



Transforming the Field
Education Landscape

VIRTUAL FIELD SUMMIT

TRANSFORMING THE FIELD EDUCATION LANDSCAPE (TFEL)

Faculty of Social Work
Central and Northern Alberta Region (CNAR)
University of Calgary
July 14, 2020
Edmonton, Alberta

ACKNOWLEDGEMENT

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

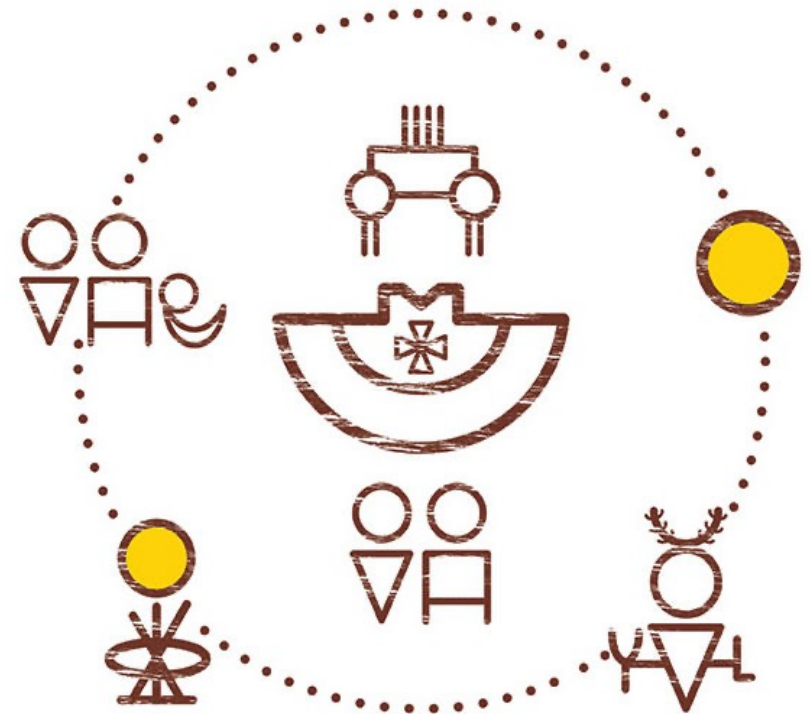
Partnership Grant: Talent (2019-2024)
Amount: \$1,980,640 (CAD)

CRSH  SSHRC

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

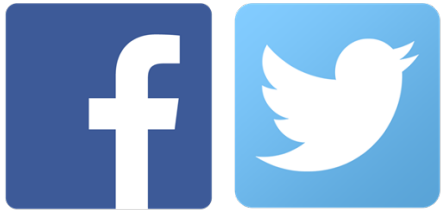
AGENDA

JUNE 14, 2020

- 8:45 am – 9:00 am **Connect to Zoom**
- 9:05 am – 9:10 am **Welcome** – Dr. Ellen Perrault, Dean, Faculty of Social Work, University of Calgary
- 9:10 am – 9:15 am **TFEL Update** – Dr. Julie Drolet, Project Director
- 9:15 am – 9:45 am **“The State of Social Work Field Education” Plenary Session**
- 9:45 am – 10:00 am **Break**
- 10:00 am – 11:00 am **“The Context of Social Work Field Education” Panel Presentation**
- 11:10 am – 11:15 am **Break**
- 11:15 am – 12:15 am **Breakout Discussions**

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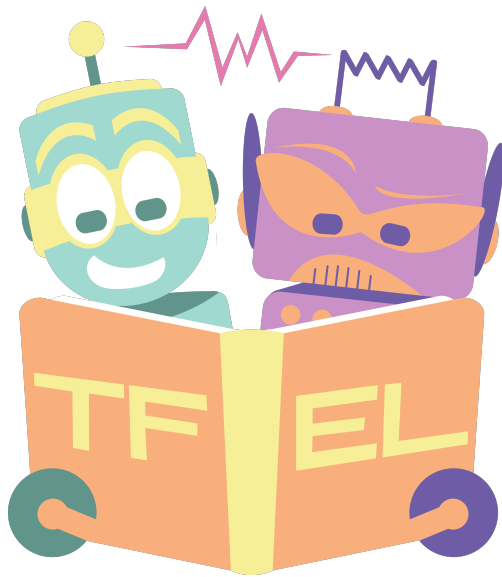
Connect with us by joining the Virtual Field Summit conversation online using the hashtags:

#FieldSummit2020

#TFELproject

Participants of the Virtual Field Summit can use the hashtag to connect by sharing their thoughts, experiences, and content.

TFEL GOAL



The goal of this project is to integrate research and practice in the preparation of the next generation of social workers by developing partnered research training initiatives, both within academic and across the public and not-for-profit sectors, that enhance student research practice knowledge and applied skill development.

OUR TEAM

CO-INVESTIGATORS (13)

- Uzoamaka Anucha (York University)
- Marion Bogo (University of Toronto)
- Grant Charles (University of British Columbia)
- Natalie Clark (Thompson Rivers University)
- Jill Hanley (McGill University)
- Sheri McConnell (Memorial University of Newfoundland)
- Eileen McKee (University of Toronto)
- David Nicholas (University of Calgary)
- Michelle Reid (Nicola Valley Institute of Technology)
- Sally St. George (University of Calgary)
- Tamara Sussman (McGill University)
- Christine Walsh (University of Calgary)
- Daniel Wulff (University of Calgary)

COLLABORATORS (51)

- Yumna Al-Ademi (Wilfrid Laurier University)
- Wayne Ambrose-Miller (University of Windsor)
- Cheryl Aro (University of Victoria)
- Rochelle (Robbie) Babines-Wagner (University of Calgary)
- Carrie Blaug (University of Calgary)
- Roxanne Caron (Universite de Montreal)
- Janice Chaplin (McMaster University)
- Timothy Dueck (Nicola Valley Institute of Technology)
- Jennifer Dunlop (Wilfrid Laurier University)
- Kara Fletcher (University of Regina)
- Nancy Freymond (Wilfrid Laurier University)
- Amy Fulton (University of Calgary)
- Gaisson, Florette (Universite de Saint-Boniface)
- Jenna Garlick (Lakehead University)
- Alexie Glover (University of Victoria)
- Cyndi Hall (Dalhousie University)
- Sophie Hanley (Universite de Moncton)
- Tuula Heinonen (University of Manitoba)
- Leanne Hilsen (University of Calgary)
- Nicole Ives (McGill University)
- Angela Judge-Stasiak (University of Calgary)
- Lucki Kang (University of Fraser Valley)
- Ursula Katic (Nicola Valley Institute of Technology)
- Regine King (University of Calgary)
- Lorraine Letkemann (University of Calgary)
- Liza Lorenzetti (University of Calgary)
- Sue-Ann MacDonald (Universite de Montreal)
- Danielle Maltais (Universite du Quebec a Chicoutimi)
- Julie Mann-Johnson (University of Calgary)
- Woo Jin Edward Lee (Universite de Montreal)
- Indrani Margoiln (University of Northern BC)
- Anne-Marie McLaughlin (University of Calgary)
- Brenda Morris (Carleton University)
- Pam Orzeck (McGill University)
- Andre-Anne Parent (Universite de Montreal)
- Tammy Pearson (University of Northern BC)
- Sheila Sammon (McMaster University)
- Patricia Samson (University of Calgary)
- Rebecca Sanford (Thompson Rivers University)
- Jeanette Schmid Robertson (Langara College)
- Jeanette Schmid (Vancouver Island University)
- Jacqueline Shortridge (University of Manitoba)
- David Sullivan (University of Manitoba)
- Dora Tam (University of Calgary)
- Sherri Tanchak (University of Calgary)
- Nico Trocme (McGill University)

PARTNERS (39)

- Alberta Association of Immigrant Servicing Agencies
- Alberta College of Social Workers
- Alberta Health Services
- ASSIST Community Services Centre
- Autism Research Centre, Glenrose Rehabilitation Hospital
- Babcock University
- British Columbia Association of Social Workers
- Calgary Counselling Centre
- Canadian Association for Social Work Education - Association canadienne pour la formation en travail
- Canadian Association of Social Workers
- City of Calgary, Calgary Emergency Management Agency
- City University of Hong Kong
- Community Social Work Team - Health and Wellness Services, University of Alberta
- Council on Social Work Education
- Department of Applied Philosophy, Chang Jung Christian University
- Department of Social Work, Madras Christian College
- Edmonton Mennonite Centre for Newcomers
- Glenrose Rehabilitation Hospital
- Habitus Consulting Collective
- Integrated Health and Social Services University
- Network for West-Central Montreal
- International Association of Schools of Social Work (IASSW)
- McGill University, School of Social Work
- Mitacs
- Nicola Valley Institute of Technology
- Newfoundland & Labrador Association of Social Workers
- Ontario Association of Social Workers
- Ordre des travailleurs sociaux et des thérapeutes conjugaux et familia
- Royal Alexandra Hospital
- School of Social Work, College of Social Sciences, Addis Ababa University
- Simmons School of Social Work
- SYSU Centre for Social Work Education and Research
- The University of British Columbia, School of Social Work
- Thompson Rivers University
- University of Eswatini
- University of Gondar
- University of South Florida
- University of Stirling
- Youth Research & Evaluation eXchange (YouthREX)

Stream 1

Digital Storytelling

Stream 2

National Study

Stream 3

Applied Practice
Research

TRAINING AND MENTORING ACTIVITIES

CURRENT ACTIVITIES

- **Interviews on Promising and Wise Practices**

- Recruiting field directors/coordinators, faculty, field instructors, and other field stakeholders for a 30-60 min. interview

- **Impact of COVID-19 on Field Education**

- Recruiting BSW and MSW social work students to complete an online survey

- **Dialogue Circles**

- Recruiting BSW, MSW, and PhD social work students

- **State of Social Work Field Education**

- Analyzing data from the National survey with field directors/coordinators across Canada

- **Virtual Practicum Resources**

- Supporting BSW and MSW practicum students with opportunities to develop resources

- **Digital Story Guidebook**

- Developing a resource to support digital storytelling in field seminars

- **Field Image Showcase**

- Inviting BSW, MSW, and PhD students to submit an image and a narrative

- **Applied Practice Research Module**

- Developing an online training module to facilitate practice research in field education

- **Near-peer Model for Mentorship**

- Creating and integrating mentorship into social work education

Contact tfelresearch@gmail.com to participate!

Contact tfelproject@gmail.com to join!

'FIELD RESEARCH SCHOLARS' PROGRAM

- **Launch of the “Field Research Scholars” Program for Fall 2020**
- This program is designed to foster talent in emerging social workers and transform them into highly qualified personnel by providing mentorship, professional development opportunities and opportunities for collaboration with peers. By fostering research skills and engaging social workers from various specialties, emerging social workers will have the opportunity to join a network of scholars working towards transforming the field education landscape.
- The objectives of this program include:
 - Fostering a network of reciprocal mentorship relationships and peer collaboration;
 - Transforming social work graduates into highly qualified personnel who contribute to field education research and education; and
 - Creating professional development opportunities for emerging social work researchers including workshops, seminars and working groups to enhance research skills in the area of field education.
- Applications are requested from both **students** and **mentors** who are interested
 - **Deadline to apply for the Fall 2020 program is August 31st, 2020**



Transforming the Field
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PLENARY SESSION



Transforming the Field
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STATE OF SOCIAL WORK FIELD EDUCATION

NATIONAL SURVEY: PRELIMINARY FINDINGS

Presented by:

Dr. Julie Drolet, PhD, RSW

Mohammad Idris Alemi

Cara Au

Elisa Poon

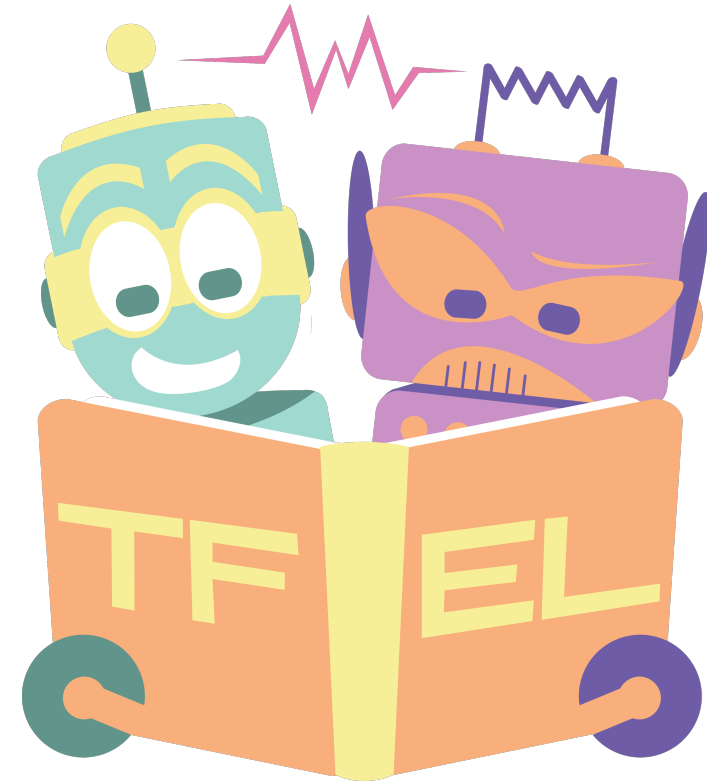
Ory Li Pi Shan

Jayden Wickman

TFEL Virtual Field Summit
July 14th, 2020

OVERVIEW

- Introduction
- Context
- Literature Review
- National Survey
- Methodology
- Preliminary Findings
- Survey Feedback
- Questions



Transforming the Field
Education Landscape



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

INTRODUCTION

- Dr. Julie Drolet PhD, RSW
 - Julie is Professor in the Faculty of Social Work at the University of Calgary and Project Director of the TFEL partnership.
- Mohammad (MSW), Cara (BSW), Elisa (BSW), Ory (MSW) and Jayden (BSW) are members of the State of Social Work Field Education National Survey team.
 - They are research assistants with the TFEL project and are social work students from the University of Calgary.

CONTEXT



The Council on Social Work Education (CSWE) developed the 2015 State of Field Education Survey on administrative models, staffing and resources of field education programs in the USA (CSWE, 2015).

The TFEL project developed a national survey on the state of field education in Canada based on the CSWE 2015 survey.

We hope the survey findings will increase awareness of the critical state of field education and support a concerted effort to develop more sustainable models of field education.

LITERATURE REVIEW

- Field education coordinators and programs experience:
 - A lack of resources and support (Council on Social Work Education, 2015; Macdonald, 2003; Robertson, 2013)
 - Rising student demand for placement (Ayala et al., 2018b; Bogo, 2015)
 - Increasing workload (Macdonald, 2013; Robertson, 2013)
 - Challenges with field instructor recruitment and retention (Ayala et al., 2018a, Ayala et al., 2018b)
- **In the future:** TFEL will host a Fall 2020 webinar to discuss the results of a scoping review on field education and best practices; hosted by Marion Bogo and Karen Sewell (University of Toronto)

NATIONAL SURVEY

Purpose: to examine and gain a better understanding of the state of social work field education in Canada.

Field education areas examined:

- Demographics of field coordinators and programs
- Administrative models of field education
- Breakdown and adequacy of resources
- Workload expectations of field coordinators
- Field directors/coordinators perception of the current state of social work field education

METHODOLOGY

- An online survey was used to gather descriptive statistics on the state of social work field education
- A survey link was emailed to field directors/coordinators in all 43 CASWE-accredited institutions
- Survey included multiple choice, Likert Scale, and open-ended short answer questions
- Offered in English and French (French version professionally translated and locally reviewed)
- Data collected and analyzed through Survey Monkey and Excel
- French responses translated using Google Translate

PRELIMINARY FINDINGS



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- Survey responses:
 - 39 field directors/coordinators responded to the survey (39/43 = 90.7% response rate)
 - 31 (79.5%) complete and 8 (20.5%) incomplete responses
- Preliminary data analysis was completed by identifying the responses for each individual question
 - Descriptive analysis completed for: field director/coordinator demographics, program details, and perspectives on field education

FIELD DIRECTOR/COORDINATOR DEMOGRAPHICS

Highest Degree Earned by Field Directors/Coordinators

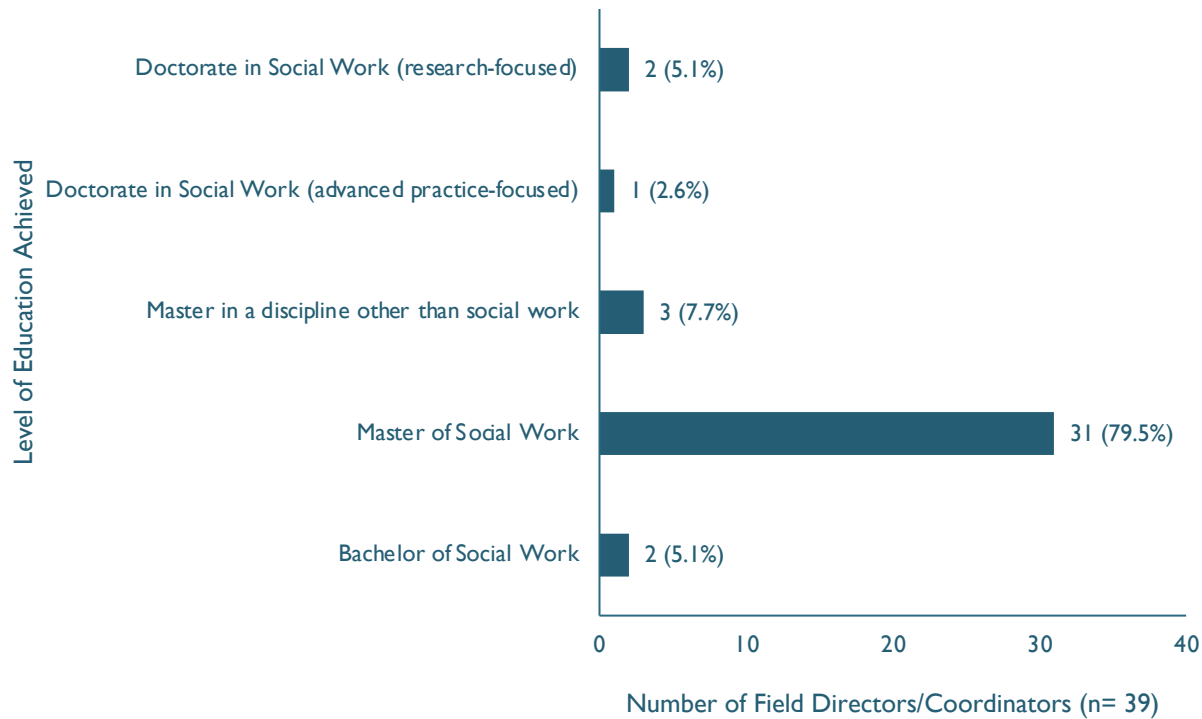


Figure 1. A graph showing the highest degree earned by field directors/coordinators.

Number of Years as a FEC

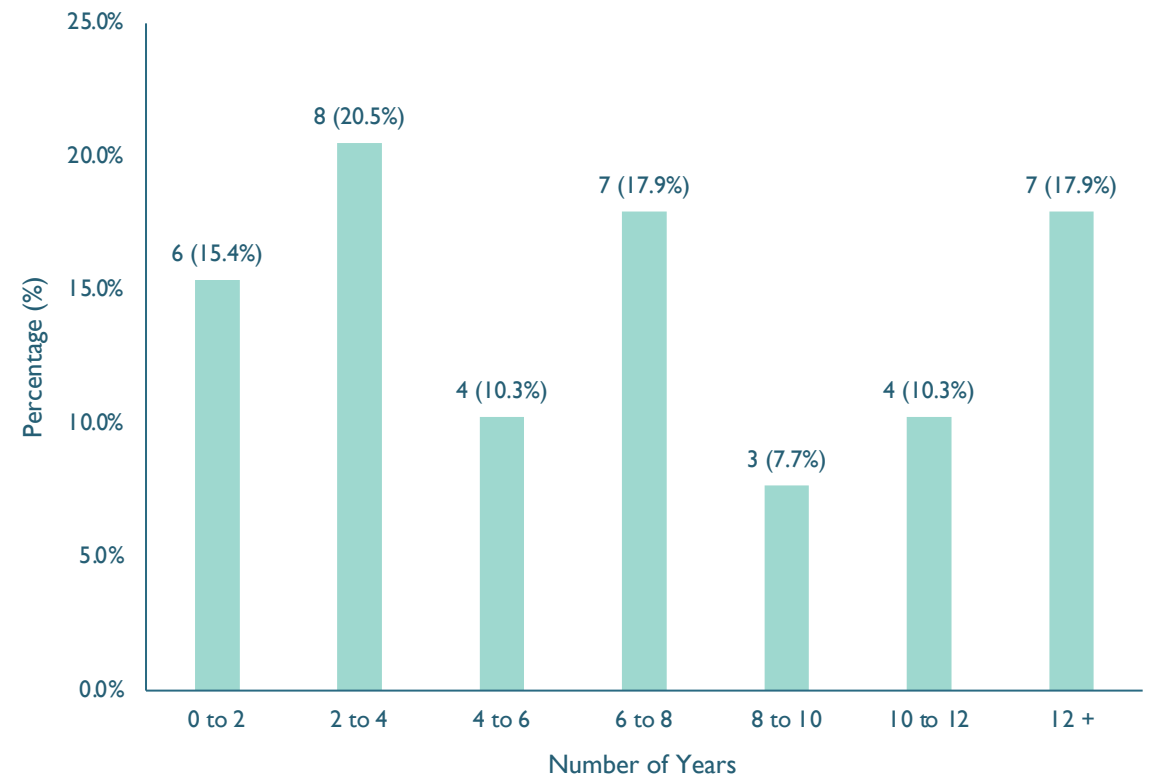


Figure 2. A graph showing the percentage of responses based on the number of years as a FEC.

FIELD DIRECTOR/COORDINATOR DEMOGRAPHICS

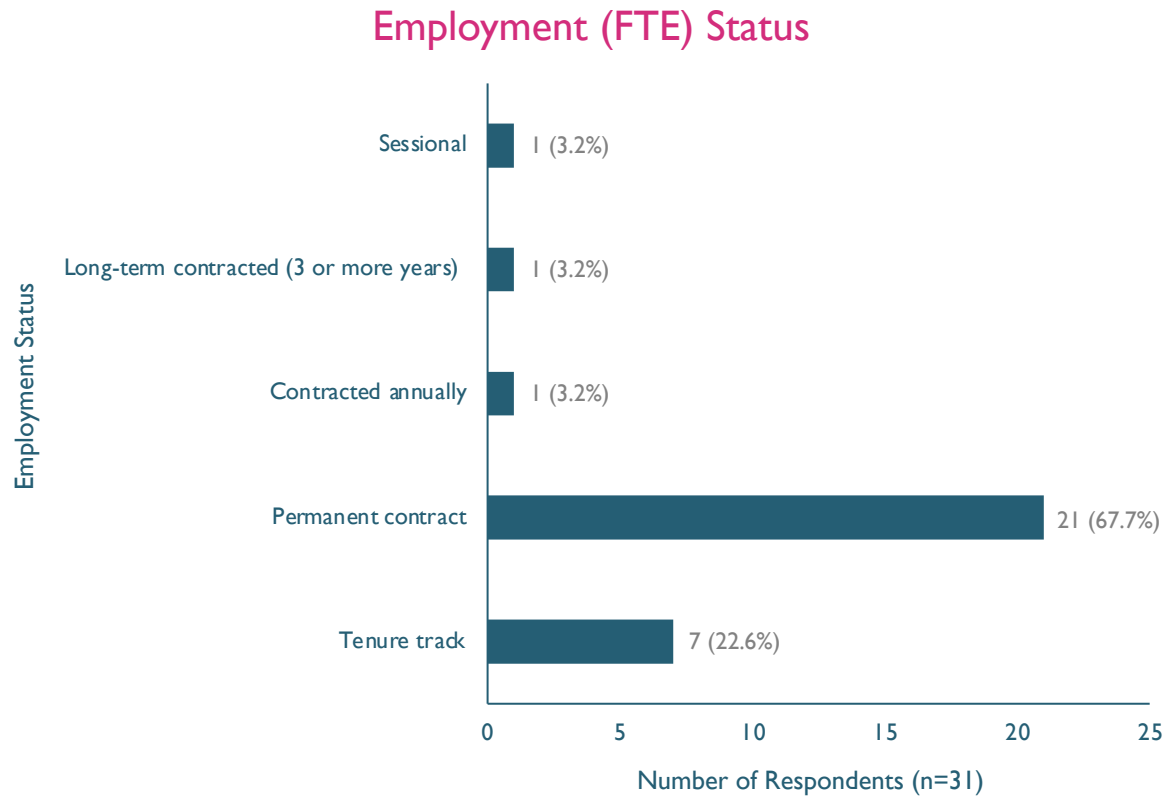


Figure 3. A chart representing the number of FTE based on employment status

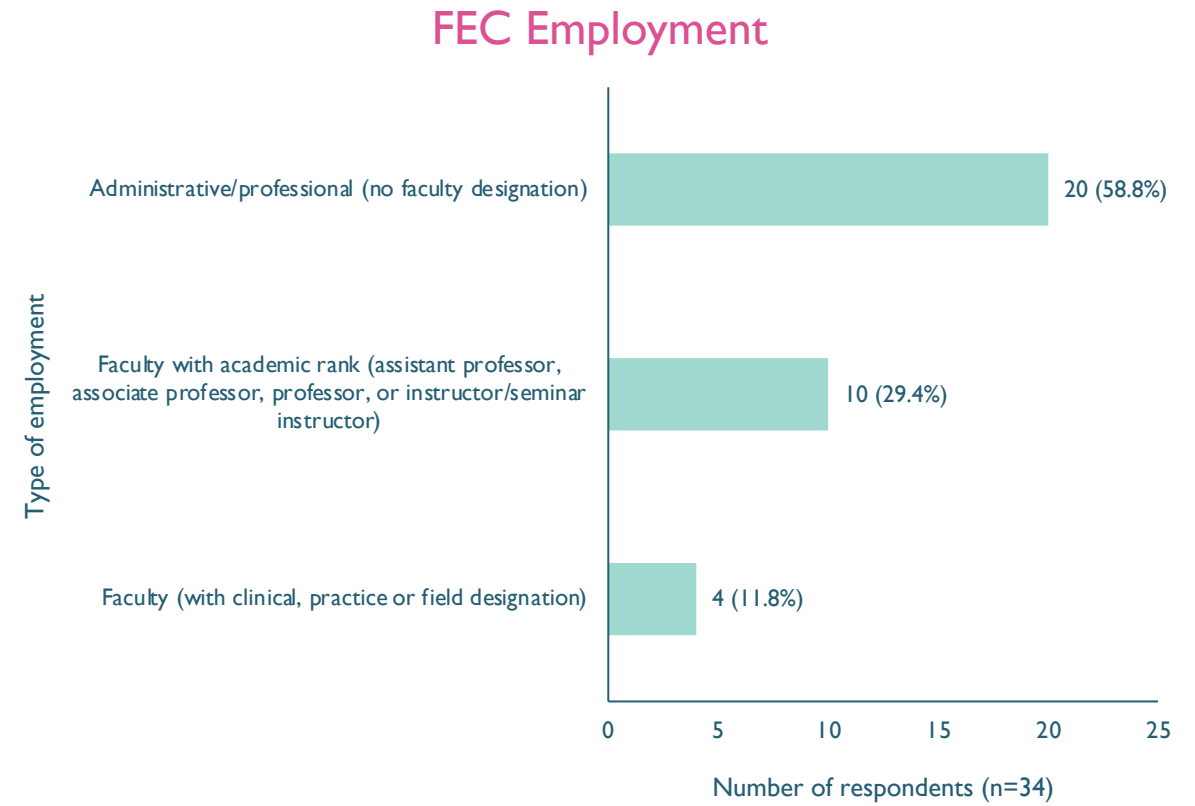
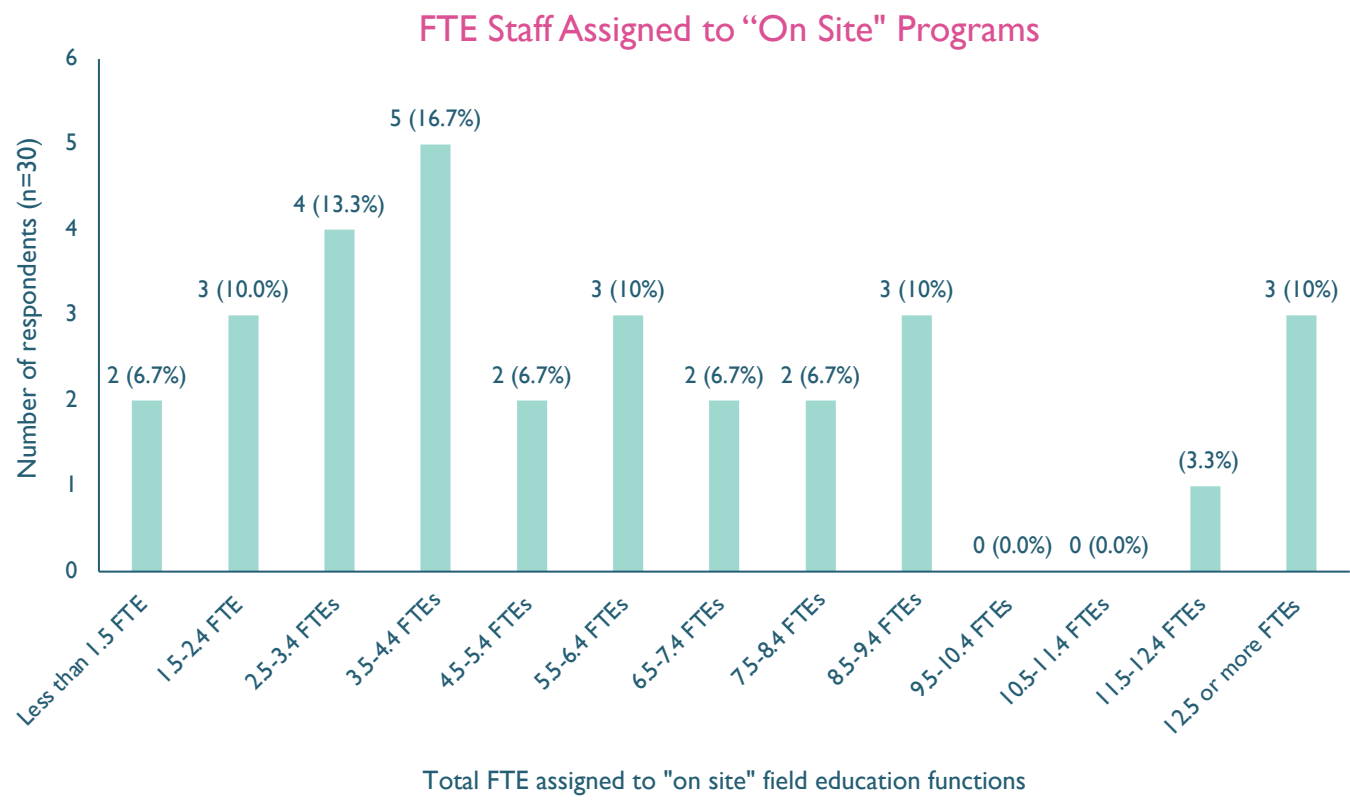


Figure 4. A chart representing the number of FEC based on employment type

FIELD DIRECTOR/COORDINATOR DEMOGRAPHICS



What would be adequate number of FTEs assigned to the field office for the "on site" programs(s)

	BSW	MSW	Total
Mean	2.9	1.8	2.5
Median	2.0	1.5	2.0
Mode	2.0	1.0	2.0
Range	1.0-12.0	0.5-6.0	0.5-12.0

Table 1. A table representing perceptions of adequate staffing "FTEs" for "on site" programs at the BSW level, MSW level and total combined

Figure 5. A chart representing the number of FTE faculty assigned to "on-site" programs

PROGRAM DETAILS

Instructional Language

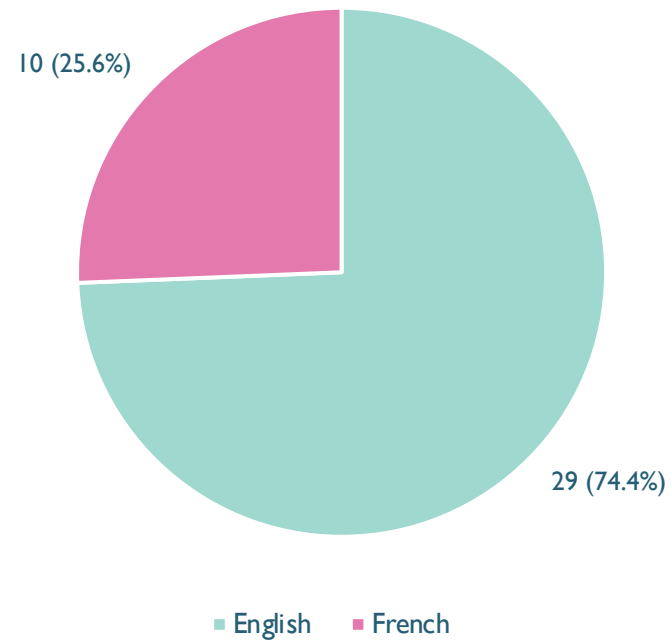


Figure 6. A graph of the instructional language of Canadian BSW and MSW social work institution survey respondents

BSW and MSW Programs in Canadian Institutions

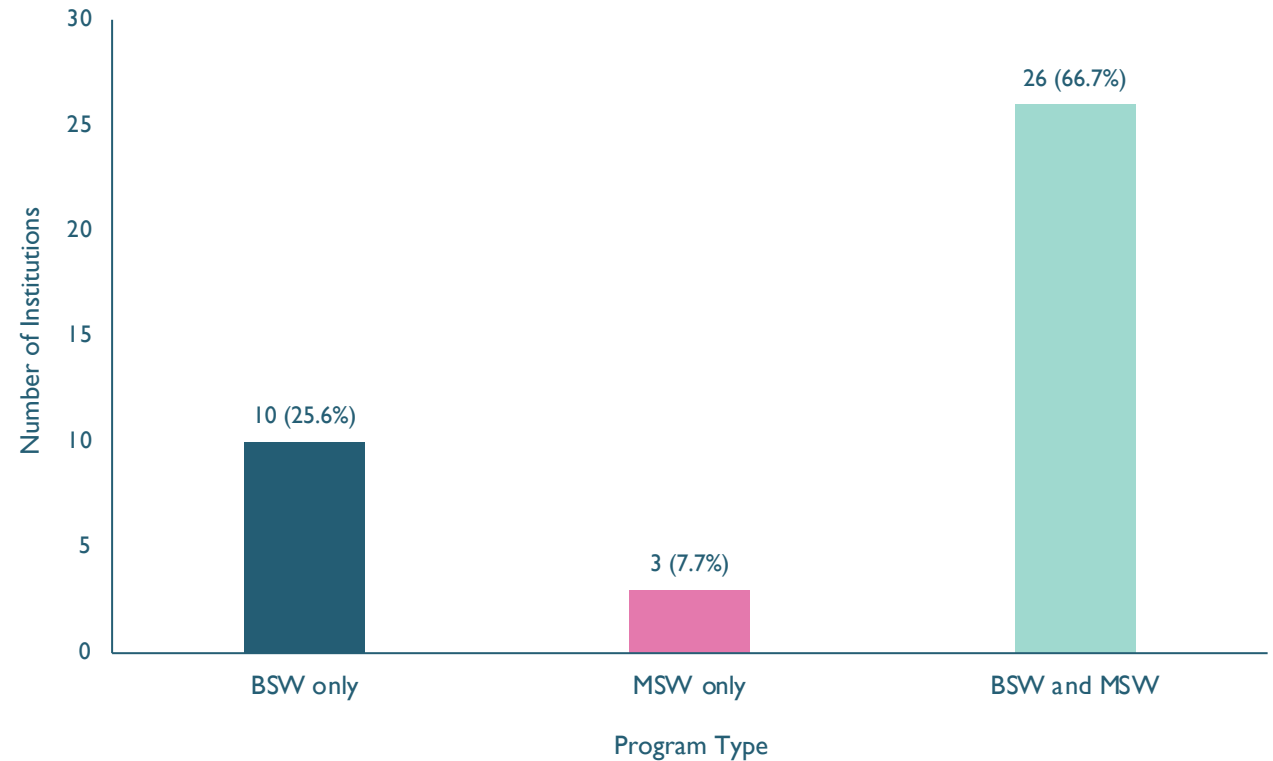
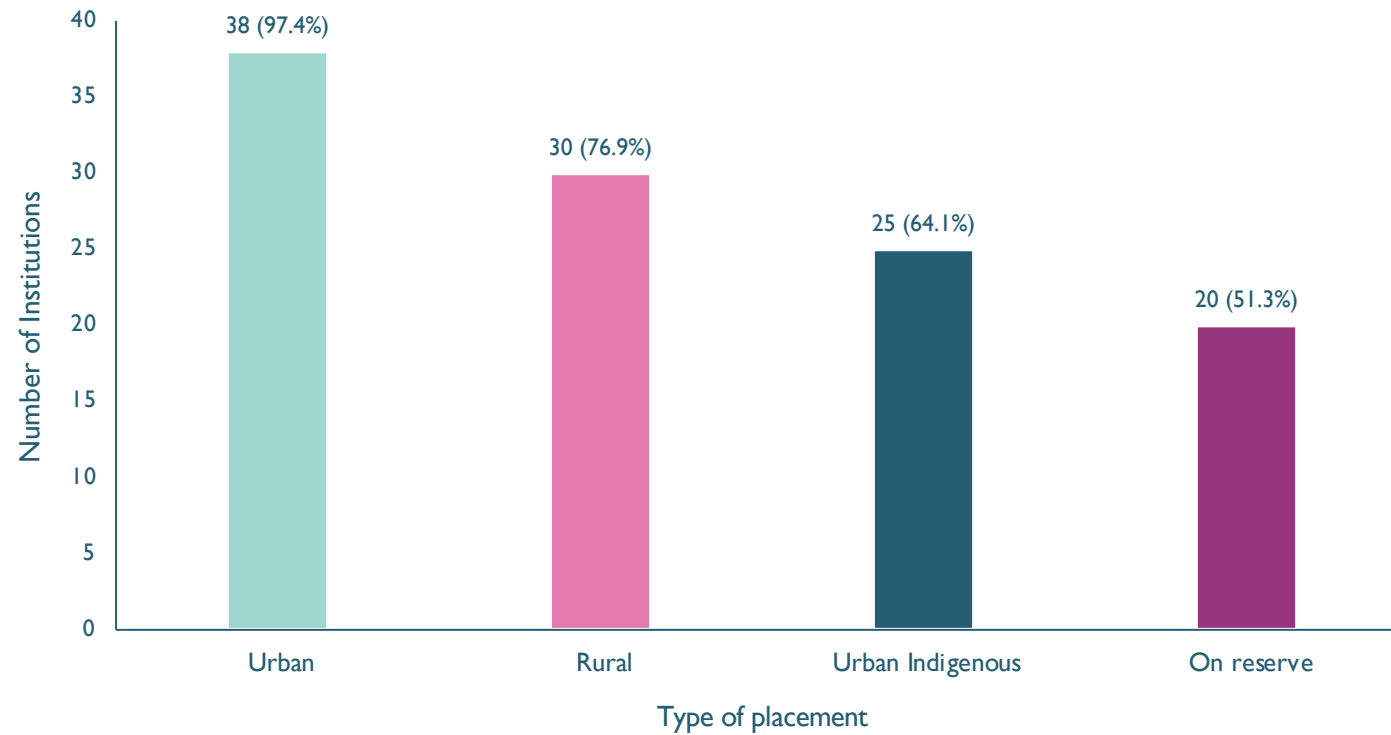


Figure 7. A graph of social work program(s) offered by institution

PROGRAM DETAILS

Field placements settings per institution



We found that 97.4% of institutions include urban placements, 76.9% rural placements, 64.1% urban Indigenous placements, and 51.2% on reserve placements.

Figure 8. This graph presents the number of institutions supporting field placements based on the location of the placement

UNIVERSITY DEMOGRAPHICS

	Fewer than 100	100-249	250-499	500+
BSW Students	11	9	6	2
MSW Students	15	4	3	0
Combined	7	9	8	5

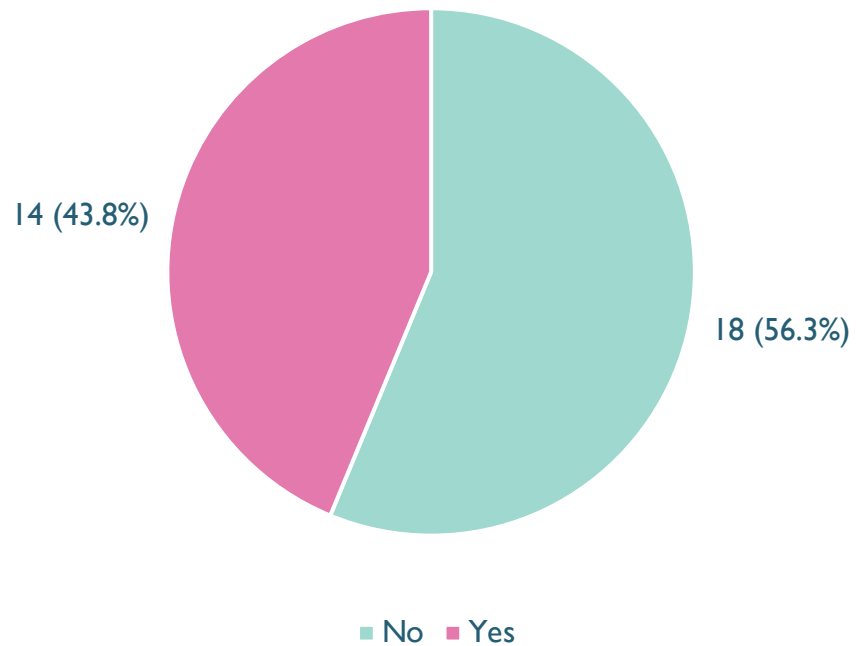
Table 2. This table shows institutions by student size (number enrolled BSW, MSW and combined students)

	Fewer than 100	100-249	250+
BSW Students	13	11	5
MSW Students	10	3	3
Combined	9	13	9

Table 3. This table shares institutions by ranges of BSW, MSW and combined students in field placements

ONLINE/DISTANCE OR BLENDED PROGRAMMING

Institution Offering an Online/Distance or Blended Program
(BSW and/or MSW)



Of the institutions who responded “yes,” only 2 reported having separate and distinct field staff for online/distance or blended programs

Figure 9. A graph of online/distance or blended MSW and/or BSW program availability in institutions

FIELD DIRECTOR/COORDINATOR ACTIVITIES

Most Common Activities

Activity	Total Responses
Developing field manual	32/32 (100.0%)
Relationship building with agencies	32/32 (100.0%)
Participating in policy development	31/32 (96.9%)
Advising students on field education-related matters	31/32 (96.9%)
Participation in social work program committees	30/32 (93.8%)

Table 4. Most common reported activities for FEC/directors.

Least Common Activities

Activity	Total Responses
Teaching social work courses other than field education	10/32 (31.3%)
Scholarly research, publications and presentations	11/32 (34.4%)
Advising students on course selection, degree requirements and/or career planning	11/32 (34.4%)
Administration of field education awards	13/32 (40.6%)
Participation in student retention processes	15/32 (46.9%)

Table 5. Least common reported activities for FEC/directors.

PERSPECTIVES OF FIELD EDUCATION – LIKERT SCALE

Likert Scale Responses on State of Social Work Field Education

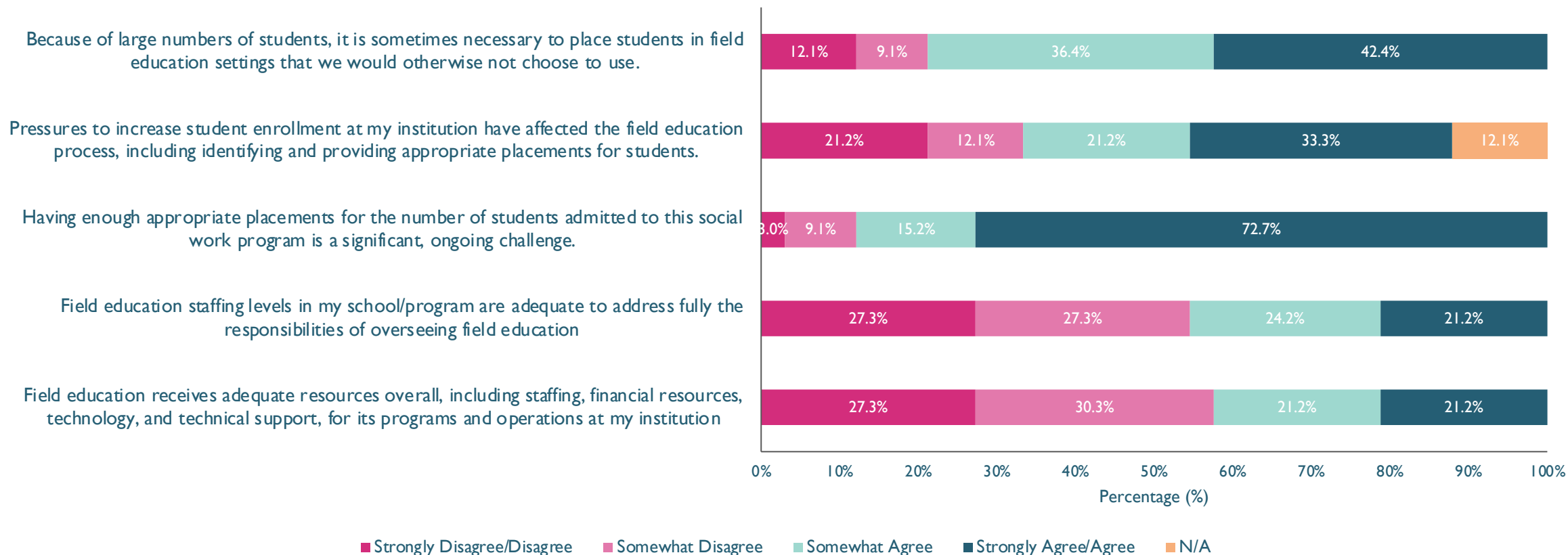


Figure 10. A graph representing field director/coordinator perceptions about the state of social work field education based on responses from a 7-point likert scale (part I).

PERSPECTIVES OF FIELD EDUCATION – LIKERT SCALE

Likert Scale Responses on State of Social Work Field Education

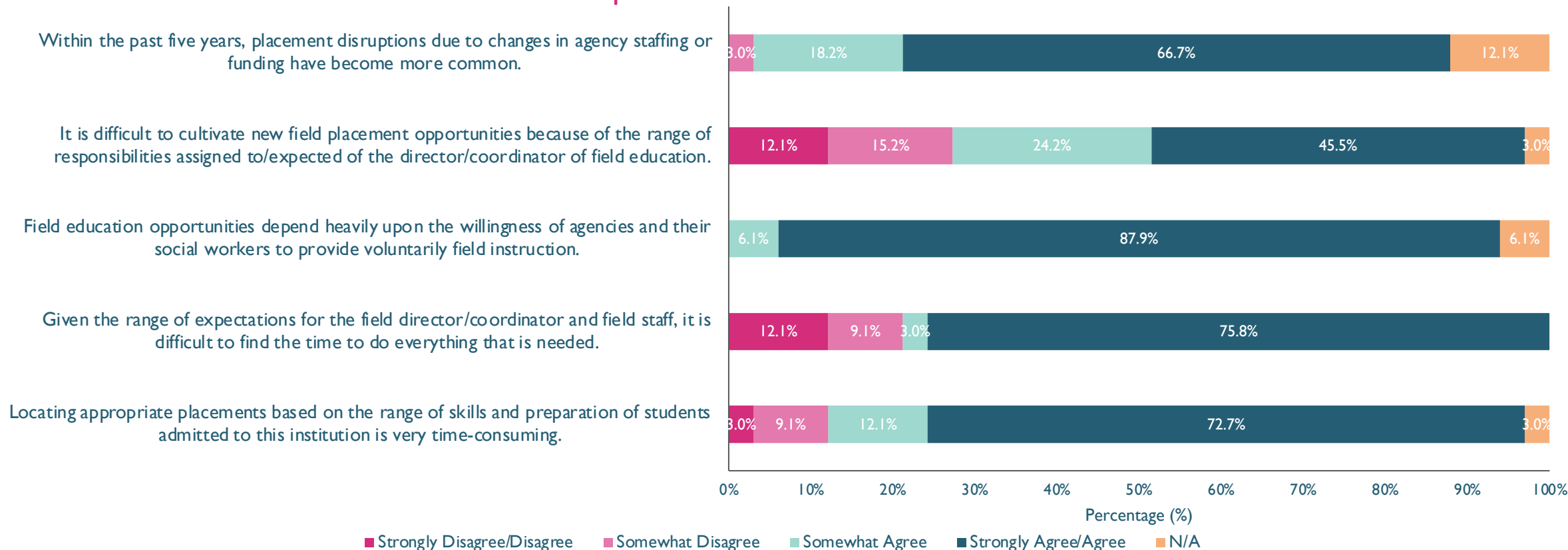


Figure 11. A graph representing field director/coordinator perceptions about the state of social work field education based on responses from a 7-point likert scale (part 2).

RESPONSES FROM THE SURVEY

“HELP!!!”

“We need admin support!”

“Staffing has not been sufficient to be able to complete all relevant tasks associated with field coordination. More resources are urgently needed.”

“Faculty in our institution do not have enough incentives to take up time-consuming field leadership roles.”

“Our programs lack administrative support staff for internships. The coordinators must therefore carry out administrative tasks, placement, teaching, continuing education. Lack of time to complete all expected tasks.”

RESPONSES FROM THE SURVEY

“Our greatest challenge now is to plan for placements in the fall during the COVID-19 context.”

“I think field education should have its own budget and more say in who is hired to do field liaison work. I would like to see field coordinators be able to take something like a sabbatical which currently is not offered.”

“Resources for more field team staff are needed to develop new avenues/partnerships.”

“[Need] better standardization around the competencies of a BSW graduate and an MSW graduate, similar to other professions.”

“Being in a Faculty role I have the opportunity to be at Faculty table and on Directors Advisory Committee which means field is integrated throughout all decision making.”

CONCLUSION

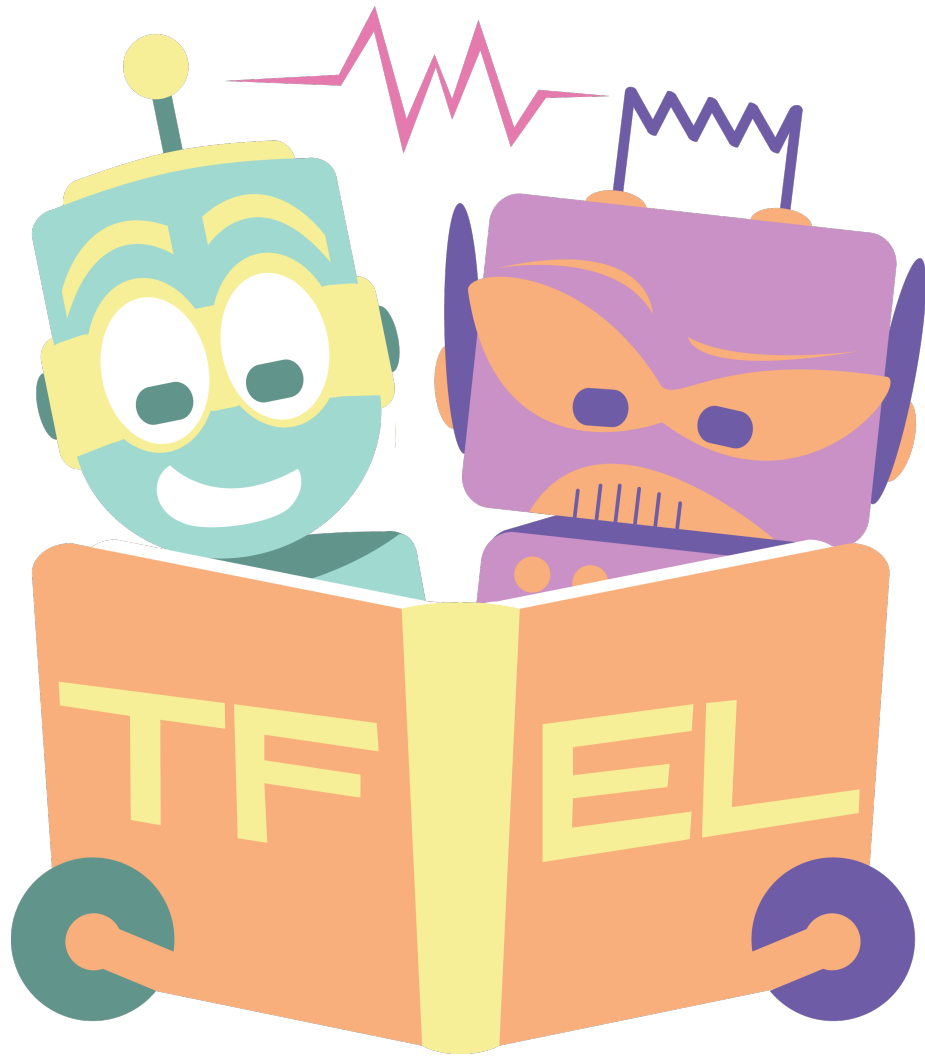


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- Preliminary findings support the current state of crisis in social work field education
- Preliminary findings indicate the need for more sustainable models of field education
- Next steps:
 - In-depth data analysis
 - Written report based on the findings
 - Submission of a journal article for publication
 - Comparative analysis of TFEL 2020 and CSWE 2015 survey findings

REFERENCES

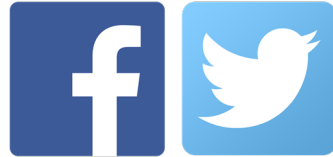
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QUESTIONS?

For more information
about the project please email
tfelproject@gmail.com

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Project Management Office

Dr. Julie Drolet
Project Director
jdrolet@ucalgary.ca



Transforming the Field
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BREAK

9:45AM – 10:00AM MDT / 11:45AM – 12:00PM



Transforming the Field
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VIRTUAL FIELD SUMMIT: PANEL PRESENTATION

Panelists:

Holly Bradley, MSW, RSW

Grant Charles, PhD, RSW

Clement Dlamini, MSW

Lena Dominelli, PhD, ACSS

Hosts:

Julie Drolet, PhD, RSW

Monika Pakstas, MSW Student

July 14, 2020

ACKNOWLEDGEMENT

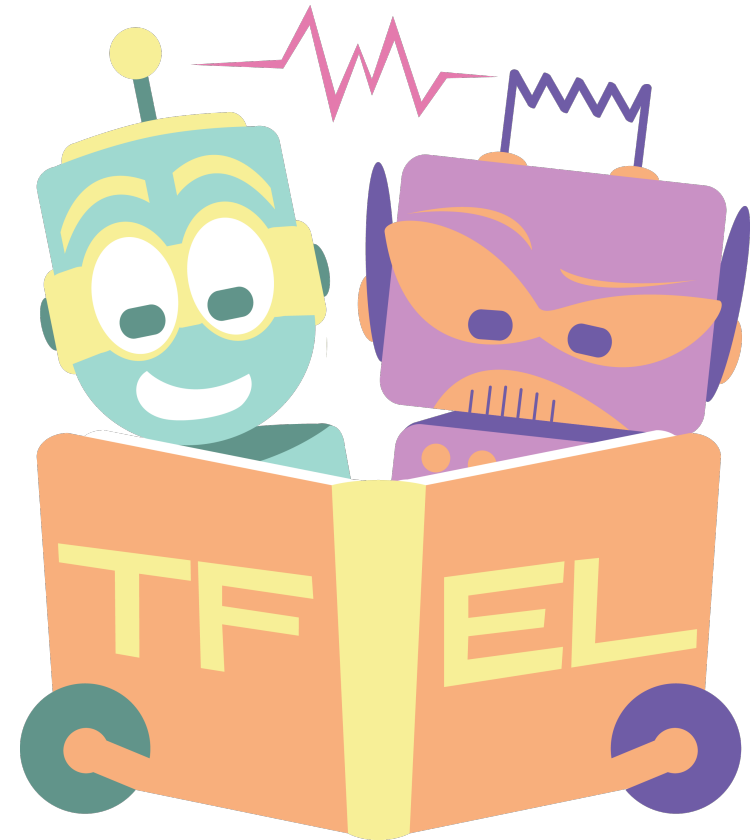
TFEL is supported in part by funding from the
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CRSH  SSHRC

WELCOME!

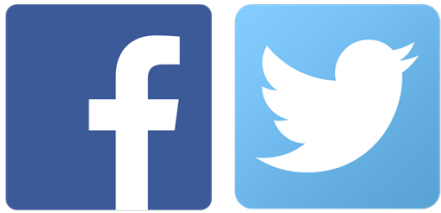
OUTLINE FOR TODAY'S SESSION:

- HOUSEKEEPING
- INTRODUCTIONS
- PANEL QUESTIONS
- CONCLUDING Q&A



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Participants of the Virtual Field Summit can use the hashtag to connect by sharing their thoughts, experiences, and content.

BEFORE WE GET STARTED...



Today's session will be approximately 60 minutes



Please ensure your microphone is muted if you are not speaking



There will be four panel questions, and we will have approximately 10 minutes for each question.



Feel free to enter questions in the Q&A box. We will have 10-15 minutes for questions at the end.



HOLLY BRADLEY, MSW, RSW

Holly Bradley is a grateful settler in the traditional and unceded territory of the Coast Salish Peoples and the traditional territory of the Snuneymuxw First Nation. She is the Field Education Coordinator for the online BSW program at Vancouver Island University where she has worked since 2009. Holly is in her fifth year as co-chair of the CASWE Field Education committee representing Social Work Field Coordinators and Directors across the country.



GRANT CHARLES, PHD, RSW

Grant Charles is an Associate Professor in the School of Social Work and an affiliated faculty with the Division of Adolescent Health and Medicine in the Department of Pediatrics with the Faculty of Medicine at The University of British Columbia. He is a member of the UBC Cluster on Research Based Theatre and a member of the Prato International Collaborative on Family Mental Health. Dr. Charles has worked in a variety of child and youth mental health, special education, youth justice and child welfare settings.



CLEMENT DLAMINI, MSW

Clement Dlamini is the Director of Centre for Community Services and a Social Work Lecturer at the University of Eswatini in the Department of Sociology and Social Work. He is the Founding Member and current President of the Monitoring & Evaluation Association of Swaziland (MEAS). He has a Master's Degree in Social Work from the Stephen F. Austin State University School of Social Work in Nacogdoches, Texas. He has competencies in HIV and AIDS training, program design and evaluation, rural community development, community and health systems strengthening, community mobilization, policy analysis and participatory rural appraisal.



LENA DOMINELLI, PHD, ACSS

Professor Lena Dominelli holds a Chair in Social Work at the University of Stirling in Scotland. She was previously Co-Director at the Institute of Hazards, Risk and Resilience (2010-2016) at Durham University. She has a specific interest in projects on climate change and extreme weather events including health pandemics like Covid-19, drought, floods, cold snaps; wildfires; earthquakes, volcanic eruptions; disaster interventions; vulnerability and resilience; community engagement; coproduction and participatory action research. Her research projects include funding from the ESRC, EPSRC, NERC, the Department of International Development and Wellcome Trust. Lena is a prolific writer and has published widely in social work, social policy and sociology. She currently chairs the IASSW Committee on Disaster Interventions, Climate Change and Sustainability and has represented the social work profession at the United Nations discussions on climate change, since Cancun, Mexico in 2010. She has received various honours for her work.

QUESTION 1

What are the most pressing challenges facing social work field education?

- How do you suggest they be addressed?

Quels sont les défis les plus pressants pour les stages en travail social?

- Comment aborderiez-vous les défis rencontrés?

QUESTION 2

How has social work field education responded and/or adapted to the COVID-19 pandemic?

- What are some predictions on the effects of this on social work field education?
- Do you believe this is a pivotal time for change in field education?

e Comment les stages en travail social ont-ils répondu et / ou adapté à la pandémie de COVID-19?

- Quelles sont les prévisions de ses effets sur les stages en travail social?
- Croyez-vous que ce soit une période charnière pour le changement des stages?

QUESTION 3

In what ways has the role of field education in social work changed over time?

- What do you imagine the state of social work field education will look like in the future?

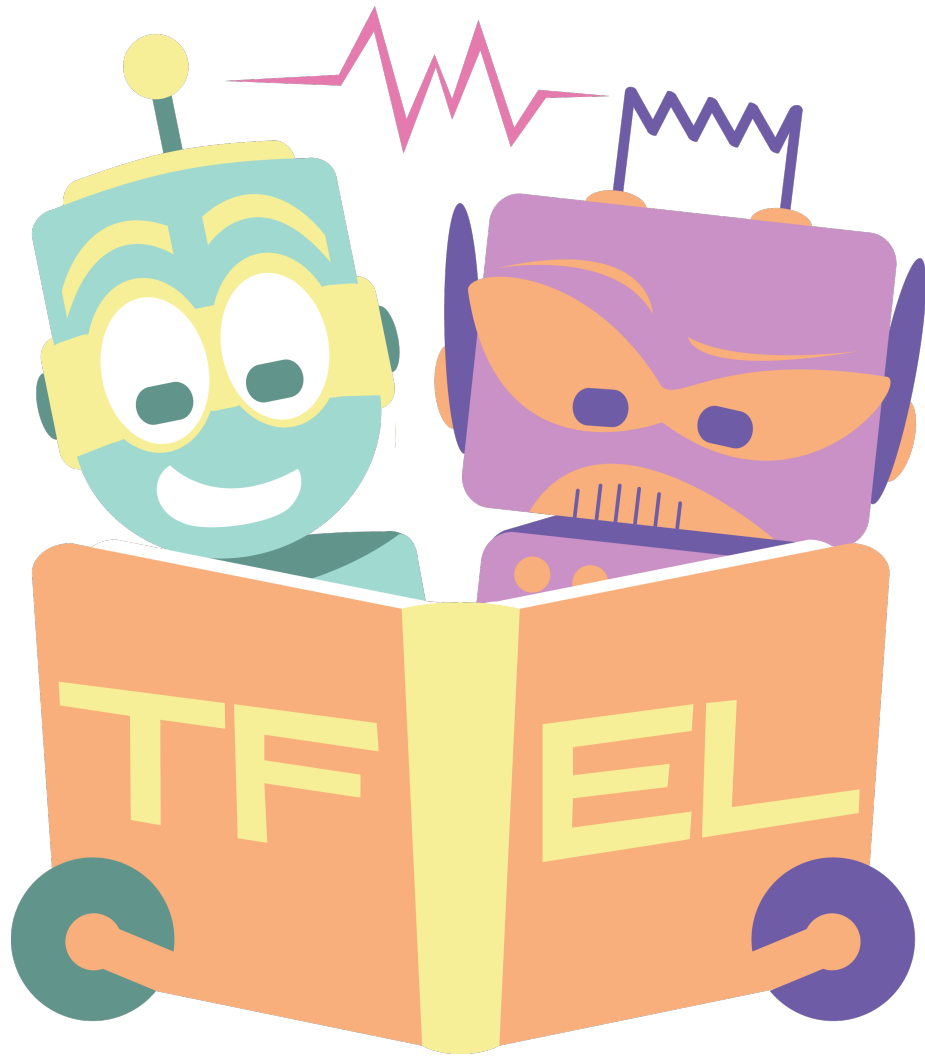
En quoi le rôle des stages dans le travail social a-t-il changé au fil du temps?

- Comment imaginez-vous l'état des stages en travail social à l'avenir?

QUESTION 4

With your experience, how do you see technology impacting the state of social work field education and the various populations that social workers work with?

D'après votre expérience, comment voyez-vous la technologie influencer l'état des stages en travail social et les différentes populations avec lesquelles



QUESTIONS?

DR JULIE DROLET
MONIKA PAKSTAS

CLOSING REMARKS



Transforming the Field
Education Landscape

BREAK

11:00AM – 11:15AM MDT / 1:00PM – 1:15PM EDT

*Please connect to your Breakout Sessions at 11:15am MDT / 1:15pm EDT