATION CAPACITY FROM WITHIN

Eileen McKee

e.mckee@utoronto.c

a

FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

Sheri M
McConnell

sm



FUNDING ACKNOWLEDGEMENT

The Transforming the Field Education Landscape project is supported in part by the Social Sciences and Humanities Research Council of Canada (2019-2024)

SSHRC  CRSH