



Transforming the Field
Education Landscape

WILFRID LAURIER UNIVERSITY

LAURIER

Inspiring Lives.



Symposium

Social Work and COVID-19

Tuesday, November 24, 2020

12:00 pm – 2:00 pm MSW / 2:00 pm – 4:00 pm EST

This event is organized by TFEL in partnership with Wilfred Laurier University's Faculty of Social Work



Transforming the Field
Education Landscape

National Survey of Social Work Student Experiences in Field Education during COVID-19

Presented by

Dr. Julie Drolet, Project Director

Research Assistants: Jesse Henton, Jessica Ossais, Jayden Wickman

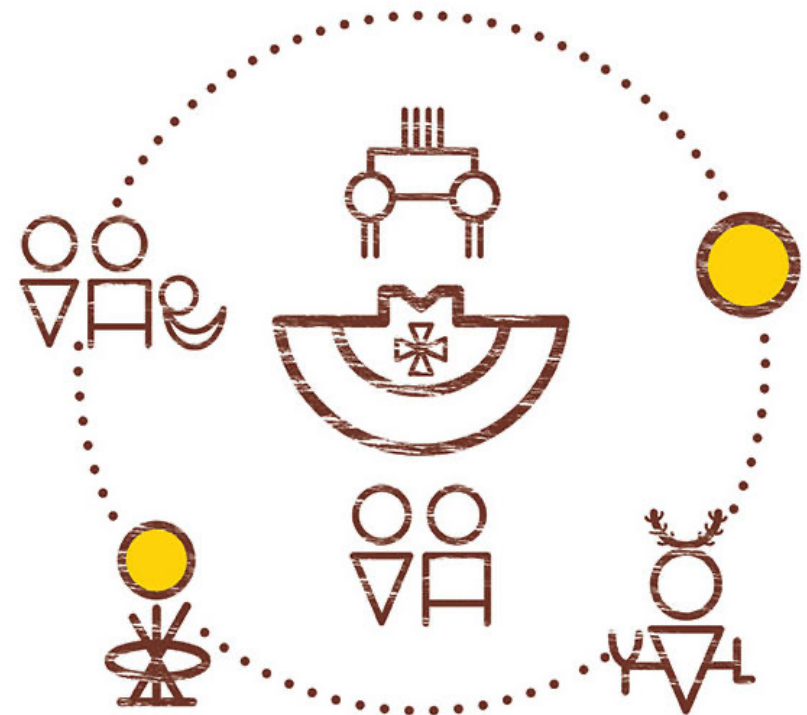
Host: Dr. Wasif Ali, Post-Doctoral Scholar

November 24, 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

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

CRSH  SSHRC

STUDENT COVID-19 SURVEY

- Purpose: To understand the impacts of COVID-19 on field education from the perspectives of students across Canada
- Areas examined:
 - Demographics of students and placements
 - Students needs and concerns
 - Institutional response to COVID-19
 - Supervision
 - Mental health
 - Technology and online learning
 - Unintended benefits

METHODOLOGY

- An online survey was used to gather qualitative and quantitative data on the impacts of COVID-19 on student's field education
- The survey was Canada wide and open to BSW and MSW students completing a practicum between January to December 2020
- The survey had 27 questions and took approximately 15 minutes
- Types of questions included Likert scale, multiple choice, select all that apply, ranking and open ended
- Offered in English and French
- French responses were translated using Google Translate
- Data was collected through Survey Monkey and analyzed through Excel and SPSS

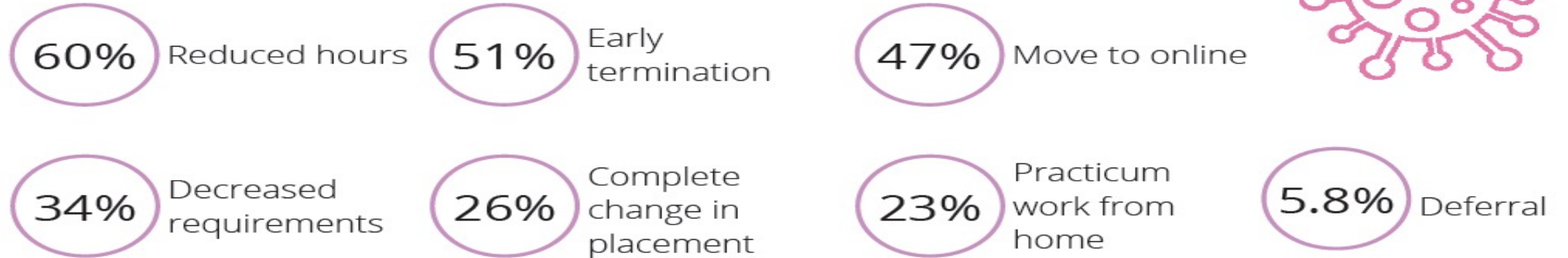
SAMPLE

- 480 survey entries were recorded
- Data from 367 respondents was analyzed
- 356 English responses and 11 French
- 89.1% of respondents identified as female
- 5.1% identified as male
- 3.8% identified as gender fluid, non-binary and/or two-spirit
- 70.9% identified as white
- 72.2% were BSW students
- 27.8% were MSW students

FINDINGS: PRACTICUM LOGISTICS

OVERALL COVID-19 IMPACTS

COVID-19 on field education



“While I recognize that changes to practicum plans were necessary, I'm really disappointed that I have not been able to gain direct clinical experience in the area of practice I am interested in. I am further disappointed to know that my colleagues were offered opportunities in this area and wonder about the rationale for making those decisions.”

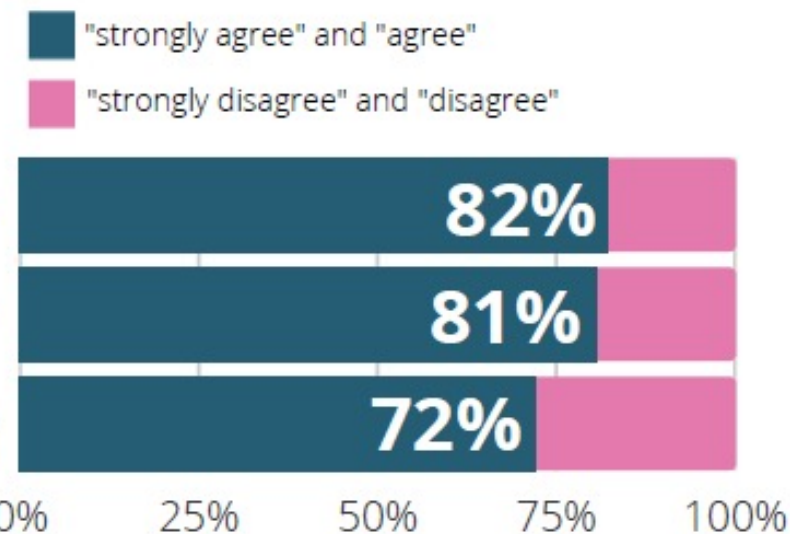
Institutional Response



Leaders at my institution are making effective decisions regarding COVID-19

My institution has provided information and resources to work safely during COVID-19

My institution is adequately prepared to work remotely



“ [MY] UNIVERSITY HAS WENT ABOVE AND BEYOND FOR ALL STUDENTS. I HAVE EXPERIENCED SUPPORT WITH PLACEMENT AND CLASSES. “

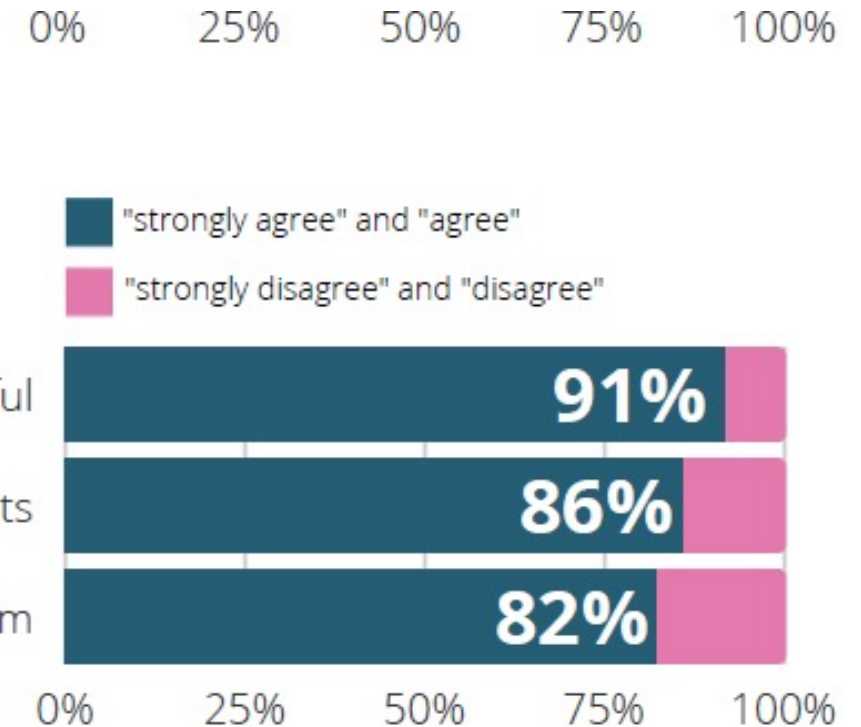
Supervision



If I have questions or concerns, my supervisor(s) are readily available and helpful

Supervision holds me accountable to complete my practicum requirements

I am satisfied with the level of supervision I am receiving during practicum



"I HAD A TREMENDOUSLY SUPPORTIVE SUPERVISOR (THIS MAKES ALL THE DIFFERENCE) WHO WAS ABLE TO HELP ME VALUE MY OWN SELF CARE AND THAT WAS IMPORTANT LEARNING IN MY PRACTICUM"

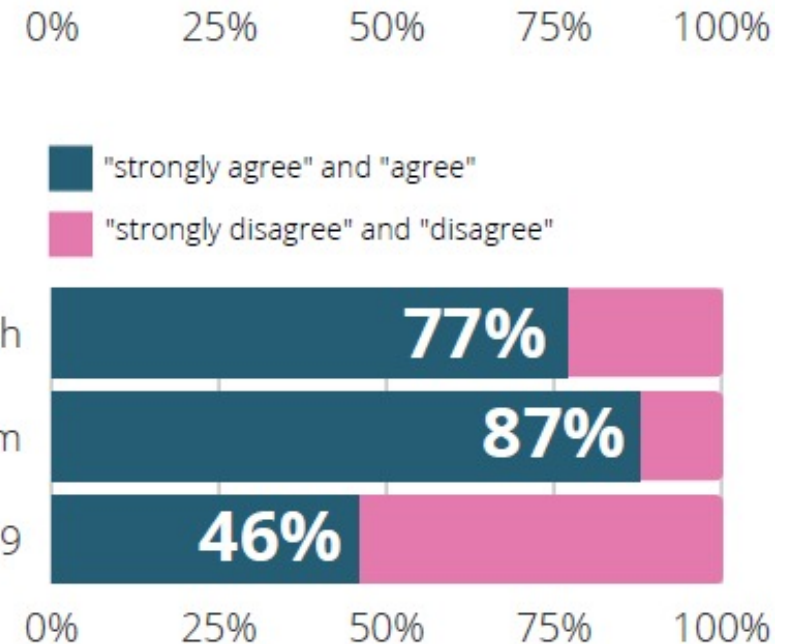
Mental Health



Social distancing/isolation is negatively impacting my mental health

I am encouraged to practice self-care through my practicum

My institution has enough resources to support mental health issues related to COVID-19



“I THINK COPING SKILLS COULD HAVE BEEN TAUGHT EARLIER, SUPPORTS SHOULD HAVE BEEN MADE ACCESSIBLE, AND EXPECTATIONS LESSENERED TO ENSURE STUDENT WELL-BEING”

Technological Support

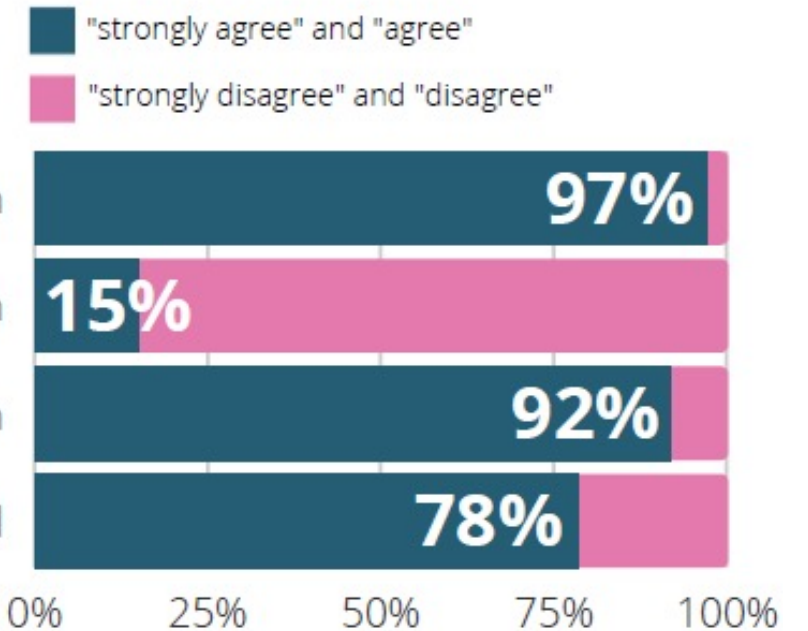


Technology has been an essential resource for me when completing my practicum

Technology is a major obstacle for me when completing my practicum

I have access to the technology required to complete my practicum

I have received satisfactory training to manage the technology required



“MY PRACTICUM HAS NOT BEEN NEGATIVELY AFFECTED. I AM COMPLETING EVERYTHING REMOTELY (VIDEO AND PHONE) WITH CLIENTS. THE TEAM IS VERY ACCESSIBLE OVER VIDEO CHAT”

STUDENT NEEDS

Respondents ranked their top three needs as:

1

Flexible learning plans, hours, and accommodations



2

Supportive and accessible supervision



3

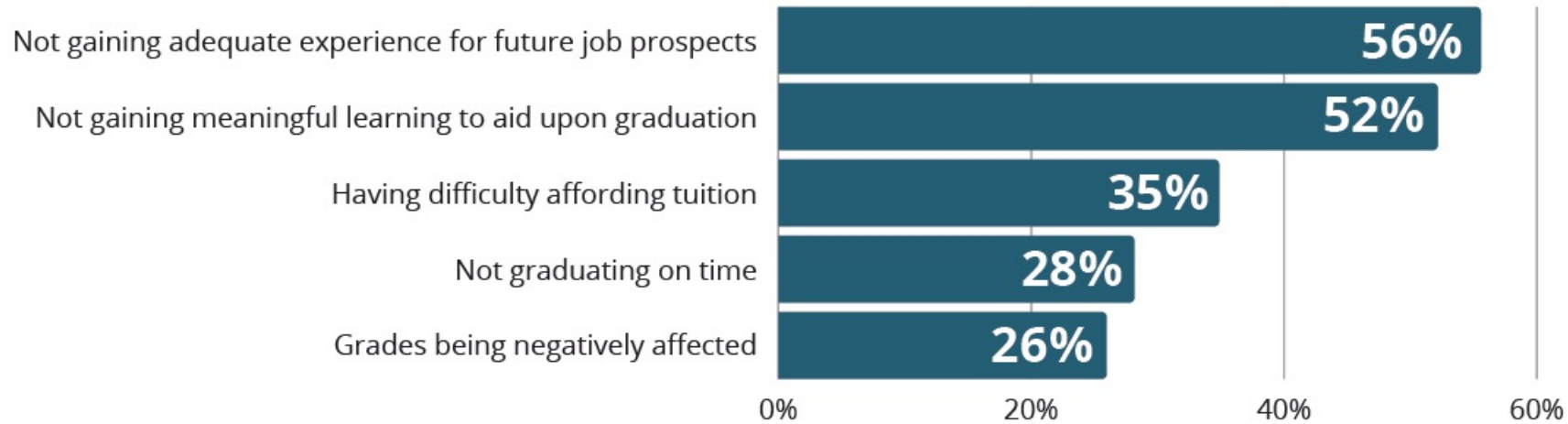
Prioritization of health and safety



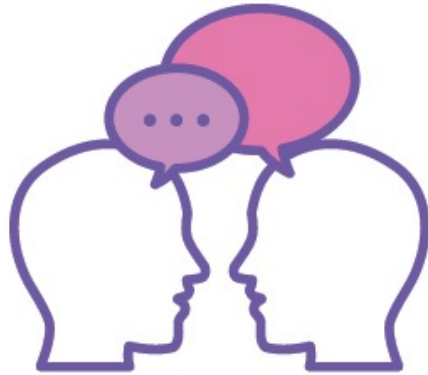


STUDENT CONCERNS

Percentage of respondents **"very concerned"** or **"extremely concerned"** about:



"I AM EXTREMELY CONCERNED ABOUT BEING HIRED IN THE FIELD WITH SUCH LITTLE DIRECT PRACTICE...MY MENTAL HEALTH HAS SUFFERED SIGNIFICANTLY DURING THIS TIME DUE TO FEARS OF [MY] FUTURE SOCIAL WORK PRACTICE"



MISSED SKILLS

Percentage of students concerned about missing skills due to having practicum during COVID-19

82%

Face-to-face
skills

81%

Direct practice
skills

60%

Clinical
practice

48%

Community
social work

44%

Group
facilitation

33%

Presentation
skills

25%

Program
coordination

“DOING A VIRTUAL CLINIC WITH INSTRUCTION AND VIGNETTES IS NOT EQUAL TO PRACTICE IN A COMMUNITY AGENCY. WHILE I APPRECIATE THE SCHOOL FOR ACCOMMODATING FOR STUDENTS AND CREATING A LEARNING SPACE, IT DOES NOT EQUAL THE SAME EXPERIENCES AND KNOWLEDGE THAT WOULD BE GAINED IN THE FIELD.”



ZOOM POLL

UNANTICIPATED BENEFITS

Percentage of respondents noting unanticipated benefits of skills gained while having a practicum during COVID-19



“[My practicum] taught me to work remotely which I believe is the way social workers will move in the future.”

RECOMMENDATIONS

- **Increase financial supports during COVID-19**
- **Provide access to mental health supports**
- **Accommodate student need for flexibility**
- **Train students in skills development**
- **Share promising and wise practices for virtual practica**





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NATIONAL SURVEY OF CANADIAN FIELD INSTRUCTOR EXPERIENCES IN FIELD EDUCATION DURING COVID-19

The purpose of this study is to gain clarity about field instructor perceptions of the impact of COVID-19 on their social work field supervision.

If you are a social work field instructor during 2020, we want to hear from you!

For more information, email:
tfelresearch@gmail.com

This study has been approved by the
University of Calgary Conjoint Faculties
Research Ethics Board (REB19-0901)

TFEL is supported in part by funding from the Social Sciences and Humanities Research Council of Canada.



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada



NEWLY LAUNCHED
SURVEY:

NATIONAL SURVEY OF
CANADIAN FIELD
INSTRUCTOR
EXPERIENCES IN FIELD
EDUCATION DURING
COVID-19

ENGLISH SURVEY

LINK: [HTTPS://WWW.SURVEYMONKEY.COM/R/2FBTYSK](https://www.surveymonkey.com/r/2FBTYSK)

FRENCH SURVEY

LINK: [HTTPS://FR.SURVEYMONKEY.COM/R/2NDWPWM](https://fr.surveymonkey.com/r/2NDWPWM)

Questions?

For more information
about the partnership please contact:
tfelproject@gmail.com

@TFELProject



www.tfelproject.com

Dr. Julie Drolet
Project Director
jdrolet@ucalgary.ca



Transforming the Field
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BREAK

12:45pm – 1:00pm MDT / 2:45pm – 3:00pm



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PANEL PRESENTATION:

A PANEL DISCUSSION ON HOW COVID-19 HAS AFFECTED SOCIAL WORK PRACTICE, RESEARCH, AND FIELD EDUCATION

Wilfrid Laurier University Panelists:

Ginette Lafreniere, MA, MSW, PhD

Anna Markov, MSW

Rachel Yavnai, BA, MSW

Yumna Al-Adeimi, MSW

Jennifer Dunlop, BAH, BSW, MSW

Beatrice Leja, MSW, RSW

Alexandria Grimley-Pannozzo, BSW Student

Tina-Anne Praass, BSW, RSW

Stewart Smith, MSW MTS, RSW, PhD Candidate

Host:

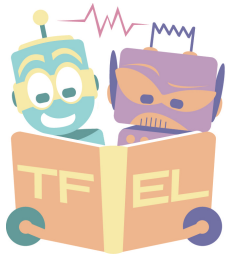
Dr. Wasif Ali, TFEL Post-Doctoral Scholar

QUESTION 1

- Could you tell us how the COVID-19 pandemic has impacted your social work practice, research, or field experience?

QUESTION 2

- How might the COVID-19 pandemic affect social work in the future post-pandemic?



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QUESTIONS?



CLOSING REMARKS

