



Transforming the Field  
Education Landscape

Transforming the Field Education Landscape (TFEL)

**Atlantic Region Report on Promising and Wise  
Practices in Field Education**

Final Report

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## EXECUTIVE SUMMARY

In 2021, TFEL sponsored a national study to inform the development of sustainable field education models. As part of the larger national research project, *Atlantic Canada Discoveries – Promising and Wise Practices in Field Education* addresses the study design and explores the findings, research themes, promising and wise practices, and challenges within Atlantic Canada. The report then examines the implications for regional and national social work field education. In completing this aspect of the national study, the researchers recognize the unique geographic and social context of Atlantic Canada.

The *Interviewing on Promising and Wise Practices* team is collecting interviews from multiple regions across Canada. *Promising practices* are approaches that show potential for enhancing social work field education. *Wise practices* are approaches that are locally relevant to diverse Indigenous groups and can be implemented in field education. Interviews are conducted with field education professionals, each of whom has shared promising and wise practices that they have encountered in their field education practice. Each region is completing a regionally specific coding process of each interview, outlining the key themes from participants. The interview project will provide knowledge about current promising and wise practices that can be further implemented to transform field education (TFEL, 2020).

The Atlantic section of the national research project included ten qualitative interviews with field education stakeholders affiliated with the four CASWE-ACFTS accredited social work education programs in Atlantic Canada. Amy Martin, BSW, RSW and Jamie Maher, in BSW, RSW, in their dual roles as TFEL student researchers and Memorial University MSW students completing their Pathway project, conducted and transcribed the ten interviews, designed an Atlantic Canadian thematic codebook, analyzed the data, authored this report, and presented an international TFEL webinar. Sheri M. McConnell, MSW, PhD, RSW, as their MSW Pathway Scholarship Mentor and TFEL Co-Investigator, contributed guidance, support, mentoring, and editing.

## **Territorial Acknowledgement**

The researchers respectfully acknowledge that the lands on which this research was completed are the traditional ancestral territories of the Beothuk, Mi'kmaq, Maliseet, Innu, and Inuit peoples. We acknowledge with respect the diverse histories and cultures of these peoples, and the devastating impact of colonization.

## **Transforming the Field Education Landscape (TFEL)**

Transforming the Field Education Landscape (TFEL) is a partnership project that aims to prepare the next generation of social workers in Canada. TFEL provides training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education. Through a large-scale educational and practice collaboration, the project explores new ways of combining field education and research efforts to solve the current challenges in field education by integrating research into practice. The TFEL project is supported in part by the Social Sciences and Humanities Research Council of Canada (SSHRC) through a Partnership Grant (2019-2024).

## **Atlantic Canada Discoveries - Promising and Wise Practices in Field Education**

In 2021, TFEL sponsored a national study to inform the development of sustainable field education models. As part of the larger national research project, *Atlantic Canada Discoveries – Promising and Wise Practices in Field Education* addresses the study design and explores the findings, research themes, promising and wise practices, and challenges within Atlantic Canada. The report then examines the implications for regional and national social work field education. In completing this aspect of the national study, the researchers recognize the unique geographic and social context of Atlantic Canada.

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## **Review of Literature**

This report does not include a literature review, as student researchers involved in the TFEL National Study are conducting a comprehensive review of the literature.

## **Methodology**

### **Recruitment Process**

Due to the COVID-19 pandemic, student researchers recruited interviewees primarily via telephone and email. To facilitate obtaining a broad range of data for this project, Dr. McConnell provided a list of her key contacts in social work field education throughout Atlantic Canada and made the initial contacts between the student researchers and the Field Education Coordinators at the four Atlantic CASWE-ACFTS accredited social work programs. Student researchers contacted those Field Education Coordinators to determine their interest in providing their opinions and insights about field education. The four Field Education Coordinators recommended key stakeholders within field education in Atlantic Canada, primarily field instructors connected to their respective programs. Once the respondents agreed to be interviewed, an information package was emailed to each participant. This package included information about the research, a consent form, and the interview questions (developed by the TFEL Stream 2 team). Prior to conducting the interviews, respondents signed and emailed the consent forms to the student researchers.

### **Data Collection**

Student researchers conducted interviews between November 2020 and January 2021, using Cisco WebEx, a virtual platform. Using the tools provided by Cisco WebEx, student researchers recorded, reviewed, and transcribed the interviews, then prepared the data for analysis. The interview process followed a semi-structured qualitative format, using a predetermined list of open-ended questions (see Appendix A). This format allowed the discussions to flow freely, while remaining related to the research subject. Individual interviews ranged from 40 to 60 minutes in length. Following the interviews, Dr. McConnell, on behalf of TFEL, sent the respondents an online gift card to thank them for their contributions.

### **Data Analysis**

The student researchers individually analyzed the content of their five interviews, then consulted with each other to determine any underlying connections, themes, and similarities in the responses. Additionally, they met with TFEL student researchers from the other regions across Canada for a general peer idea exchange. Specifically, they consulted on the presence of common themes and findings from the interviews across Canada in order to develop a thematic codebook for analyzing the data. The national thematic codebook then was modified to fit the context of Atlantic Canada.

### **Thematic Codebook**

The student researchers, in collaboration with Dr. McConnell, developed an Atlantic Canada Thematic Codebook, based on their discussion with student researchers from other regions. The codebook captured the qualitative analysis of data and subsequent themes from the Atlantic Canada interviews. While inspired by the consultation meeting with other student researchers, the Atlantic Canada Codebook reflects the unique Atlantic Canadian regional thematic findings, with each code representing a specific theme or sub-theme found within the interviews.

### **Percentile Tally of Themes**

Using the Atlantic Canada Codebook, each student researcher reviewed the five interviews that they had conducted and coded every instance where the participant mentioned one of the

identified themes. To ensure consistency, the student researchers each then reviewed the other five interviews, which were initially coded by their colleague.

As a means of determining the dominant qualitative data themes, a spreadsheet was created to record the tally of codes identified in each interview. This spreadsheet captured and tracked the frequency of codes in each of the ten interviews. As these interviews involve qualitative data, the student researchers recognize that a numerical spreadsheet cannot fully reflect the weight of dominant themes. For example, a single code might cover a large section of an interview, causing the breadth and depth of that particular finding to be understated. That said, the student researchers did find that codes with higher incident rates correlated with the dominant qualitative themes within the interviews.

## **Findings**

The analysis of the ten interviews revealed a variety of common themes and key findings.

### **Crisis in Social Work Field Education**

Many of the interviewees pointed to a crisis building in social work and its impact on field education. The current workplace culture has become toxic for social workers attempting to provide quality client-oriented services. Unmanageable caseloads, consistent shortages in staffing and funding, and burnout have become the “new normal” for social workers. The COVID-19 pandemic and accompanying public health responses have further exacerbated these conditions. One interviewee stated, “...there's a lot of challenges with regards to the field landscape that are impacted by the pandemic also that existed pre-pandemic and are just sort of exacerbated by the pandemic.” Despite this, social workers are expected to provide the same level of service. These pressures have a cascading impact on social work field education, as social workers find themselves stretched too thin to provide field instruction to students, on top of their already overwhelming caseloads.

### **Recognition and Impact of Student Mental Health**

Interviewees noted an increased prevalence and awareness of the impact of student mental health on field practica. In particular one commented, “I think it's they're [students] struggling anxiety a lot. A lot of students are talking really openly about that the first thing, I have anxiety, I have social anxiety. I'm just like, okay, that's a lot.” With the increased visibility and acceptance of discussing mental health today, students are more open with sharing their mental health challenges during their placement. With this openness comes a need to provide mental health support for students. One interviewee stated that this increased openness and need for support is the most significant change they have encountered as a Field Education Coordinator in the last ten years.

### **Students Viewed as a Burden**

There was discussion in multiple interviews about the challenges of providing practica for social work students. Field instructors and Field Education Coordinators talked about the perception of students as a burden, in response to the additional workload necessary when providing practica. An interviewee reflected, “agencies that are stretched, that are just in the face of a pandemic and shifting all their work and managing way too much. And they were doing all that before Covid are, like, if something's going to go, it's gonna be placements.”

Properly supporting students requires that field instructors assess and assign students a reasonable caseload, frequently monitor student interventions and activities, meet regularly with students to discuss and evaluate progress and milestones, and prepare evaluative feedback for their respective



programs. This represents additional stress for overworked social workers, and that anticipated extra work has created a significant barrier to securing placements.

You know, and I guess a specific logistic for us, is that often the people who come forward who, and I don't mean this generally, but definitely a trend that the people who take their job very seriously, who very got their heads down, their, you know, it takes so much, their time is so limited, because they're putting such an emphasis on their work that sometimes, they're the ones who were asking to kind of step up, and they're the ones who are reluctant to take on students in the past.

### **Competition for 'Clinical' Placements**

Interviewees discussed the dominant social work ideology, and what defines a practicum as "clinical enough" for student experience. This mindset directly influences the competition and demand for clinical placements in particular areas of social work, while other placement opportunities are under-utilized. Field practica, especially for MSW students, predominantly involve governmental and institutional healthcare settings. Interviewees stated that students often express a lower level of satisfaction with field practica that are not located in desired areas of clinical practice. Respondents also noted that clinical social work practica may directly impact whether social work graduates can secure clinical positions. An interviewee noted the importance of clinical work, moving beyond practica field location to "we need to have a greater preparedness for frontline work. And integrate the theory into the practice."

### **Covid-19 Burnout**

As noted previously, field instructors and Field Education Coordinators discussed the effects of social worker burnout throughout their interviews. The profession is inherently overburdened, and the added stresses of the COVID-19 pandemic have brought these issues to a boiling point.

Interviewees expressed the belief that both social workers and clients are in unmanageable and untenable positions. This directly affects field education, as many of the usual agencies have been unable to provide field practica to students due to the pandemic and resulting public health requirements. The extra work of supervising students, combined with these new requirements and restrictions, has proved to be too much for many field instructors. An interviewee described how the pandemic has impacted field education, the signature pedagogy of social work:

...especially around their first placement experience, we're trying to stick with in-person placements, we're trying to stick with in person placements as much as possible anyway, at the BSW level. But, especially for their first placement, we think that, that's critical. The socialization, the learning into the profession, the nuances of working as part of a team and inter-professional teams. We can't recreate those experiences remotely and a lot of the learning activities, and I may not be popular with my field colleagues across the country by saying this, but I think a lot of the remote activities that had been developed, and suggested, for students as possibilities to replace some of that learning. A lot of them, students get anyway through their coursework or versions, they are all field is, is not meant to be in my mind, just a continuation of that. Field is the actual social work practice. So, for me, I know, and got support, certainly through our Dean and Associate Deans at the school, and the field team, look, as much as possible that's the path we're gonna continue on recognizing that we do have to be flexible, but we want to protect the integrity of the learning as much as possible.

## **Field Instructors Questioning Student Suitability**

Respondents revealed significant challenges encountered in field education concerning students failing to demonstrate the appropriate level of professional competence relative to their student peers. Field instructors subsequently have needed to provide an additional level of oversight for these students. This also has increased the need to liaise with Field Education Coordinators regarding the student and their field practicum. Overall, this has increased the stress on field instructors and Field Education Coordinators as they attempt to find the best means of ensuring that students meet at least the minimum standards for professional suitability within their practicum. An interviewee shared:

How do we be inclusive, but at the same time, maintain, support students, on their journey while maintaining the integrity of social work practice. Recognizing that, you know, when we graduate students, they're going out to work with some of the most vulnerable people in our communities.

## **Promising Practices**

Promising practices identified through the interview process represent specific practices used to improve or enhance field education. The following sections highlight the key promising practices.

### **Collaboration**

Several interviewees emphasized the importance of relationship building within field education. One, in particular, stated that "one of the biggest successes that we [the university] have, that applies both locally and with our distance programs, is just the long-term ongoing relationships that we have with agencies." Both Field Education Coordinators and field instructors recognized the importance of building and maintaining relationships with community members, universities, and agencies at the local, national, and international levels. The strength and value placed on relationship building for field education positively correlated to student's success in securing and completing their practica. In addition to relationship building, field education stakeholder collaboration is vital to student success. One of the interviewees relayed:

I coined that term 'the invisible work of field', right? Because most people see the product, they see the output, right, but they don't see everything that goes on behind that but yeah, yeah. So, I think projects like, these are also encouraging too, to unpack some of that, you know, that, um, there's the whole back story here that happens...

### **Accommodations**

A significant theme that arose from the interviews involved student need for accommodation in their field practica. For purposes of this study, accommodation is defined as creating space for social work students who require specific circumstances and support to complete their field practica.

This theme involved mental health (further explored below), physical challenges, and the impact of identity as a social work student who practices from a varied lens as a result of their own bodily experiences in the field agency. Interviewees noted that the term 'accommodation' creates a risk of students being stigmatized and misunderstood by field educators, as it is often confounded with professional suitability. As such, students who require accommodation are at risk of not being accepted by agencies. For example, a social work agency may respect the ethics and values of including all persons and abilities; however, the physical environment may not be accessible.

Within this study, it was clear that the accommodation of students in an agency is challenging from a physical space and resource perspective. Interviewees described physical limitations on office

space and supplies, and the need to be conscious of the layers of inaccessibility that could place students at risk of being marginalization. As an interviewee revealed, finding office space for students is a challenge, yet this field instructor continued to advocate for accessibility and accommodation:

But, I mean, it gets down to practical things. Like, I have an office space that I had to beg, borrow, and steal for. I mean, I'm sure I rummaged for telephone and computer. It's in the back end of the hospital, and I'm working on a second office right now, and actually I want to give my office as a permanent place for social work students and I got structural services looking for an office for myself. My office is right in the hallway with all the social workers. So, it'd be great if the students could be there.

### **Placements in One Agency with Shared Field Instructors**

A field practicum where two or more field instructors within the same agency share one or more students creates a level of manageability for the field instructors, as they can balance their workload with student learning and field instruction. Interviewees expressed that social workers who decide to pair together as co-field instructors share a similar practice lens, allowing for consistency for the student. At the same time, this practice of co-field instruction provides students with varied experience in the same agency, as they can shadow and observe multiple field instructors. This aids both the students in their learning opportunities and the field instructors, as they ease the burden by sharing the workload. This enables social workers to participate in field education and give back to their profession, while maintaining balance with agency demands.

### **Placements with Multiple Agencies**

This promising practice involves all of the benefits previously noted for shared field instruction, plus provides an opportunity for students to experience multiple perspectives on working in different systems, sometimes with the same persons in transition between those systems or agencies. For example, the student may be involved with the same person moving from an inpatient hospital to an outpatient setting and then to a community setting. An interviewee discussed multiple agencies as:

I think that makes a big difference. I mean, it gives them a little bit more of a generalist perspective, which is really needed because you can get fixated in one area. ... to ensure that when the students were in each of their respective areas that the supports were in place, so it was a team model in both locations. But there were champions in both program areas that were supporting all the logistics, the communication with the students, the evaluation components, and supporting the social workers or team members.

A multiple agency field practicum provides students with a dynamic view of people throughout their journeys through multiple agencies, and exposes students to the agency and community resources that support those journeys. In terms of agency satisfaction, a field coordinator expressed that: From the social work field instructor side, what we've heard from them, is in terms of the ones who've been involved with this, both the agencies like this because they're not feeling one hundred percent of the responsibility for the placement.

### **Wise and Indigenous Practices**

In addition to more general promising practices, interviewees also identified several wise and Indigenous practices that encouraged innovative practices in field education. The following sections highlight the key wise and Indigenous practices described by respondents.

## **Indigenous Field Practica**

A Field Education Coordinator described upcoming initiatives to decolonize and Indigenize the academy. They discussed:  
creating a land-based learning option, for students... in the context of the Truth and Reconciliation Report, and our [university's] commitment to trying to keep decolonizing, and also being more inclusive to providing opportunities for Indigenous and non-Indigenous students to learn.

Various partnerships and collaborations with Indigenous communities and agencies were explored throughout the interviews, emphasizing the importance of incorporating an Indigenous component in field placements. One university already had established an Indigenous program at the BSW level, while another program was in the process of laying the groundwork for a similar program at their institution. All of the Field Education Coordinators spoke of the value of student field placements in Indigenous communities and agencies. However, they noted challenges to providing Indigenous practica, including language barriers and geographical distances (between the university and closest Indigenous community).

## **Northern and Rural Strengths and Opportunities**

Interviewees highlighted the need for more rural and northern field placements, which would provide students with dynamic and varied experiences across a broader context of social work geographic and practice areas.

One wise practice involves an initiative between Memorial University School of Social Work and the Labrador branch of the Department of Children, Seniors, and Social Development (CSSD). CSSD addressed their need to recruit social worker students as future employees by making presentations to classes of BSW students about social work practice with CSSD in Labrador. These presentations highlighted the opportunities for paid field practica in remote Indigenous communities in Labrador. CSSD and the School of Social Work share the expenses for travel and housing. This additional funding, plus the practice experience in remote Indigenous social work, is designed to attract and retain the students in the region upon graduation. This wise practice goes beyond just financial support, as one interviewee stated:

But I think part of it is a decent human being to these people, knowing that they're coming to a place that is very foreign to them. And they may think they know what's happening, they may think okay, this is an adventure, and this is what I'm going to do, but we're doing difficult work in a difficult community in which people are ... They're [the students are] not Indigenous for the most part. I mean, I've never had an Indigenous student yet. They're not Indigenous. This is a new culture. There's a new language. There is a new set of norms and values. It's, you're going somewhere where you're not ... you have to drive a snowmobile.

I mean, most of my people have never been on a snowmobile in their lives or have never driven one for that matter. There's no roads in the winter. The food is extraordinarily expensive. It's unbelievable. How do you ... how do you get food? What do you need to wear? What clothing do you need to bring with you?

This field instructor also picks up students and Field Education Coordinators at the airport, engages with them regarding Indigenous culture and communities, and demonstrates pride in Labrador. Going the extra mile and personal engagement are valuable key aspects of field education.

## **Opportunities and Recommendations**

The student researchers make the following recommendations based on our analysis of the interview findings, promising practices, and wise and Indigenous practices.

### **Acknowledgement of the Crisis State of Social Work Field Education**

The crisis state of social work as a profession, and by cascading impact, the crisis in social work field education, needs to be addressed and acknowledged at a government, agency, and university level. The current professional social work culture that assigns unmanageable caseloads, unwavering staffing and funding shortages, and burnout as "normal", while simultaneously demanding high-quality services, has only amplified since COVID-19. The current social work climate needs to change. Recommendations from interviewees included increases in agency and governmental fiscal supports, and the recognition of importance and facilitation of social work students and social work field practica. Additionally, interviewees stated that the creation of further social work positions by agency and government would facilitate the ability for greater accommodation of social work student field practica, and facilitate recruiting and retaining social work field instructors.

### **Increased Opportunities for Support and Education for Students and Field Instructors regarding Student Mental Health**

Several interviewees mentioned increasing student needs regarding mental health, and recommended additional training, education, and support for Field Education Coordinators and field instructors to continue to support student success in field. Exploring third-party mental health resources could address student mental health outside of the Field Education Coordinator or field instructor role. This would facilitate student access to mental health resources and support, without being linked directly to the field agency or university.

### **Reframing of Social Work Practice Ideas of 'Clinical' Field Practica Opportunities**

Interviewees highlighted the difficulty in recruiting students to field practica in programs traditionally considered not to be 'clinical enough' to provide social work practice experience. The understanding of 'clinical enough' needs to be revised within the educational and social work practice context. There are significant opportunities for community-based and grassroots practice areas to provide meaningful practica for BSW and MSW students. Interviewees noted that many community settings apply advanced clinical social work practices, and are not recognized as doing so, because they are not in institutional social work practice settings. Also, exploration of what is being done creatively in all social work settings could highlight what is meant by 'clinical work', while still meeting the need for direct practice experiences for students (shadowing, observing, and intervention with people availing of programming).

### **Inclusion, Accessibility, and Support of Northern and Rural Placements in Atlantic Canada**

Northern and rural social work placements enable social work students to experience rich and diverse geographical areas, cultures, and ways of living. Engaging in these types of placements requires that the social work profession and the university recognize the barriers students face. These barriers include lack of financial supports, contrasting cultures (urban vs rural; southern vs northern; non-Indigenous vs Indigenous), lack of student community support and integration, and challenges with dual roles in these settings.

It is essential to increase funding support for students placed in rural and remote areas to aid in managing the increased costs to students, and in the recruitment of students into these under-served areas. Opportunities for rural integration and community support need to be explored, including

involving students in various local community activities beyond their field practica. Placing multiple students in rural and remote areas at the same time would help to reduce financial burdens, provide peer support, and create opportunities for collaborative projects.

### **Challenging Colonial Social Work Practice Beliefs and Values through Increased Collaboration and Learning within Indigenous Field Practica**

Field education has a unique opportunity to deepen the learning of non-Indigenous students about the processes and importance of decolonization and reconciliation in Canada. Social work field education needs to prioritize their commitment to decolonization and dedicate resources to doing so. They need to partner with Indigenous communities, working outside of the colonial norms to develop creative practica that engage Indigenous and non-Indigenous students. By encouraging and increasing student involvement in Indigenous communities and agencies, students will be better equipped as social workers to decolonize social work practice.

### **Challenges and Limitations of the Research**

It is essential to recognize that our findings represent only a portion of the TFEL research on promising and wise practices. The analysis of the totality of findings from across Canada may vary from those discussed in this report. It may not be appropriate to generalize our findings to all social work field education throughout the country, given that these ten interviews covered a single geographical area of Canada. The scale of our findings demonstrates a "snapshot" in the time of field education in Atlantic Canada amid a pandemic. The National TFEL Study will integrate these Atlantic Canada research findings to aid in implementing best practices for social work field education within Canada.

### **Conclusion**

As the research demonstrates, several challenges are facing social work field education within the Atlantic Canada region. These challenges represent the hurdles that we will need to overcome to ensure the continuation of the social work profession in meeting the needs of our communities. Simultaneously, this research has also highlighted the promising and wise practices by which we may overcome these challenges. It will require a shift in how the profession approaches field education, from encouraging greater collaboration between education programs and field instructors to changing how we view appropriate field practica.



## Appendix A



### Letter of Initial Contact

You are invited to participate in a virtual interview to share a promising and wise practice in social work field education. *Transforming the Field Education Landscape: Intersections of Research and Practice in the Canadian Social Work Field Education* is a partnership project that aims 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. The study plans to develop a repository of innovative, promising and wise practices to inform the development of sustainable models for field education.

In this study, you are asked to participate in a 30-60 minute virtual interview to discuss a promising and wise practice in social work field education. We plan to write notes during the interview and will audio-record the session so that we can develop a transcript for further analysis with the intention to report findings at conferences as well as in published works, policy reports, and for future action plans. You will be asked to provide some information about yourself in terms of your work position so that we can summarize the characteristics of participants. Your individual responses will remain anonymous and confidential and any information you provide will be used for research purposes only. There are no known risks to participating in this interview. In terms of benefits, the proposed study aims to identify promising and wise practices in social work field education. Your responses will assist in this regard. The virtual interview will last approximately 30-60 minutes. Participation in this research is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the research at any time without consequence.

If you have questions about this research, please email [tfelresearch@gmail.com](mailto:tfelresearch@gmail.com) or contact Dr. Julie Drolet, Professor, University of Calgary at (780) 492-1594 or email [jdrolet@ucalgary.ca](mailto:jdrolet@ucalgary.ca).

If you have any concerns about the way you have been treated as a participant, please contact the Research Ethics Analyst, Research Services, University of at (403) 220-6289 / (403) 220-8640; or by email [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca). This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board, (REB19-0901). This project has received secondary review and approval by Memorial University's Interdisciplinary Committee on Ethics in Human Research (ICEHR).

Sincerely,

Dr. Julie Drolet, University of Calgary





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**Dr. Julie Drolet, Faculty of Social Work, (780) 492-1594, [jdrolet@ucalgary.ca](mailto:jdrolet@ucalgary.ca)**

**Title of Project:**

Transforming the Field Education Landscape: Intersections of Research and Practice in Canadian Social Work Field Education

**Sponsor/Partner:**

Social Sciences and Humanities Research Council of Canada (SSHRC)

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This consent form, a copy of which has been sent to you via email, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board (REB19-0901). This project has received secondary review and approval by Memorial University's Interdisciplinary Committee on Ethics in Human Research (ICEHR).

**Purpose of the Study**

The purpose of the study is to identify, document, and exchange promising and wise practices in social work field education across Canada. The goal of this talent 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 academia and across the public and not-for-profit sectors, that enhance student and trainee research practice knowledge and applied skill development. The results from the study will inform the development of sustainable models for field education.

**What Will I Be Asked To Do?**

As a participant in the study, you will be asked to share your perspectives and experiences in relation to your role in supporting social work field education in Canada. The interview will ask you to identify your promising and wise practice(s) in social work field education.

The interview will be conducted virtually for approximately 30-60 minutes. The interview will be audio recorded and will be used for analysis with all identifiers removed. Confidentiality and anonymity will be maintained throughout this process.

Only members of the research team will have access to the audio recordings from the interview.



All information will be stored in locked cabinets and password-protected computers by the research team and by the lead researcher at the University of Calgary. Copies of the results of the study, upon its completion, may be obtained by contacting the Principal Investigator, Dr. Julie Drolet, by email at [jdrolet@ucalgary.ca](mailto:jdrolet@ucalgary.ca) or telephone number (780) 492-1594.

Research findings from the project will be used in the following ways: presentations at conferences as well as in published works, policy reports, and for developing action plans.

All questions concerning the procedures will be answered in order to ensure they are fully understood.

My signature on this form indicates that I understand the information regarding this research project, including all procedures and the personal risks involved, and that I voluntarily agree to participate in this project as a subject.

I understand that my identity and any identifying information obtained will be kept confidential. Only the members of the research team will have access to the data collected.

I understand that I may refuse to participate or withdraw my participation in this project at anytime without consequence. I may also decline to answer any and all questions and withdraw from the study without penalty or loss of benefits to which you are otherwise entitled. I may withdraw from the study should I choose. I understand that after the data has been anonymized or after one month following the interview, the information I have contributed to the research cannot be withdrawn from the study.

I understand that I may ask any questions or register any complaint I might have about the project with the lead researcher Dr. Julie Drolet.

#### **What Type of Personal Information Will Be Collected?**

Should you agree to participate, you will be asked to provide your title and the name of organization you will be representing. It is important for you to know that this personal information will not be shared with anyone outside of the research team. All participants shall remain anonymous in any reporting of the study findings (final report, presentations, etc.).

There are several options for you to consider if you decide to take part in this research. You can choose all, some, or none of them. Please review each of these options and choose Yes or No:

*I grant permission to be audio taped:* Yes: ☐ No: ☐

*I grant permission to have my organization's name used:* Yes: ☐ No: ☐

*I wish to personally remain anonymous:* Yes: ☐ No: ☐

*I wish to personally remain anonymous, but you may refer to me by a pseudonym:* Yes: ☐ No: ☐

*The pseudonym I choose for myself is:* \_\_\_\_\_

*You may quote me and use my name:* Yes: ☐ No: ☐

### **Are there Risks or Benefits if I Participate?**

There are no known risks to the participant in this study. The potential benefits of the proposed study to participants is to contribute to the development of new knowledge and resources to strengthen Canadian social work field education.

### **What Happens to the Information I Provide?**

Members of the research team will have access to the information collected, including Dr. Julie Drolet, the co-investigators in the study and their student research assistants. A coding system will be used to ensure that all information provided is treated in a confidential and anonymity will be maintained through the study.

You are free to withdraw from this research project anytime during the interview by leaving the session, and all data contributed will be destroyed. After the interview, data withdrawal is possible for up to 1 month. If a participant would like to withdraw from the interview, the participant would need to contact Dr. Julie Drolet to inform her of the withdrawal.

Your participation is completely voluntary, anonymous and confidential. No one except the researchers will be allowed to see or hear any of the answers from the interview. The research team will summarize information to share the results of the study in any presentations or publications. The interviews are kept in a locked cabinet only accessible by the lead researcher – Dr. Julie Drolet.

Summaries of the research findings, and a final report, will be made available to the Social Sciences and Humanities Research Council of Canada.

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### **Signatures**

Your signature on this form indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: (please print) \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact: Dr. Julie Drolet, Faculty of Social Work, at (780) 492-1594, or by email [jdrolet@ucalgary.ca](mailto:jdrolet@ucalgary.ca)

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at tel. (403) 220-6289 / (403) 220-8640; or by email [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca).

A copy of this consent form has been sent to you by email to keep for your records and reference. The investigator has kept a copy of the consent form.



## Transforming the Field Education Landscape

### Guiding Interview Questions (Virtual)

This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board (REB19-0901). This project has received secondary review and approval by Memorial University's Interdisciplinary Committee on Ethics in Human Research (ICEHR).

\*For each interview, record: Name of Organization and Position of Individual Participant

The researcher will identify the following information before starting the interview:

**Date and Time:**

**Location (Agency, City):**

**Name of Organization:**

**Professional Role of Interviewee:**

Provide a letter of initial contact and collect signed consent form prior to commencing the interview.

Send \$20 e-gift card to interview participant.

Interview preamble:

- Session will last approximately 30-60 minutes.
- The interview will be audio recorded to facilitate transcription and notes will be written and transcribed.
- All responses are kept confidential and privacy will be maintained throughout the process.

Questions	Probes
<b>I. Promising and Wise Practices</b>	
The Interviewer should begin by reading this definition:	
In this study, a promising practice is defined as an approach, intervention, initiative, program, service, or strategy that shows potential for enhancing social work field education. A promising practice may address a specific challenge experienced in social work field education. Promising practices are often in the earlier stages of being demonstrated as absolutely effective, yet are considered effective in achieving their stated aims with potential for replication.	
A wise practice is flexible, locally relevant to diverse Indigenous groups, and respect all forms of knowledge including lived experience, traditional knowledge, and stories. Wise practices are typically relational in nature, involve respect for others, and working together.	
We are interested in learning about promising and wise practices in social work field education. Can you tell us about your promising and wise practice in social work field education?	Please describe the promising and wise practice. What have you found works well? Is it an: <ul style="list-style-type: none"><li>▪ Approach</li><li>▪ Intervention</li><li>• Initiative</li></ul>

<p>What are some of the major successes to date with your promising and wise practice? For practicum students? For you? For your unit or organization? Other?</p>	<ul style="list-style-type: none"> <li>• Program</li> <li>• Service</li> <li>• Strategy</li> </ul> <p>How does it enhance social work field education? What challenge/issue does it address? Do you think this practice could be used in other settings or agencies? Explain.</p> <p>What makes this a successful experience? (Ask to gather all information related to the practice: Who? What? Where? When? How?) What has worked well? What contributed to this practice? What did you learn about this initiative?</p>
<p>What resources, practices or process contribute to this effective promising and wise practice?</p>	<p>Explain how it is a promising or wise practice. What need, challenge or issue does it help to address in field education? How does it meet that need, challenge or issue?</p>
<p>What innovative practice would you like to see piloted or implemented?</p>	<p>What would make field placements the best they could be: For students, for field instructors, for units/organizations, for the profession of social work, for society?</p>
<p><b>2. Scope of Work and Mandate Related to Social Work Field Education</b></p>	
<p>Can you tell us about your current role with respect to social work field education?</p>	<p>How would you describe your current role?</p> <ul style="list-style-type: none"> <li>• Field coordinator or director</li> <li>• Faculty liaison</li> <li>• Field instructor</li> <li>• Social worker</li> </ul> <p>How did you get involved in social work field education?</p>
<p>Can you tell me about the scope and mandate of your organization/program/service/policies related to social work field education?</p>	<p>Can you tell us what guides your work? How would you describe your work with respect to social work field education?</p> <p>What prompts your organization to engage in social work field education?</p>
<p>What are the major activities of your organization/programs/services/policies with respect to social work field education and supporting students?</p>	<p>How would you describe your main activities? Which activities do you consider most important? Which activities are least important? What elements of field education are most gratifying for your organization/unit?</p>
<p>What is your motivation for being engaged in social work field education?</p>	<p>How did you become involved in this work? What was your experience?</p>



What type of field placement occur in your organization? When do they take place and for how long?	List type of placement, time of year, length/duration
What is it like to be a social worker in the current context of social work field education? Have you noticed any changes in recent years?	Did you feel ready for supporting this? Did you have adequate training/education? Please explain. What works well? What is needed to make the experience the best it can be?
<b>3. Additional Comments/Feedback</b>	
Do you have any other comments/additional feedback you would like to provide in relation to social work field education both now and in the future?	What would you like to see improved? What would you like for the future of social work education? Please share any priorities, suggestions or recommendations.

**Demographic Information (to be noted and recorded):**

Nature of Social Worker's organization/sector (e.g., child welfare, health, immigrant/refugee/settlement, community development, post-secondary institution, etc.):

Total # of Social Work FTEs (FTE equivalent) in organization:

Social Worker's total # of years in Social Work/Helping Profession (including practica and volunteer roles):

Social Worker's total # of years in Social Work/Helping Profession (including only paid positions) (if different from above):

Social Worker's highest level of education/degree: \_\_\_\_\_

- Year graduated with highest level of education: \_\_\_\_\_

- Other Degrees: \_\_\_\_\_

Social Worker's # of years in current organization:

Social Worker's total # of years of being a Field Instructor/Field Coordinator/Director/Faculty Liaison (if appropriate):

Estimated total # of Social Work Students supervised by Social Worker (if appropriate):

Level of Social Worker Students supervised (e.g., BSW, MSW, etc.) (identify all levels that have been supervised):

\*\*\*Thank-you for your participation.

## Appendix B

### Atlantic Canada Codebook – TFEL Stream 2 Research Interviews

Martin, A., Maher, J., & McConnell, S.M.  
Memorial University School of Social Work

<b>CODES</b>	<b>FULL DEFINITIONS</b>
<b><u>Accommodation</u></b> (ACC)	Creating space for social work students who require specific circumstances and support to complete their field practicum.
<b><u>Advocate</u></b> (ADV)	The need to advocate for field education, people involved with field education, and/or more field education resources.
Field Education, In General (ADV-FEG)	Any field education advocacy required, outside of advocacy by Field Instructors, Field Coordinators, and Students.
Field Instructors (ADV-FIN)	Advocacy related to agency field instructors.
Field Coordinators (ADV-FCO)	Advocacy related to university Field Education Coordinators.
Students (ADV-ST)	Advocacy related to Social Work Students in field education.
<b><u>Barriers to Change</u></b> (BAR)	Challenges impeding implementation of promising practices.
Bureaucracy (BAR-BUR)	Missed opportunities for increasingly flexible and/or self-directed practicums. Structured practicum model.
Challenges with Finding Placements (BAR-CFP)	Various challenges in the realm of placing students in agency practicums - competitiveness in securing particular agencies, lack of placements, challenges meeting accreditation standards.
IPT System (BAR-IPT)	The IPT system described as a challenge/barrier.
Lack of Post-Secondary Institution Support (BAR-LPSIS)	Lack of support from the post-secondary institution.
Students Viewed as a Burden (BAR-STB)	Field agencies and field instructors indicating that providing a practicum is too much, as they are not paid for their time, or they may not have the staff/resources available to do so.
<b><u>Benefits of &amp; Valuing Field Education</u></b> (BV)	Aspects of field education that create opportunities to move forward with promising practices described by respondents.
Valuing Field Education within Social Work Education (BV-FE)	Valuing field education within social work education. Valuing field instructors. Valuing students.
Benefit of Students to Field Instructors (BV-STFE)	How the students improve, add to, and aid the field instructors in their own learning and development.
Benefits of Students to University Leadership and Administration	How students improve, add to, and aid the university administration and leadership in their own learning and development.

<b>(BV-STUA)</b>	
Benefits of Students to the Agency <b>(BV-STAG)</b>	How students improve, add to, and aid the practicum agency. Student capacity to contribute to the agency.
Benefits to Field Instructors - Student Development <b>(BV-FISD)</b>	Field instructor satisfaction in supporting student development.
<b>Collaboration &amp; Relationships (COL)</b>	The need / importance of relationships and collaboration with all involved in field on an ongoing basis to improve field education and related processes.
Collaboration between Stakeholders <b>(COL-STAK)</b>	Collaboration between field education coordinators, field instructors, students, agencies. Field instructor relationships with students, individuals, communities, agencies.
Collaborate with Students <b>(COL-STU)</b>	Collaboration with students regarding their practicums. Students collaborating and building relationships with multiple and diverse organizations.
Communication <b>(COL-COM)</b>	General need for clear communication between the different stakeholder involved with field education.
Relationship Building <b>(COL-RB)</b>	Field instructors (or other staff) relationships with people, students, communities, and/or organizations. The practice of relationship building.
<b>COVID-19 (COV)</b>	How COVID has impacted the state of field education.
Technology for Remote Access <b>(COV-TELROM)</b>	Telehealth and virtual means for achieving field practicum requirements.
Access to Technology <b>(COV-TECH)</b>	Student and Field Instructor <i>access</i> to and <i>accessing</i> technology.
Quality of Placements <b>(COV-QUALPL)</b>	Impact of COVID on quality of placements – including where placements were cancelled or postponed or shortened or remote.
<ul style="list-style-type: none"> <li>- Cancelled Placements <b>(COVID-QUAPL-CAN)</b></li> <li>- Postponed Placements <b>(COVID-QUAPL-POST)</b></li> <li>- Placement Hours Reduced <b>(COVID-QUAPL-SHORT)</b></li> <li>- Remote Placements <b>(COVID-QUAPL-REM)</b></li> </ul>	
<b>Field Education in Crisis (CRIS)</b>	The current “ <del>crisis</del> ” in field education.
Increasing Student Numbers <b>(CRIS-ISN)</b>	Increasing numbers of students entering social work programs and increased need for field education opportunities.



Lack of Social Work Values and Professionalism (CRIS-PV)	Challenges in field education due to the impacts of societal values that do not necessarily align with anti-oppressive or social work values.
Leadership (CRIS-LEAD)	Need for strong leadership in universities and in agencies - ensure field programs are centred, supported, and resourced.
<u>Geography of Field Placements</u> (GEO)	The places and relationships people have with their physical environment and location.
Northern (GEO-NOR)	North coast of Labrador and Nunavut.
Indigenous (GEO-IND)	Areas predominantly populated by Indigenous peoples and communities.
Urban (GEO-URB)	Cities and towns that are densely populated, with ready access to major infrastructure.
Rural (GEO-RUR)	Geographic areas outside of towns and cities that experience isolation and lack of infrastructure.
If Only (IO)	If only – there was all that is needed, including resources, what would be possible and what would be done differently.
<u>Innovative &amp; Promising Practices</u> (IPP)	“In this study, a promising practice is defined as an approach, intervention, initiative, program, service, or strategy that shows potential for enhancing social work field education. A promising practice may address a specific challenge experienced in social work field education. Promising practices are often in the earlier stages of being demonstrated as absolutely effective, yet are considered effective in achieving their stated aims with potential for replication” (TFEL, 2020). Innovating and bringing forward new ways and ideas as an important part of field education.
Administrative Support for Field Coordinators (IPP-ADM)	Universities provide administrative support for field coordinators, so that they can pursue more meaningful aspects of their work.
Cohorts (IPP-COH)	Placing students in an agency simultaneously, in a pair or in groups - opportunities to share offices, work together, and provide each other support.
Community Needs (IPP-CMD)	Field education responding to needs of and supporting communities.
Creativity (IPP-CRE)	Creativity as a way forward for change.
Enhanced Resources (IPP-ER)	The creation, enhancement, or reassignment of resources.
Field Instruction as Teaching Role (IPP-FTR)	Field instruction recognized as a teaching role.
Field Instructor Recruitment via Alumni/Student Engagement (IPP-ASE)	Ensuring that alumni continue engagement with field education. Creating a culture where social workers take on field instructor role. Working with students to become future field instructors.

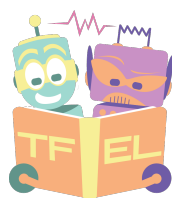
Field Instructor Support (IPP-FIS)	Peer support opportunities for field instructors. Agency support - reduced caseloads or increases in pay to field instructors - acknowledge time and effort of working with students.
Field Instructor Training (IPP-FIT)	Ensuring that field instructors are properly trained - access to training and resources needed to supervise students effectively.
Initiative (IPP-IN)	Students taking initiative for their own learning - Distance students needing to contact agencies directly to secure placements. (in discussion – note connection to accreditation standards)
Intentional Practice (IPP-IP)	Students need to know how to be intentional in decision-making and provide rationales for their choices.
Interdisciplinary Teams (IPP-IT)	Students work with other students and professionals as part of interdisciplinary teams.
International Practicum / Collaboration (IPP-INTP)	Opportunities for development of international placements – and collaboration with the international community in field education.
Increase in Number of Field Coordinators (IPP-INFC)	Need for increase in field coordinators within the universities - increase effective student support, liaise with agencies, conduct research, etc.
IPT System (IPP-IPT)	IPT system as a tool for change / improvement.
Macro-Level Practice in Field (IPP-MLP)	Supporting more macro-level placements and macro-level activities in placements.
Multiple Instructors (IPP-MS)	Team or co-field instructors - enable a range of student training and experience - share student supervision.
Non-traditional Practicums (IPP-NTP)	The need for non-traditional set ups for practicum.
Peer Support (IPP-PS)	Student peer support models to expand student learning and well-being.
Research Practice in Field (IPP-RES)	Supporting more research-focused placements and research activities in placements.
Rotational Placements (IPP-RP)	Students are placed in more than one department or agency during their practicum.
Screening Process - Matching (IPP-SP)	Agencies/field coordinators create ways of assessing / screening student applications to ensure a goodness of fit between agency and student. Recognizing student skills, experience, lived experience as strengths.
Social Work Education Integration (IPP-SWI)	Integrating social work theory and practice is at the core of field education.
Technology (IPP-TECH)	Technological innovations in field education - online counselling and virtual learning.

Time and Duration Considerations (IPP-TD)	Considerations relating to length of practicum / number of hours in field.
<b>Mental Health</b> (MH)	Mental health of students.
Increased recognition of Mental Health (MH-REC)	Increased recognition and discussions of student mental health by students, field coordinators, field instructors, universities, agencies.
Challenges in Placement (MH-CH)	The impact of student mental health challenges in field practicum.
<b>Preparation for Professional Practice - Concrete Skills</b> (PPP)	Social workers graduate with different levels of concrete skills developed in field practicums - competencies needed for graduation or preparation for social work practice.
Lack Concrete Skills (PPP-LCS)	The lack of concrete skills demonstrated by social work students prior to graduation.
Possess Concrete Skills (PPP-PCS)	The presence of concrete skills demonstrated by social work students prior to graduation.
Suitability for Social Work Practice (PPP-SSWP)	Issues arising in field practicum in which students, field <b>Instructors, and/or field coordinators are querying a student's</b> suitability for social work practice.
<b>Values and Practices in Field</b> (VP)	Values and practices essential to integrate into field education.
Critical Thinking (VP-CT)	Incorporating critical thinking.
Direct Practice (VP-CP)	Providing students with as much direct practice (including clinical) as possible.
Diversity (VP-DIV)	Importance of increasing awareness, skills, and approaches with diverse communities and populations.
Embrace Discomfort (VP-ED)	Students need to challenge themselves to move beyond their comfort zone - to support their personal and professional growth and development.
Excellence (VP-EXC)	Fostering excellent practice and practitioners.
Hope (VP-HP)	Hope for the future, student hope/optimism, hope as a feature that maintains involvement in field education.
Observation/Shadowing (VP-OS)	The importance of students observing social work by the field instructor(s) and other team members - students observe themselves via video/audio-taped recordings - shadowing.
Openness to Opportunities (VP-OO)	Students being open to all kinds of practicum placements, agencies populations. Field instructors being open to various opportunities for students - open to the potential for innovation and responding to challenges.
Orientation to Field (VP-OF)	Students require a comprehensive orientation to field/agency/program/team members.

Passion (VP-PA)	The importance of igniting and fostering passion in students and field educators.
Realistic Expectations (VP-REX)	Students having realistic expectations about field practicums. Field instructors having realistic expectations about students.
Respect (VP-RCT)	Respecting and valuing students as individuals and as contributors to agencies.
Self Awareness (VP-SA)	Helping students cultivate self-awareness to aid in professional development.
Self Care (VP-SC)	Teaching / encouraging students to integrate self-care and maintenance of their well-being into daily practice during field practicum.
Social Justice (VP-SJ)	The importance of social justice in practice and practicum experiences. AOP, anti-racism, decolonization, reconciliation, social justice in field education.
Social Work Ethics (VP-SWE)	Valuing, modeling, and teaching students about social work ethics and ethical practice.
<u>Wise &amp; Indigenous Practices</u> (WIP)	"A wise practice is flexible, locally relevant to diverse Indigenous groups, and respect all forms of knowledge, including lived experience, traditional knowledge, and stories. Wise practices are typically relational in nature, involve respect for others, and working together" (TFEL, 2020).
Decolonization/Reconciliation (WIP-DR)	Decolonization and reconciliation are wise practices.
Historical Awareness/ Understanding (WIP-HIS)	Exercises and activities that deepen understanding of the history and colonization of Indigenous peoples.
Incorporating Indigenous Practices (WIP-IIP)	Incorporating exposure to/participating in Indigenous cultural practices. Explore and remedy challenges faced in incorporating Indigenous ways of knowing and being.
New Learning Contracts/ Objectives (WIP-LCO)	Incorporating Indigenous approaches to the learning objectives/contracts that facilitate students conceptualizing/communicating in culturally appropriate ways.
Perspective-Taking (WIP-PT)	Activities that support students to take on perspectives other than their own, and to develop awareness about their colonial and personal history.

## Appendix C

Atlantic Canada Code Book	Amy Martin Interviews					Jamie Maher Interviews					Code Tally
	1	2	3	4	5	6	7	8	9	10	
<b>ACC</b>	6	-	3	10	-	-	1	-	1	2	23
<b>ADV</b>	-	-	-	1	-	-	-	-	-	-	1
ADV-FEG	-	-	-	-	-	-	2	-	-	-	3
ADV-FIN	4	1	-	4	1	-	1	-	1	-	11
ADV-FCO	3	-	-	8	-	-	-	1	-	-	12
ADV-ST	-	2	-	-	-	-	-	-	-	-	2
<b>BAR</b>	-	1	-	1	-	-	-	-	-	-	2
BAR-BUR	1	-	-	-	-	-	-	3	2	2	8
BAR-CFP	1	-	-	-	2	-	7	4	1	3	18
BAR-IPT	-	-	1	-	-	-	-	-	-	-	1
BAR-LPSIS	-	-	-	2	4	-	-	5	-	4	15
BAR-STB	6	5	4	2	8	-	-	-	3	1	29
<b>BV</b>	-	-	-	-	-	-	-	-	-	-	0
BV-FE	4	2	4	-	1	2	1	2	1	2	19
BV-STFE	-	3	2	1	2	1	-	-	-	-	9
BV-STUA	1	-	-	-	-	-	-	-	-	-	1
BV-STAG	1	1	1	2	3	5	-	-	-	1	14
BV-FISD	-	1	1	-	-	-	-	2	-	2	6
<b>COL</b>	-	-	-	-	-	-	-	-	-	2	2
COL-STAK	8	3	-	8	1	8	2	-	3	1	34
COL-STU	-	-	-	8	-	2	-	-	-	-	10
COL-COM	2	-	-	-	-	7	-	-	-	-	9
COL-RB	10	1	-	12	2	7	4	4	4	-	44
<b>COV</b>	4	-	-	-	-	2	3	5	5	-	19
COV-TELROM	-	-	-	-	1	-	-	6	1	-	8
COV-TECH	-	-	-	-	-	-	-	-	-	-	0
COV-QUALPL	-	-	-	-	-	-	-	-	-	-	0
COVID-QUAPL-CAN	-	-	-	1	-	-	-	-	1	1	3
COVID-QUAPL-POST	-	-	-	-	-	-	-	-	-	-	0
COVID-QUAPL-SHORT	2	-	-	-	-	-	-	-	5	-	7
COVID-QUAPL-REM	3	-	-	-	-	1	-	-	1	-	5
<b>CRIS</b>	-	-	-	-	-	-	3	-	1	-	1
CRIS-ISN	-	-	-	-	-	-	-	-	2	-	5
CRIS-PV	-	-	-	-	2	-	-	-	-	-	2
CRIS-LEAD	2	-	-	-	-	-	3	-	-	-	5
<b>GEO</b>	-	-	-	-	-	-	-	-	-	-	0
GEO-NOR	2	-	-	14	-	-	-	1	-	-	17
GEO-IND	2	-	-	9	-	-	-	-	-	-	11
GEO-URB	-	-	-	-	-	-	-	-	1	-	1
GEO-RUR	1	-	-	14	1	-	-	1	-	-	17
<b>IO</b>	-	-	-	2	-	-	-	-	-	-	2
<b>IPP</b>	-	-	-	-	-	-	-	-	-	-	0
IPP-ADM	-	-	-	-	-	1	3	1	-	1	6
IPP-COH	1	1	-	2	-	3	-	-	-	-	7
IPP-CMD	1	-	-	2	-	5	2	-	-	-	10
IPP-CRE	4	1	-	-	-	-	-	2	3	1	11
IPP-ER	1	-	-	-	1	1	4	2	3	-	12
IPP-FTR	1	1	3	-	3	1	-	-	-	1	10
IPP-ASE	-	-	-	-	-	-	1	-	-	-	1
IPP-FIS	1	-	-	-	-	-	-	-	-	-	1
IPP-FIT	-	-	1	-	2	1	-	-	1	1	6
IPP-IN	-	-	-	-	-	1	-	1	1	-	3
IPP-IP	-	-	-	-	1	-	-	-	-	-	1
IPP-IT	1	1	-	-	-	-	4	-	-	-	6
IPP-INTP	-	-	-	-	-	-	-	-	2	1	3
IPP-INFEC	3	-	-	-	-	-	-	-	1	-	4
IPP-IPT	-	-	-	-	-	-	-	-	-	-	0
IPP-MLP	-	-	-	-	-	2	-	-	-	-	2
IPP-MS	5	4	2	-	1	-	-	-	-	-	12
IPP-NTP	1	-	-	-	-	-	-	2	1	-	4
IPP-PS	-	-	-	-	-	-	1	-	-	-	1
IPP-RES	-	4	-	-	-	1	1	-	-	-	6
IPP-RP	2	4	1	-	1	-	4	-	-	-	12
IPP-SP	1	1	1	4	2	1	-	1	1	-	12
IPP-SWI	-	1	2	-	5	4	-	-	-	-	12
IPP-TECH	-	-	-	1	-	-	-	-	1	-	2
IPP-TD	1	-	1	-	-	-	1	-	2	-	5
<b>MH</b>	0	-	-	-	-	-	-	-	-	1	1
MH-REC	0	2	2	-	5	-	1	-	2	2	14
MH-CH	0	-	-	-	3	-	-	-	2	4	9
<b>PPP</b>	-	1	-	-	-	-	-	-	-	-	1
PPP-LCS	-	-	-	3	3	-	-	-	-	-	6
PPP-PCS	-	1	1	1	3	-	-	-	-	-	6
PPP-SSWP	5	-	2	5	4	-	-	-	-	-	16
<b>VP</b>	-	-	-	1	-	-	-	-	-	-	1
VP-CT	-	1	-	-	3	-	-	-	-	-	4
VP-CP	1	6	2	3	7	3	1	-	-	-	23
VP-DIV	1	-	-	3	-	1	1	-	3	-	9
VP-ED	-	-	7	5	-	-	-	2	1	-	15
VP-EXC	-	1	-	-	3	-	-	-	-	-	4
VP-HP	-	-	-	-	-	-	1	-	-	-	1
VP-OS	-	2	-	-	-	-	-	-	-	-	2
VP-OO	1	-	-	3	-	-	-	5	-	-	9
VP-OF	1	1	2	7	1	-	-	-	-	-	12
VP-PA	6	-	-	6	-	-	-	-	-	-	12
VP-REX	-	1	3	2	-	-	-	3	-	-	9
VP-RCT	-	-	-	3	-	-	-	-	-	-	3
VP-SA	1	-	-	-	3	1	-	-	-	-	5
VP-SC	-	-	-	-	-	1	-	-	-	-	1
VP-SJ	2	-	-	3	2	6	1	-	-	-	14
VP-SWE	-	-	-	-	-	-	-	-	-	-	0
<b>WIP</b>	-	-	-	-	-	2	-	-	-	-	2
WIP-DR	2	-	-	2	-	-	3	-	-	-	7
WIP-HIS	-	-	-	-	-	1	3	-	-	-	4
WIP-IIP	2	-	-	8	-	-	4	2	1	-	17
WIP-LCO	1	-	-	-	-	-	-	-	-	-	1
WIP-PT	2	-	-	-	-	-	-	-	-	-	2



Transforming the Field  
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