Transforming the Field Education Landscape (TFEL)

Ontario Region Report on Promising and Wise Practices in Field Education

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A Report from TFEL's Promising and Wise Practices Interviews

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***Verbatim transcripts of participant interviews 1-32 (with identifying information redacted) are provided in a separate folder along with this report.

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EXECUTIVE SUMMARY

The Transforming the Field Education Landscape (TFEL) partnership project is dedicated to preparing future generations of Canadian social workers by providing training and mentoring opportunities for students, mobilizing innovative and promising field education practices, and improving the integration of research and practice in social work field education.

Several issues have been identified, relating to what has been referred to as "a crisis in field education". These issues include: scarcity of practicum opportunities in organizations and government cutbacks in funding to agencies resulting in higher caseloads for the social workers who would typically provide field instruction to students (Bogo et. al., 2020). Internationally, researchers have linked these conditions to neoliberal policies in their countries. These conditions are seen across social work landscapes in Australia (Cleak & Zuchowski, 2019), Canada (Ayala et al., 2018; Tam et al., 2018), England (Baginsky et al., 2019), New Zealand (Hay et al., 2019), and the United States (CSWE, 2015b; Gushwa & Harriman, 2019).

Given this context, it appears that the commitment to accept students in field relies on the motivation of individual social workers. Despite the documented 'crisis', many social workers voluntarily take on the extra role of field education. University based field directors/coordinators work tirelessly to develop robust, effective field practicums for their students. Field education coordinators and directors across Canada released a joint statement calling for educational institutions and the profession to promote innovative and sustainable solutions to mitigate the field's growing concerns and needs (CASWE-ACFTS, 2021).

The project discussed in this Ontario report is part of a national study that aims to develop sustainable field education models. Through interviews held with field education directors/coordinators, field instructors, and field agency representatives, we have elicited their perspectives and recommendations of what works, and what aspirational practices they have identified. The goal of the interviewing project is to provide ample knowledge about current promising and wise practices and highlight aspirational practices that we can implement to transform field education.

Executive Summary of Themes

In addition to the assigned themes of promising and wise practices, three new main themes emerged from thematic analysis of responses from field coordinators, field educators/instructors, and representatives of relevant professional bodies in Ontario. Our three new main themes are effective practices, aspirational practices, and landscape of the field.

The definitions of effective practices, aspirational practices, and landscape of the field were defined by the University of Toronto research team through multiple iterative discussions. The subthemes and subdivisions that emerged under each main theme will be more thoroughly defined in the later "Findings" sections of this report.

Additionally, the themes that emerged from interviews with field directors/coordinators spoke to discretely different content and processes than the themes that emerged from interviews with field educators. Accordingly, the list of themes below was then separated to demonstrate the existing distinction from these two different perspectives about the field education landscape.

Effective Practices

In this study, our novel additional theme of "effective practices" are defined as practices that have been demonstrated as being effective in enhancing field education and/or addressing a challenge that existed in the field education landscape. These are practices that are often grounded in a specific participant's or organization's regular practices, rather than practices which exist in social work field education in broad terms. These practices, distinct from "promising practices", have been ongoing for several years and have demonstrated their effectiveness to a particular organization.

Promising Practices

"Promising practices" are defined as initiatives, approaches, interventions, programs, services, or strategies that show new and promising potential for enhancing field education. Promising practices may also address specific challenges experienced in social work field education. Though these practices are often in the earlier stages of being demonstrated as effective, they are defined as being promising in their ability to achieve their stated aims with the potential for replication in other organizations.

Aspirational Practices

In this study, "aspirational practices" was our second novel theme; these are defined as practices that have not yet been implemented. They are either realistic, or ambitious, in their scope and designed to potentially enhance the field education landscape and address some of the challenges that currently exist. This theme emerged as numerous field educators/instructors reflected on existing effective or promising practices, but then took their reflection a step further and elaborated upon ways to change, augment, or implement new aspirational initiatives. Aspirational practices occurred when they offered up statements that spoke to "if only we could…" enhance, or create, new practices to better support the landscape of the field.

Wise Practices

"Wise practices" are defined as practices that are flexible, often locally relevant to diverse Indigenous groups and respect all forms of knowledge, such as, lived experience, traditional knowledge, and stories. Wise practices are relational in nature and involve respect for others and working

together. However, due to less Indigenous-specific representation in the sample of interviews from Ontario, the research team broadened this term by re-conceptualizing a "wise practice" as any practice that is "flexible, local, tailored to a specific unique client population, or culturally competent/relevant".

Landscape of the Field
The "landscape of the field" refers to instances identified where the field professional offered a description or elaboration of the current state of social work field education in Ontario. This is a distinct theme in and of itself that differs from the various type of practices listed above; it does not discuss the activities or practices involved in field education. Rather, this theme entails comments on the state of the field as it influences the development or implementation of a practice. A predominate subtheme that came up frequently was the sudden and unexpected changes to the landscape because of the COVID-19 pandemic, as well as other structural or resource barriers that exist in the current landscape of field education.

Methodology

A recruitment strategy was developed that aimed to access a diverse set of participants who represented a variety of workplace settings, who serve different client populations, and whose geographic location varies enough to capture the unique perspectives all across Ontario. Participants came from Central, Eastern, Northwest, and Southern Ontario.

Recruitment Strategy and Process
Following approval from the Research Ethics Board at the University of Toronto participants were contacted by email and invited to participate in semi-structured interviews: see Appendix A for the information letter and Appendix B for the consent form. Those who provided informed consented were then emailed the list of interview questions in advance, to afford them with additional time before the interview to reflect upon the questions being posed.

Participants were individuals with current (and/or past) experience in roles related to field education, which includes interviews conducted with field education directors/coordinators, field educators/instructors in agencies, and representatives of relevant professional bodies in Ontario.

Purposive quota sampling was utilized in order to achieve a balance between recruiting participants such as field educators/instructors in agencies who could speak to their experience directly providing field education, and participants who could speak to the organizational/institutional/policy sector perspective as it relates to the field education landscape.
There were two distinct stages of recruitment: one stage of quota sampling for the first 20 interviews took place in the fall of 2020, and then additional quota sampling for the remaining 12 Ontario interviews took place in the winter of 2021. The later set of interviews were conducted at the request of the Principal Investigator of TFEL.

For the first stage, initial demographic analysis revealed an over-representation of university-based field education coordinators and directors, with very few field educators/instructors. Thus, in the second stage recruitment of field educators/instructors from a variety of agencies were targeted to ensure a broad view of the field education landscape was captured. These interviewees spoke to their experiences practicing in mental and physical health sciences teaching hospitals, community care centers serving unique populations, grassroots organizations, university health centers, tele-mental health centers, and geriatric care centers with long-term care homes.

During interviews, participants self-identified their professional role, and upon analysis the research team organized their role into one of seven categories.

Sample

Participants' Demographic Characteristics

	n	(%)
Role		
University Based		
Director	1	3
Director & Education Coordinator	1	3
Education Coordinator	4	13
Faculty Field Liaison	1	3
Field Education Coordinator	12	38
Agency Based		
Field Educator/Instructor	11	34
Provincial Associate Representative	2	6
Total years as Field Educator/Instructor		
1-5	3	27
5-10	2	18
10-15	2	18
15-20	1	10
≥20	3	27
Current Organization		
Post-secondary institution	13	41
Mental health centre	4	13
Mental health hospital	2	6
General hospital	4	13
Professional association	3	9
Community health centre	6	18
Geographic Location		
Central - Toronto	19	59
Northern Ontario	1	3
Northwestern Ontario	1	3
Eastern Ontario	4	13
Southwestern Ontario	1	3
All of Ontario	6	19

N = 32.

Data Collection
Interviews ranged from 30 minutes to one hour. They were digitally recorded on Zoom, transcribed verbatim and anonymized.

Coding & Thematic Analysis
A total of 32 semi-structured interviews were completed, transcribed, and coded initially using the 2 themes of promising and wise practices. Through initial analysis, 3 additional themes emerged: effective, aspirational, and landscape of the field.

As the interviews were transcribed, it became apparent that we had two distinct participant groups in our sample who provided different perspectives on field education. Accordingly, the coding process and the code book development was divided into two distinct but related segments, and we arrived at a "Field Coordinator (FC)/ Field Director (FD) Codebook" and "Field Educator/Instructor (FI) Codebook" after all themes were finalized by group consensus. Although some themes overlap, there are important differences and new/distinct themes arose in each set of interviews that rendered these two groups being categorized distinctly.

The team then randomly selected a set of FC/FD transcripts for coding. Two research assistants coded the same transcripts, and individually developed a beginning draft of themes and subthemes present, which would be used in the preliminary codebook. Themes were noted in the transcript as comments in Microsoft Word (as there was no access to NVivo licenses), and codes were consolidated in a separate four column document to develop the codebook. The research team met on a weekly basis to review the coded transcripts, review the progress of developing the codebook, consolidate emerging themes, and then assign the next round of transcripts to code.

Upon completing several rounds of this iterative process, a master FD/FC codebook was finalized. After the RA's had coded 15 transcripts together, the remaining were independently coded utilizing the finalized codebook. This was used as the springboard for the second round of analysis, which took place on the FI transcripts. The FI transcripts were coded using the FD/FC codebook. As new themes emerged from the unique insights provided by FI's some themes that were not identified were removed.

There are two documents per interview participant: one verbatim coded transcript with redacted identifying information, and one participant summary sheet. Summary sheets display a quick overview of demographic information, and a brief list of the key themes that were coded in the corresponding interview, with important quotes; a full list of all of the codes per interview is logged in the codebooks.

The two final codebooks contain a list of the main themes bolded on the blue backdrop (collaboration, accreditation body, COVID-19) and subthemes (in bold under each main theme), which are organized by the four overarching practices; effective, promising, aspirational, and wise. Each segment lists the participant number where a particular code was present. To read the codes, navigate to that transcript where the code is highlighted as a comment.

Findings
Field Director & Field Coordinator Codebook

Ontario Field Director & Field Coordinator Codebook				
	Effective	**Promising**	**Aspirational**	**Wise**
	Established practices	New practices	If only…	Flexible, cultural practices
Collaboration	Effective	Promising	Aspirational	Wise
Inter-organizational collaboration	P111, P116, P119, P123, P124, P125, P127, P133, P136, P137	P111, P112, P117, P119, P123, P124, P125, P133, P136	P111, P115, P116, P117, P119, P123, P131, P133, P134, P137, P139	P111, P118, P121, P127, P138, P143
Intra-organizational collaboration	P111, P116, P117, P119, P121, P123, P124, P125, P127, P133, P136, P137, P138	P111, P123, P134, P137, P145	P118, P137	P121, P123, P138
Accreditation Body/Policy	Effective	Promising	Aspirational	Wise
CASWE addressing the crisis in Field Education			P111, P115, P116, P117, P119, P124, P131, P137	
COVID-19	Effective	Promising	Aspirational	Wise
Virtual practicums		P111, P115, P119, P124, P125, P128, P133, P137		
Flexibility (hybrid practicums, etc)		P111, P115, P119, P121, P124, P128, P139	P137	
New opportunities		P117, P128, P133, P137		
Initiatives & Strategies	Effective	Promising	Aspirational	Wise

Graduates becoming FIs	P143	P111, P115, P117, P119, P121	P117	
Unconventional practicum sites		P111, P116, P121, P133	P143	P118
Unconventional practicum models	P118, P133, P137, P138, P139	P111, P115, P116, P117, P119, P13, P125, P128, P131, P133, P136	P116, P124, P137	P111, P118, P143
Organizational	P118, P121, P136, P138	P111, P119, P121, P133	P116, P119	
Diversity and Equity	Effective	Promising	Aspirational	Wise
Cultural competency				P111, P121, P123, P127, P137, P138
Diverse or Indigenous practicums		P111, P121, P125	P111	P111, P123, P125, P134, P138, P143
Organizational / Indigenous values				P111, P118, P121, P123, P137, P138
Student Experience	Effective	Promising	Aspirational	Wise
Student-centered	P111, P116, P117, P119, P121, P123, P126, P127, P136, P138	P111, P115, P118, P121, P123, P124, P125, P127, P133	P118, P119, P127	P111, P118, P127, P138

Student Supports	P111, P119, P126, P127, P128, P131, P134, P137, P138	P118, P125, P131, P133, P136	P111, P131	P111, P138
FI Experience	Effective	Promising	Aspirational	Wise
Incentives	P111, P115, P119, P121, P125, P137, P139	P131, P133, P136	P117, P119, P136	
FI Supports	P111, P115, P116, P117, P119, P121, P123, P125, P131, P138	P115, P119, P123, P131, P133, P136	P111, P118, P119, P136, P137	P111, P123
Perception of Field Education	P119, P121, P131, P136, P139	P133	P119, P146	P138
Curriculum	Effective	Promising	Aspirational	Wise
Integrating theory & practice	P111, P119		P118, P123, P133	
Preparing graduates to become FIs		P115, P123	P118, P123, P124, P125, P136	
Diverse/ Decolonizing			P127	P111, P118, P127
Landscape of the field				
Precarity in the Field due to...				
I. Lack of Resources			P111, P115, P116, P117, P118, P119, P121, P123, P124, P125, P127, P131, P133, P136, P137, P139	
II. Pressure in the Field			P111, P115, P116, P117, P118, P119, P124, P125, P127, P131, P133, P134, P137	
III. Lack of FI Competency			P115, P117, P119, P124,	

	P125, P133
Esteem/Perceived Value/Priority or not	P111, P116, P117, P118, P119, P123, P124, P131, P133, P134, P136, P138, P139
COVID-19	P115, P118, P124, P127, P133, P134, P136, P137, P145
Unrealistic Student Expectations	P117, P131, P133

Definitions of Field Director & Field Coordinator Themes
The following is a list of findings and definitions that illustrate the themes and subthemes which emerged from interviews with field coordinators and field directors. Each finding is related to one or more of the five main themes. The theme(s) are indicated in brackets after each definition: effective (E), promising (P), aspirational (A), wise (W), and landscape of the field (L).

1. **Collaboration**
- **Interorganizational Collaboration** refers to different institutions working together on field education. These institutions are universities, field offices, practicum sites, and community organizations
    - Examples include: social work schools from different universities working together to avoid competition for practicum opportunities, field offices building a collaborative relationship with practicum sites, or community partnerships through the university and field office (EPAW)
- **Intraorganizational Collaboration** refers to the work dynamics of individuals or departments of a single organization. These organizations were either a university, field office, or practicum site
    - Examples include: teamwork, leadership, a shared vision of field education throughout the organization, feedback and evaluations, and general workplace culture (EPAW)

2. **Accreditation Body and Policy**
- **CASWE-ACFTS Addressing Crisis in Field Education** refers to the Canadian Association for Social Work Education implementing initiatives, regulations, or policies to address the noted crisis in field education
    - Examples include: mandating field instruction as a social worker's professional obligation, having university programs include courses on knowledge and competencies for field instruction as part of the curriculum, or general sentiments about CASWE-ACFTS addressing the crisis (A)

3. **COVID-19**
- **Virtual Practicums** refers to the shift from in-person practicums to online practicums because of the impact of COVID-19 pandemic on field education. This subtheme was used exclusively to capture the positive mentions of the use of online platforms in field education and social work, and their continued potential for post-pandemic field education delivery (P)
- **Flexibility** refers to strategies undertaken by field offices and practicum sites when having to adapt to the COVID-19 pandemic

- o Examples include: being flexible about start and end dates of practicums, implementing hybrid practicum models (i.e., in-person and virtual), and a flexible attitude (PA)
- **New Opportunities** refers to learning and practicum opportunities that were not considered or available before the COVID-19 pandemic.
  - o Examples include: students or practicum sites adapting to the online format during COVID-19, and novel learning opportunities being more available and accessible (e.g., Interprofessional meetings, workshops, webinars) (P)

4. **Initiatives/Strategies**
- **Graduates Becoming Field Educators/Instructors** refers to any formal or informal initiatives used to encourage students to become field educators/instructors after they graduate
  - o Examples of these initiatives include: informal discussions with current students about their future responsibility of becoming field educators/instructors; strategies that field offices employ in contacting students upon graduation inquiring about their interest in becoming field educators/instructors, and; aspirational methods of instilling the idea of field education/instruction within current students before graduation in an academic setting (EPA)
- **Unconventional Practicum Sites** are not considered conventional by regular standards.
  - o Examples include: on-campus practicums, and non-social work related community-based practicum sites (e.g., university sports team, public libraries) where activities that utilize social work based competencies and skills can be practiced by the student (PAW)
- **Unconventional Practicum Models** refers to practicums that do not adhere to the conventional one-on-one student and field educator model
  - o Examples include: paid practicums/practicums where a student is an employee, and group practicums where there are multiple students supervised by one field educator (EPAW)
- **Organizational** refers to initiatives within an organization for the purpose of improving field education
  - o Examples include: field practicum fairs where students can meet and interact with members of potential practicum sites, creating a formal field education coordinator position at a practicum site, or creating an on-campus community resource center (EPA)

5. **Diversity and Equity**
- **Cultural Competency** refers to any specific awareness of culturally competent issues and an intention to tend to them
  - o Examples include: workshops addressing Anti-Black Racism and Anti-Oppressive Practice, field educators discussing cultural competency or cultural humility in regard to social work practice with their students or ensuring diverse representation on a field education committee (W)
- **Diverse and/or Indigenous Practicums** refers to practicums with BIPOC organizations, practicums in an Indigenous community, or practicums in languages other than English or French, and ensuring space for BIPOC students in organizations for their practicum (PAW)
- **Organizational and Indigenous Values refers** to incorporating equity, diversity, and inclusion (EDI) or Indigenous values within the structure/mandate of an organization

- o Example of this subtheme is representative hiring practices (EDI) or ensuring the learning between student and faculty, or field educator is two directional (Indigenous values) (AW)

6. **Student Experience**
- **Student-centered** refers to approaches, initiatives, or experiences that focus on the unique needs, learning styles, aspirations, perspectives, and backgrounds of each student.
    - o Examples include: the field educator/instructor and the student collaborating on the students' learning goals, student-initiated opportunities (e.g., giving presentations, designing and delivering group sessions), or encouraging student feedback (EPAW)
- **Student Supports** refers to approaches or initiatives that serve to support the student's practicum experience
    - o Examples include: meetings or check-ins with the student to track the student's practicum experience, peer support opportunities, workshops, or orientation (EPAW)

7. **Field Educator Experience**
- **Incentives** refers to the benefits to the field educator for taking on practicum students.
    - o Examples include: field educators staying current on social work theories and approaches in turn improving their own practice, field educators having access to university resources, or field educators being invited to speak at the university (EPA)
- **Field Educator/Instructor Supports** refers to approaches or initiatives that serve to support the field educator/instructor in their role
    - o Examples include: training modules, manuals on field supervision, meetings or check-ins with field directors and coordinators, peer support with other field educators/instructors (EPAW)
- **Perception of Field Education** refers to how field educators/instructors think about field education and their role as field educator/instructor (EPAW)

8. **Curriculum**
- **Integrating Theory and Practice** refers to initiatives to add to or enhance the MSW or BSW curriculum to link the learning in classroom to practice
    - o An example of this subtheme is a course or seminar where students discuss practicum experiences and link them back to theoretical concepts through reflective logs (EA)
- **Preparing Graduates to Become Field Educators/Instructors** refers to initiatives to add to or enhance the MSW or BSW curriculum to prepare and encourage students to become field educators after they graduate. An example of this subtheme is a course on field education/supervision and leadership. (PA)
- **Diverse / Decolonizing** refers to initiatives to diversify and/or decolonize the MSW or BSW curriculum
    - o Examples of diverse / decolonizing the curriculum include inviting guest speakers to speak on diversity issues, infusing Indigenous values and teaching into course materials, learning and discussing the violent and troubling history of social work in Canada (AW)

Landscape of the Field
This section reflects instances where FC/FD's described the landscape of field education, which did not include a specific promising or wise practice, but rather a commentary on the state of the field in which they are currently practicing

- **Precarity in the Field:**
- **Lack of Resources** refers to a shortage of resources in field education.
    - Examples include: not enough field educators/instructors, not enough practicum opportunities, or not enough funding or staff at the university, field office, or practicum site
- **Pressure in the Field** refers to a strain on the capacity of field education.
    - Examples include large caseloads for social workers, large workloads for field coordinators, or competition for practicums
- **Lack of Field Educator Competency** refers to field educators/instructors or potential field educators/instructors lacking the competency or confidence to fulfill their duty or to become field educators/instructors.
    - Examples include field educators/instructors having a practitioner versus educator mentality, a lack of field educators/instructors who are registered social workers, or a lack of field educator/instructor training
- **Esteem/Perceived Value/Priority or not** refers to the perceived value of field education and how that influences its importance in academic institutions, at organizational sites, or when implementing policy.
    - Examples include the value that accreditation bodies, universities, social work faculties, organizations that offer or could offer practicums, or even practicing social workers place on the priority of delivering field education
- **COVID-19** refers to any barriers that arose due to the OCVID-19 pandemic.
    - Examples include: less practicum opportunities, resistance to virtual practicums, or diminished capacity at practicum sites
- **Unrealistic Student Expectation** refers to expectations about their practicum opportunity or experience.
    - An example of this subtheme is a student's general inflexibility about the type of practicum opportunities available to them (e.g., direct versus indirect practice, organization offering the available practicum, duties or tasks in practicum 1)

Field Educator Codebook

In the interviews from the Ontario region, 11 of the 32 field education professionals interviewed self-identified as field educators/instructors. After thematic analysis, 9 themes and 23 subthemes emerged from the transcripts analyzed, and a separate codebook was developed which is as follows. Several themes overlap with the FC/FD codebook, and some are novel to this subsample.

Ontario Field Educator Codebook				
	Effective	**Promising**	**Aspirational**	**Wise**
	Established practices	New practices	If only...	Flexible, cultural practices
Student Exp.	Effective	Promising	Aspirational	Wise
Student-centered	P112, P126, P128, P139, P145, P146, P147, P149	P112, P128, P139, P142, P146	P128	P143

Student Supports	P112, P126, P128, P129, P139, P140, P145, P146	P112, P139, P142, P146	P126	P143
Building student competency/ confidence (IPE)	P129, P140, P141, P143, P147, P139	P112, P133, P146	P126	P143
Educational Strategies	Effective	Promising	Aspirational	Wise
Experiential Learning & Reflective Practice	P112, P126, P128, P129, P133, P139, P140, P141, P142, P147, P139	P112, P133, P142, P146,	P129, P140, P143	P138, P143
Integrating theory	P128, P133, P139, P140 P141	P142, P146	P140	
FI-Student Relationship	Effective	Promising	Aspirational	Wise
Collaborative & dynamics	P112, P126, P128, P129, P133, P139, P140, P141, P143, P147	P112, P133, P139	P129	P138, P143
Power dynamics	P126, P129, P133, P139, P140, P141, P143, P147	P128	P126	P143
Benefits of Educating/Supervising Students	Effective	Promising	Aspirational	Wise
Staying current	P126, P128, P129, P139, P141	P139		
Expanding community/ practice	P112, P126, P128, P139, P140, P141, P143, P146, P147	P112, P126, P146		P143

Initiatives	Effective	Promising	Aspirational	Wise
Students becoming FIs	P128	P112	P128, P146	
Unconventional practicum models	P126, P128, P141, P146	P112, P128, P133, P142, P146	P126	P143
Organizational	P126, P145	P142, P146	P112, P126, P129, P146	P143
COVID-19	Effective	Promising	Aspirational	Wise
Virtual practicums	P139, P140, P141	P112, P128, P139, P142, P139		
New Opportunities	P147	P112, P128, P139, P140, P146	P141	
Flexibility & Hybrid practicums	P140, P141	P128, P129, P139, P140		
Diversity & Equity	Effective	Promising	Aspirational	Wise
Cultural competency	P147			P140, P142, P143
Diverse practicums	P141, P147			P128, P139
Organizational/ Indigenous values	P147		P143	P112, P140, P143, P146
FI Experience	Effective	Promising	Aspirational	Wise
Incentives	P112, P128, P129, P139, P141, P142	P146		
FI Supports	P112, P129, P139, P141, P147	P112, P139, P145	P112, P128	

Perception of Field Education	P147	P146		
Work Environment	Effective	Promising	Aspirational	Wise
Shared vision for field education	P112, P128, P139, P141, P147			
Work culture	P112, P128, P139, P140, P147	P112		
Landscape of the field				
Precarity in the Field due to...				
I. Lack of Resources		P112, P126, P128, P129, P139, P140, P141, P146		
II. Pressure in the Field		P112, P128, P140, P141, P145, P146		
Esteem/Perceived Value/Priority or not		P126, P128, P129		
COVID-19		P126, P128, P129, P133, P139, P140, P141, P142, P145, P147		
History of social work as barrier		P143, P147		

Definitions of Field Educator/Instructor Themes

The following definitions illustrate the themes and subthemes that are unique to the field educator/instructor experience. Each fall under one or more of the five main themes, which will be indicated in brackets after each description as follows: effective (E), promising (P), aspirational (A), wise (W), and landscape of the field (L).

1. **Student Experience**
- **Student-Centered** experiences refer to any approaches, educational strategies, initiatives, or experiences that focus on each student's unique needs, learning styles, aspirations, perspectives, previous work experience, and backgrounds (EPAW)
- **Student Supports** are approaches or initiatives that serve to support the student's practicum experience
   o Examples include conducting check-ins, peer support opportunities, workshops, providing extra support, or orientation (EPAW)
- **Building Student Competency/Confidence** refers to initiatives or practices with the intent to build student competencies in social work practice
   o Examples include: organizations that host Inter-Professional training events, interdisciplinary workshops and educational seminars (EPAW)

2. **Educational Strategies**
- **Experiential Learning and Reflective Practice** refers to initiatives aimed at supporting students to engage in practices that explores relationships between one's thoughts and actions
  - Examples of this include: completion and review of reflection logs, roleplaying, role-modeling (EPAW)
- **Integrating theory** involves the field educator/instructor purposefully using approaches that integrate theory and research into practice (EPA)

3. **FI Student Relationship**
- **Collaboration & Dynamics** refers to the interpersonal dynamics between the field educator and practicum student and within the larger organization.
  - Examples include teamwork, feedback and evaluations (EPAW)
- **Power dynamics** refers to field educators'/instructors' efforts through mindfulness, empathy, support, any distinct approaches, initiatives or practices they implemented to mitigate power imbalances that are inherent within the student and supervisor relationship

4. **Benefits of taking on Students**
- **Staying Current** refers to practicum student's ability to bring new knowledge (i.e., technological, academic) to practicum, which in turn enables organizations or field educators/instructors to adapt or remain current within the field (EP)
- **Expanding Community/Practice** refers to initiatives or practices among the field educator/instructor and student that focus on sharing best practices to participate, guide their learning, and provide a way for practitioners to share tips and best practices, ask questions of their colleagues and provide support for each other (EPW)

5. **Initiatives**
- **Students becoming FIs** refers to the specific motivation that field educators/instructors have to encourage practicum students themselves to aspire to provide education as a field educator after developing the necessary competencies upon their graduation
  - Examples include formal or informal initiatives to encourage students to become field educators/instructors (i.e., workshops) (EPA)
- **Unconventional Practicum Models** refers to practicums that do not adhere to the conventional one-on-one student and field educator/instructor model
  - Examples include paid practicums, group practicums where there are multiple students to one field educator (EPAW)

Organizational initiatives refer to the agency/organization promotion of internal campaigns that seek to improve the work environment, company culture, or overall business/ fiscal strategy for field educators/instructors and/or practicum students (EPAW)

These definitions and subthemes are the same as in the FC/FD Codebook:
6. **COVID-19**
7. **Diversity and Equity**
8. **Field Educator/Instructor Experience**

9. **Work Environment**

- **Shared vision for field education** refers to an agency or organization's vision of effective social work field education, which speaks to their commitment to supporting the needs of the student/FI and the needs of the field (E)
- **Work culture** refers to a field educator's/instructor's ability or effort to create and sustain an environment for practicum students within the organization that contributes to the emotional and relational well-being of the workplace members and environment (EP)

The Landscape of the Field
- **COVID-19:** this section captured the impact of the pandemic on the field education landscape of Ontario.
  - Examples include instances where field educators/instructors were redeployed and found their job duties drastically changed, challenges transitioning to remote/online services, and any other general challenges related to the pandemic

Participant Interview Summaries 1-32
All participant summary sheets are listed in order of their ID number. Some participants were unable to be contacted for an interview despite consenting, and thus their ID number has been skipped in the summary list

P111 Interview Summary
Demographics

Participant Role/Title	Field Coordinator / Co-chair of Alliance of Field Directors			
Highest level of education and year	MSW, 2006			
Other Degrees Aside from Social Work	BS Honors in Psychology			
Nature of Organization	Social Work school / [organization]			
Number of Years with Organization	3 / 6			
Number of Social Workers at organization	8			
Total number of years in helping profession (including practicum and volunteer)	20			
Total number of years in helping profession only paid positions	14			
Total number of years in following positions (if applicable)	Field Educator 1	Coordinator 3	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 1	Other	

P111 Themes & Quotes

- **Effective/Promising:** This participant mainly spoke to the importance of collaboration at length, they have partnered with other schools, other institutions/agencies, and practicum

sites.

- **Aspirational:** They have unique trainings that are digitized, and wanted to establish centralized training, accessible nationally via technology, shared across Canada.

- **Wise:** This participant's organization integrates Indigenous teachings and the department supports Indigenous studies within their curriculum and practicum. This is an important interview that has many themes of wise practices identified:

  o "So our students review the codes of ethics from the Canadian Association of Social Workers and the college, but also the seven sacred teachings. So that's infused throughout the whole program, so that indigenous perspective is really weaved through and is important"

  o "So, the role of that department is really supporting Indigenous students, so they have [a][…] success advisor. They have like a student lounge area called […].

  o They have elders come in, they have soup days, although all this is a bit different with Covid-19. And they organize a powwow every year"

P112 Interview Summary
Demographics

Participant Role/Title	Field Educator			
Highest level of education and year	MSW, (2018?)			
Other Degrees Aside from Social Work	Diploma in SSW			
Nature of Organization	Policy			
Number of Years with Organization	3			
Number of Social Workers at organization	3			
Total number of years in helping profession (including practicum and volunteer)	17			
Total number of years in helping profession only paid positions	16			
Total number of years in following positions (if applicable)	Field Educator 2	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 4	Other	

All codes

Student Experience	Individualize the student, Student-led, Seminars/workshops, Support/checking in, Peer support, Building competency/confidence, Orientation
Educational Strategies	Debriefing, Setting goals, Start-end projects
FI-Student Relationship	Trust/confidence, Collaboration, Openness/open dialogue
Benefits of Taking a Student	Expanding community/practice
Initiatives	Virtual practicums, Group practicums, Students becoming FIs, Co-supervision, Student HUB
COVID-19	Virtual practicums, New opportunities
Diversity and Equity	Accessibility, ABR/AOP
FI Experience	Training/support, Peer support, Giving back/paying it forward
Work Environment	Shared vision for field education, Work culture, Collaboration
Landscape	Pressure on FIs, Lack of FI training
Collaboration (FC/FD)	FO-Orgs, Orgs-Orgs

P112 Themes & Quotes

- **Effective/Promising:** this participant mainly spoke to the effectiveness/benefits of group practicums, aka one FI taking on more than one student to supervise
  - "And, I really feel that the students' confidence in that space, because they had their peers with them increased exponentially in terms of, you know, asking questions about the organization, or about an approach that we had taken"

- o "So, it seems like a kind of a small thing to say, hey, potential field supervisors out there, take on more than one student. It can be really daunting, But I actually think it is an incredible approach to reducing those fears around, what's the impact on the work, my workload going to be here? Because it actually has this kind of cascading effect in reducing that."

- Another effective practice in their organization was setting start-end projects for students:
  - o "And I think that one of the reasons that it was a success for our students and a confidence build for our students, was because it was a start-end project, they could take it away and work on it in smaller student team. And they each had portions of the presentation where they were speaking and presenting."

- And the benefits of taking a group of students in a structured environment:
  - o "And I think, for the [organization], it really increased the students' productivity, because they were working with one another, and were holding one another accountable, as well to tasks and what they were doing. So, I actually think it increased their productivity, and so, the students were contributing to the capacity of the [organization] and what we can deliver. And I think it increased that as well. "

P115 Interview Summary
Demographics

Participant Role/Title	Assistant Dean of Field Education, Field Director, Field Educator
Highest level of education and year	MSW, 1986
Other Degrees Aside from Social Work	MBA
Nature of Organization	Post-Secondary
Number of Years with Organization	11
Number of Social Workers at organization	50+
Total number of years in helping profession (including practicum and volunteer)	35
Total number of years in helping profession only paid positions	n/a

Total number of years in following positions (if applicable)	Field Educator 30	Coordinator	Director 11	Faculty Liaison
Number of social work students supervised including level	BSW 1-2	MSW 18-19	Other	

All codes

Themes	Subthemes
Landscape of the field	Precarity in field education • Lack of FIs • Lack of practicums • Practitioners vs. Educators as FIs • Pressure on FIs/SWPs
Curriculum	Preparing graduates to become FIs • Evaluating student supervision
COVID-19	Virtual practicums • Resistance to virtual practicums Flexibility Less practicums (direct practice)
FI Experience	Supporting FIs • E-supervision • Workshops
New Initiatives	Paid practicums Laddering/Scaffolding • Disadvantages Virtual practicums
Accreditation Body	CASWE addressing lack of FIs New Curriculum
Student Experience	Student aspirations/expectations
Collaboration	Field offices <-> Schools

P115 Themes & Quotes

- **Promising practices:** embedding field education into curriculum, supports, online supervision continuing past COVID

    o "One of the ways to do that is to educate and have it embedded as part of the curriculum. Acculturating social work students while they are students to be field educators and in their future professional role"

    o **"Laddering"** – "We call it scaffolding. We have 2 or 3 examples of this going on within our program and for a few years and it has been, in exceptional cases where a field educator has stated that one practicum, their practicum is so intense and have so much learning for students that really in practicum one in that first practicum. It's just they're just getting started. And can they find a way for that student to continue with them in practicum two"

    o **Encourage practicums within place of employment**, done by 2-3 students in past 10 years who requested it "why not consider a practicum right in your place of employment. So, we promote it much more aggressively now."

- **Aspirational practices:** paid practicums, continued virtual/online practicums for greater flexibility for students (lower barriers for working students) & FI's, having accreditation bodies promote field integration in curriculum to address FI shortage, grads to be FI's.
    o "Need for more field educators and one of the strategies is to educate our current student body where we pulled their captive audience with us. This cannot be done by field offices alone, it's something I've talked about many times at conferences. I've done presentations on the Americans, the CSWE conference, presented there on this as well as at CASWE - The Canadian Conference for Social Work Education. So, it's, it would be a benefit to all, to all of the practicum directors in North America, a benefit to the field in general, of social work, profession of social work. If every single school, every single graduate of every single school, it was embedded in them that this is a professional obligation. Ways to do that - As I mentioned, is Embedding it, within the curriculum.

- **Important comment on integrating FI education into curriculum:**
"We would not have this challenge if we have more field [educators], if all of our graduates, knew that this was their professional responsibility. In Ontario, alone, we graduate over 5000 social workers per year. We should not be having a shortage of field educators. So, there should not be a shortage of field educators, but there is, because we do not teach how to be a field educator, and we teach CBT or DBT. We teach all kinds of interventions. We do not teach how to be a field educator, and this is why the graduates out there are saying, I don't know anything about it. This is sometimes how they're responding - I don't feel comfortable. I don't feel confident"

P116 Interview Summary

Demographics

Participant Role/Title	Field Education Manager			
Highest level of education and year	MSW, 2005			
Other Degrees Aside from Social Work	BSW			
Nature of Organization	Social Work school			
Number of Years with Organization	7			
Number of Social Workers at organization	5 (in FO)			
Total number of years in helping profession (including practicum and volunteer)	20			
Total number of years in helping profession only paid positions	16			
Total number of years in following positions (if applicable)	Field Educator 7	Coordinator	Director 8	Faculty Liaison
Number of social work students supervised including level	BSW ~7	MSW ~7	Other	

All codes

Collaboration	FO-Orgs, Teamwork, School-School, FO/School/Community
Accreditation Body	Addressing lack of FIs, Regulations
Initiative	On-campus practicums, Group practicums, Large group onboarding, Community hub, Private sector practicums
Incentives	For faculty to support field ed.
Student Experience	Student feedback
FI Experience	PD for FIs
Landscape	Lack of FIs, Resources (money, staffing, at practicum site), Esteem, Barriers,

P116 Themes & Quotes

- **Promising Practice:** Group practicum model to address FI shortage, large onboarding sessions with students to prep for practicum, supporting FI's so students get more 1-on-1 time
    - "A promising practice that addresses some of the challenges we're experiencing, in terms of placing, students, is exploring the notion of group practicums and by that I mean both externally to the university with community partners and then internally. I think what is promising about this is that it helps address some of the numbers issues in terms of having so many students, but what we, internally need to be doing to make this successful is supporting this through internal resources. So, I think a typical model in social work education, in terms of practicum has been, know, placing students with an agency and letting agencies resource, that whole supervisory and field instruction relationship."
- **Effective practice:** give resources to support faculty and FI's, take time to be invested in field and see the return from your investment, make faculty more involved in promoting field, importance of effective collaboration with faculty/community partners, students,
- **Aspirational practice:** novel practicum locations tailored to student interests/study focus:

- o "Another practice that I would love to see, but would need a lot of time in my schedule to be able to plan and think and resource, would be, instead of placing students one-on-one with a community agency, placing students kind of in a sector area of practice...or instance, in, let's say the, the topic area is housing, or, and, or homelessness, right? That ... practicum would involve, kind of like looking at the issue or the practice area at a micro meso and macro level. And so, you know, part of the practicum might be working in, or being exposed for a brief period of time, to working in the shelter system"

- **Aspirational –** wants accreditation body to have closer/localized understanding of social work in remote/other areas of Ontario:
  - o "I think it's imperative that our accreditation body, um, and I know that they continue to, because I don't want to say that this work hasn't started. But that they have a closer, a more localized understanding of the challenges that present themselves on the ground in terms of finding enough high-quality social work practicums. And I'm speaking, I guess, specifically, to the Southwestern Ontario experience, where there are, so many of us are located within 200 kilometers of each other and there's an oversaturation in terms of students"
  - o "the accreditation body has to be more lenient and open on what constitutes social work supervision.... there are people working with different educational backgrounds and experiences outside of social work that have a lot to contribute to our students in terms of supporting their social work education. So not only do we have a hard time finding enough field educators with BSW and MSW backgrounds, but we also actually felt that ...people...with a master's in counseling psychology or an undergraduate degree in sociology, but are doing, you know, an amazing social justice initiative with that, and are just as qualified to provide support and education to our students. So ... recognizing that people come from all different walks of life and have different access to different things. And so, somebody who doesn't have the BSW degree, but has decades of experience on the front lines. Has a lot to contribute to our profession"

P117 Interview Summary
Demographics

Participant Role/Title	Field Education Manager
Highest level of education and year	MSW 2001
Other Degrees Aside from Social Work	n/a
Nature of Organization	Post-secondary education
Number of Years with Organization	10
Number of Social Workers at organization	In the Field Education team - 3
Total number of years in helping profession (including practicum and volunteer)	24
Total number of years in helping profession only paid positions	20

Total number of years in following positions (if applicable)	Field Educator 5	Coordinator 10	Director	Faculty Liaison

Number of social work students supervised including level	BSW 1	MSW 4	Other

All codes

Themes	Subthemes
Collaboration	Teamwork , Leadership, Field office <-> Orgs, School <-> School
Student Experience	Student-led, Individualizing the student,
COVID-19	New practicums
Landscape	Precarity: Competition for practicums, Resources, Esteem, Pressure on FIs/SWPs
New Initiatives	Graduates becoming FIs: Onsite student supervision Getting creative
Accreditation Body	College mandating supervision, CASWE addressing lack of FIs, New curriculum (pos and neg)
Incentives	For FIs: Research funds for practicum sites, Money, personal development

P117 Themes & Quotes
- **Effective practices** about collaboration/support around practicums, and for students:
  - "part of being a good leader in field education is ensuring that my team feels supported...We meet on a weekly basis to go over our students' interests, as well as understanding any roadblocks we're having, and doing the work, so we very much approach the work of practicum co-ordination as a team"
  - "We both looked at what we can say about the student when we're advocating for a practicum. And I feel like that's really important for our students, to feel like they're a person and not just another student" – this program/approach running for 10 yrs now

- **Aspirational practices:** the association mandating FI as a professional role piece:

- o "as a field, as a national field group, is that, if every student who graduates makes a commitment to paying it forward in the field, then we really wouldn't have a thing of a crisis. We really wouldn't be experiencing this issue where we don't have enough practicums. So, I wonder what happens along the way that a student maybe loses that commitment of giving it, paying it forward. I really wonder what our association can do, or our college can do to kind of mandate the mentorship piece, you know, supervision. So that would be something I think that would really make field education broader"
  - o **CASWE/accreditation body mandating courses on supervision:** "my hope would be that CASWE, so our accreditation body can take up some of this work. I think individual programs are so full and the curriculum is so full that it's hard for programs to find space, to create another core course on Mentorship, Supervision, or whatever we would want to call it. But, I think, if the direction comes from CASWE, that this is an accreditation standard for the purpose of ensuring our program's longevity then it's a must have. So, I almost feel like as a school, I don't think I have the power to kind of make this change. But as an association, I believe CASWE has the power to kind of say that this is something each program should offer, whether as an elective or as a core course, but at least should offer some kind of course on leadership, mentorship."
  - o **Student supervision: MSW to BSW:** "so, I really would want, you know, I'm going back to that leadership supervision type, of course, as one approach or product, like something innovative we can do. I also wondered about the possibility of doing supervision at practicum sites where it's a model that an MSW student is supervising a BSW student. So that part of the MSW student's practicum is supervising the undergraduate student. So that builds in the practical learning of supervision"

- **Wise practice:** "our school has an approach of putting our students in, like, the forefront, the driver's seat, so to speak, of their practicum experience. And how we've done that is through an application that really asks the student to target what they expect to get out of the practicum. We've moved away as a school of looking at practicum sites. So, we ask our students to focus less on the where and more on the what, and more on what transferable skills they'd get out of a practicum."

- **Landscape of the field:** an important answer to the question "what is it like to be a social worker in the current context of field education?
  - o "the biggest change is that I feel like I'm a broker...like I'm a telemarketer. We're using technology and phone. So, you know, we were kind of talking to ourselves that we're picking out of our student's resume the things that we think are stellar. There used to be the day that we would just flip a resume, and an agency would be like, cool. We'll bring them in for an interview. So now, we have to kind of really package it in a way that people are not so rushed to say no, that they'll actually pay attention to what is said. So, we're doing a little bit more advocacy than previously needed...also stretching our imagination to look for opportunities that normally are not so obvious...we have our students placed in settings doing work that we never really would have thought would have been Social Work type of work.... we're seeing cutbacks, its making all of us think more creatively of how to get our students placed. We're all having to be a little bit more resourceful and managing kind of a sector that's going to cut back."

P118 Interview Summary
Demographics

Participant Role/Title	Field Practicum coordinator			
Highest level of education and year	MSW in 1988			
Other Degrees Aside from Social Work	None			
Nature of Organization	Post-secondary			
Number of Years with Organization	3.5 yrs			
Number of Social Workers at organization	12			
Total number of years in helping profession (including practicum and volunteer)	37			
Total number of years in helping profession only paid positions	32			
Total number of years in following positions (if applicable)	Field Educator 28	Coordinator 3.5	Director None	Faculty Liaison 12
Number of social work students supervised including level	BSW 15	MSW 3	Other	

All codes

Collaboration	With other schools. With the community. With other organizations/agencies
Practicum Incentives	For FI's/Faculty. For students. Financial assistance. Lack of incentives (to offer finances to FIs). Proposed incentives.
Student	Diversity. Individualizing the student.
COVID-19	Less practicums
Field landscape.	Solutions to precarity in field. Lack of resources. Increased complexity/field changes. Lack of esteem. Curriculum.
Supporting FIs	Workshops. Individual Support. Stronger faculty to field.

P118 Themes & Quotes
- **Promising/Wise Practice:** being open to unique student-led practicums at unconventional sites, if the student can apply social work skills/competencies/values to that practicum. This model could be adapted by other schools to address the shortage/lack of practicum sites with creative, community focused solutions:
  - "I would say about two years ago, we had one of our students, who did her practicum with the basketball team here. So, it was the male basketball team, and she worked with the coach, of course, who was also male, and to really focus on their mental health and well-being. You know, in terms of socialization of men and gender issues, and that was something that we were not sure whether it would be an appropriate practicum, but it turned out that it was really a great place for that student"

  - "So, for example, right now, with one of the professors, we are looking at the possibility of having a student doing some research with them, in terms of the public library, and how public libraries' roles are changing, given the increase of number of mental health and homelessness and people not having a place to go, especially with agencies that are closed. Given you know, the opioid fentanyl crisis here in [city], That

opening libraries up. So that's a very different kind of practicum. But for students, it's a great learning opportunity and not something that they talk about a lot in classes. In terms of community development, in terms of meeting the needs of marginalized people, that's certainly a great learning opportunity for them. So, for us, and for that professor, then, it allows her to expand the research base and be involved with the library, which is not something we would do typically, but then working with the library means working with the municipality, for example. And then it allows me to learn about that process as well because I need to be aware of it to prepare that student and to be knowledgeable, and then the school, then, it certainly, allows us to establish more links in the community because, as you know, often, universities are kind of seen as in isolation.

- **Effective practice:** spoke to the importance of creating local/community partnerships, and collaborating with the community
  - "And I think, more importantly, to really connect with our community and the people that we work with, in terms of meeting their needs, because we have to be innovative, especially nowadays, with everything that is going on with marginalized and oppressed people and how do we provides services to them in ways that are different than in a 1 to 1 counseling session in an agency?"
  - Spoke to providing extra support to students and FI's: "what I do specific to practicums is that I meet second year students and introduce myself and answer the questions they might have about practicum, because as you know, students are really anxious. They're looking forward to practicums but at the same time, they're very anxious, so we have some introductory session with them, while typically I go in their classrooms, and this year was done by Zoom.... Trying to support them a lot more of them than we were able to do so in the past, because of the reasons I mentioned earlier. And we're looking at, we were starting out, I mean, as you know, CASWE has a great field educator online course, that encourages our field supervisors to do that, but we also want some face to face support and workshops with them as well. And then also, we do have faculty consultants. But we also have some field consultants. And, those are mostly community-based people that we hire as faculty consultant, when we don't have enough professors to take on the role of faculty consultant. So, we are the link between them as well, and that's also supporting them when they have issues"

- **Spoke to the esteem/importance of supporting field education, and on landscape:** "I think a lot of our agencies are lacking resources. I think the needs are certainly, or the presenting issues are certainly more complex than when I started my career. We're seeing more mental health issues, depression, anxiety, than ever. And they are starting much younger, in terms of, you know, children having many significant mental health issues. I mean, there's a lot of work being done on resiliency and our current generation and the impact that has. I think mental health is still not considered a great priority. And when education and how are suffering then we know that mental health is really suffering. We're not seen as a priority and I think all of that has an impact on social work field education because then it means that field supervisors or agencies don't have time to take on students or do take on students but don't necessarily have time for thorough, structured supervision which has an impact on the student's

experience as well. So, there's a lot of resources that are needed to support our community-based agencies."

P119 Interview Summary
Demographics

Participant Role/Title	Field Education Coordinator			
Highest level of education and year	Diploma in social service administration, 2012			
Other Degrees Aside from Social Work	Sociology			
Nature of Organization	Educational, post-secondary			
Number of Years with Organization	7			
Number of Social Workers at organization	9			
Total number of years in helping profession (including practicum and volunteer)	18			
Total number of years in helping profession only paid positions	18			
Total number of years in following positions (if applicable)	Field Educator 9	Coordinator 4	Director	Faculty Liaison
Number of social work students supervised including level	BSW 4	MSW 1	Other N/A	

All codes

Collaboration	With agencies/organizations. With FI's. Building consistent partnerships.
Practicum incentives	For FI/faculty. Proposed incentives. Lack of resources for incentives (financial, other programs, etc).
Supporting FIs	1 on1 support. Providing Resources. Offering incentives.
Field Landscape	Precarity in field. Shortage of FIs due to turnover in organizations. Lack of resources. Pressure on FIs. Lack of esteem.
Supporting students	1 on 1. Modules for students. Students to FI's pathway (should this be under incentives?)
COVID-19	Lack of practicums. Adapting new/virtual methods.

P119 Themes & Quotes

- **Effective practice:** the importance of communication and partnership building, especially for a small school: "it's all about relationship building, which I think does not come as a surprise. But it's really difficult to, basically, cold call agencies and ask them to consider a student when there's no relationship built already. So, a lot of our work comes from trying to engage, and being able to offer a level of support, and also a level of understanding with our field supervisors, not only the impact that they're having through mentoring a social work student, but also the professional development and the ways in which it can enhance their skills and their career if that's something that they want"

- **Aspirational**: more recognition for FI's in terms of money, gift cards, etc: but lack funding.
  - "So one in particular, that we've been working on for years, and it's very, very difficult to get full buy in on this, is that we'd like to have a supervisor program that once our supervisors have mentored three students, they're considered an affiliate to the University in some way so we can recognize them... if you mentor three students,

you're on there. And as long as you continue to mentor every couple of years, you maintain that status and that kind of credential"

- o College mandating/putting more weight on field "So, yeah, I hope eventually that changes, but again, I don't like the idea of forcing, but I do like the idea of a lot more or get [them to] continue competencies"

- **Promising practice:** to address wanting to give recognition with the barrier of lack of funding/resources, this institute "Every year send out certificates of appreciation to all of our supervisors as well, because it's so essential to acknowledge what they've done...we at least want to send an acknowledgement...share it on their resume, that they're somebody, that's got some leadership experience, and done some clinical supervision of students, and things like that"

- **Possibly wise practice, but this is more effective practice:** "a wise practice that I didn't mention, I'm just remembering, is really, really forming, good relationships with as many students as possible, so that we can have kind of an ongoing cohort of students that are taking on new students, when they're able to"

- **Landscape of field:** speaking to lack of esteem of field, lack of funds/time, etc
  - o "We have a real difficult time as well with prioritizing. So, faculty, for example, have very different priorities than field, because their focus is on classroom learning, whereas there's four of us total, and there are 14 or something, faculty members. So, and, I mean, we're 25% of the program. So really, we're a big component, actually, but it's difficult to keep it on the radar of others as being such an important thing to move forward. "
  - o "And if we could be given adequate time at faculty meetings to discuss our concerns and our plans, and get support on, you know, several faculty meetings in a row to actually move things forward, we would be able to do that. But, yeah, I would say at this point, it's definitely, that's a big barrier as time and resources. Field has no money. The budget goes completely to hiring offsite supervisors"
  - o "Unlike other professions like nursing, doctors, OT's, there is not the same expectation on social workers to mentor social workers. So, hospitals, for example, are told you need to take this many nursing students, because we need more nurses. But they're not told they have to take social workers. Child welfare is not told that. Counseling agencies are not told that. Nobody's funding is dependent on the fact that they're giving back to the profession, nobody's registration or license is dependent on the mentoring [of] students"

- **COVID-19:** "For many years since I've started, the field has been in crisis trying to find practicum opportunities for students, that's not changed. What has changed? Obviously, since COVID is we have been able to mentor students in a different way and with opportunities to do virtual practicums. And some agencies allow students to have direct practice experiences and clinical experiences in that way and others are much more community policy and research. So, it's strange, honestly, to be a social worker. In this context, it has been bumpy for a long time, and it's hardly anything different other than I think the creativity and innovation that has come out of COVID and making more opportunities available to students has been really cool."

P121 Interview Summary

Demographics

Participant Role/Title	Education Coordinator (FC)			
Highest level of education and year	MSW, 2011			
Other Degrees Aside from Social Work	BSW, BS			
Nature of Organization	Social Work School			
Number of Years with Organization	3			
Number of Social Workers at organization	13			
Total number of years in helping profession (including practicum and volunteer)	13			
Total number of years in helping profession only paid positions	7			
Total number of years in following positions (if applicable)	Field Educator	Coordinator 2.5	Director	Faculty Liaison
Number of social work students supervised including level	BSW 1	MSW 2	Other 2 SSWs	

Themes and Subthemes Identified

Collaboration	Teamwork, Field education committee, FO/School-Community
COVID-19	Flexibility, Online practicum supplement
Initiatives	Recruiting alumni as FIs, Field practicums fair, shared online info
Diversity and Equity	Diverse practicums, cultural humility, diversity
Incentives	FI appreciation
Student Experience	Student-led, Student expectations, Individualize the student
FI Experience	PD for FIs, Additional support, Expectations of student, Understanding role of field ed.
Landscape	Lack of practicums,

P121 Themes & Quotes

- **Effective practice:** importance of collaboration and relationship building with the **community and creating diverse practicums**: "we have been very successful in being able to recruit and develop new practicum opportunities that are very diverse and offer our students an array of learning opportunities. Some of these new partnerships work specifically in the areas of policy and research, direct one-on-one practice with individuals, families, groups, and communities. As well, we've also been able to develop more of a partnership with agencies that offer culturally specific clinical type practicums.
- "or activity we enjoy engaging in, is our annual field supervisors appreciation event. Because, come on, normally ...a lot of our successes around the field program would not be possible without our gracious field supervisors. So, during this event, we celebrate our field supervisors and a group of them will come together, and through food, conversation, critical discussion, and keynote speaker. We will just talk about current themes in field and talk about what does the future in field look like for our community partners?"

- **Wise practice:** "Sometimes, you know, many of some students who identify with a particular community or a BIPOC [Black, Indigenous, People of Color] community, they find that it's very difficult to be, um, or there's less opportunity, I should say, to be matched with an agency that serves specifically BIPOC community members. And as a result, they feel that there is a missing or missed learning opportunity for that experience. So now we can say that through our recruitment strategies of being more involved in the community and in doing active outreach, as well as ensuring that this diverse representation is available at the decisioning tables, we have been far more successful in acquiring practicums that are diverse, but at the same time meet the mandate and criteria of Social Work Field Education"
- "And when we lack that diversity at the decision-making table, other groups or other voices are not necessarily heard. And then, you know, innocently, there are many missed opportunities in terms of growth. "

- **Promising practice**: "another activity that we enjoy and students thoroughly enjoy is our... fair, so we generally host two annual agency fairs and at these agency fairs we open up the opportunity for partners to come in and meet with our students, so it's like a buffet. So, students have the opportunity to go around and ask representatives from each of these agencies, questions about, what would a practicum look like for a prospective student, and through there, the students have this opportunity, to ask those important questions."

- **COVID-19: "**Some of these initiatives included creating an 80 hour online practicum learning portal where we engaged with community members or community contractors to come up with a series of online learning modules that would be provided to students via our online portal. And, basically, this practicum learning portal was put in place to help students, augment their practicum experience as much as possible as well as supplement their remaining practicum hours because, in some cases, students … came to an intermediate halt because of the covid pandemic or, field students who were initially enrolled in a full-time practicum are now only being allotted part-time hours. So, through the Practicum learning portal, we just, use this as a way to help supplement students remaining hours. "

P123 Interview Summary
Demographics

Participant Role/Title	Manager for the MSW Field Education Team @ [school]			
Highest level of education and year	Master of Social Work, 2008			
Other Degrees Aside from Social Work	Undergrad in psychology and social inequality			
Nature of Organization	University			
Number of Years with Organization	9			
Number of Social Workers at organization	4 (want to hire a 5th)			
Total number of years in helping profession (including practicum and volunteer)	15			
Total number of years in helping profession only paid positions	Not asked by interviewer			
Total number of years in following positions (if applicable)	Field Educator 2	Coordinator 7	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 4	Other 25 (International Diploma Program)	

Themes and Subthemes Identified

Promising Practices	Focus on the 'why', enhance relationships with FI's and teams. Getting agencies to commit to equitable hiring and place BIPOC and foreign students. Working with institute to address needs/concerns about staffing or new programs. Revisiting old strategies of onboarding agencies & doing it differently. Thinking holistically about practicum to build new experience.
FI Experience	Supporting FIs
Student Experience	Individualizing the student (to get them an equitable practicum), feedback
Collaboration	Teamwork, Leadership, Field Office/Schools/Orgs, National/Provincial/etc, with field office/school/org and community
Landscape of Field	Precarity in lack of resources of money, staffing, barriers, changing/evolving the field, diversity changing the field
Diversity & Equity	Ensuring space for BIPOC students in practicum
Incentives	For organizations – research in field, for students – leadership courses
Curriculum	Prepping grads to be FIs, integrating theory and practice
COVID-19	Virtual practicums, collaboration and support, resources (webinar)
Additional Education	Workshops/webinars

P123 Themes & Quotes
- **Promising practice**: "One of the promising practices that we have recently instituted to enhance field education is focusing on the "why" - why we do the work that we do as a team. Field education is something that holds value to a lot of people in different ways. Our agencies look at it in a perspective of giving back to the community, to mentor a student, while also balancing the needs at their agency in terms of fulfilling project... And often, it's

easy to get lost into the "what" aspect of what we do, so the finding the practicum, the evaluating the student, getting feedback from the agency, but what we started talking a lot about is, why do we even do this work? What is important? What is the long-term vision? And we're finding that that focus is allowing us to find meaningful ways of building relationships with all of our stakeholders in a way that goes beyond the practicum"

- "when we're focusing on the "why" we're engaging with students differently. We're engaging with educators and agencies differently. It's allowing us to have better relationships all around externally and also, by strengthening our team and our focus on our vision and enhancing our motivation to sort of look beyond the complaints and work towards opportunities"

- "even within any business, budget is always a big factor, right? But if a lot of us are saying field education is so valuable and it's 50% of an MSW program, then the question for me is, are we putting the money in the spaces that we're saying are valuable? What I found really important for our success is that our institution was doing just that. In the very beginning, they've been very open to our staffing needs."

- "The way we set up practicums: Why do we, why is it, sort of the same traditional approach knocking on an agency's door? "Could you please offer our student a practicum?" Could we switch the conversation? And could we talk about what the agency needs and find a way to gather that in an annual term and then find a way to align that with student interests and place them accordingly and that takes a lot of work. So that's something we just piloted recently, and it takes a lot of work. But then you get to your outcomes of enhanced student experience and stronger relationships with agencies."

- **Wise practice:** "So, changing our processes or adapting them to meet the needs of students has been very helpful for us, especially when it comes to supporting students from racialized communities who don't have access to experience as other students from the dominant culture might have. Students from indigenous communities and so on."
- "And there seems to be a pattern on the students who are getting rejected. The pattern was around the newcomer students. They weren't exhibiting the cultural nuances expected of them in an interview, for instance, when it comes to eye contact, how you walk in a room, whether you shake hands or not - those kinds of things, right? So, there were assumptions being made around - They're not ready for practicum"

- **Wise practice/Diversity & Equity/Practicum sites:** "So, we carved spaces within agencies, and this was a collaborative effort with agencies...they committed to hosting X number of students from BIPOC communities annually. Or every term. So that was a very sort of tangible and practical response to solving a problem. In a way that ensured our students were getting the best practicum opportunities possible"

P125 Interview Summary
Demographics

Participant Role/Title	Field education coordinator			
Highest level of education and year	Master's Degree in Social Work, 2015			
Other Degrees Aside from Social Work	None			
Nature of Organization	University			
Number of Years with Organization	4			
Number of Social Workers at organization	Did not know/no number provided			
Total number of years in helping profession (including practicum and volunteer)	10			
Total number of years in helping profession only paid positions	9			
Total number of years in following positions (if applicable)	Field Educator 5	Coordinator 4	Director	Faculty Liaison
Number of social work students supervised including level	BSW 1	MSW 1	Other 2	

Themes and Subthemes Identified

COVID-19	Collaboration & support, less practicums, virtual practicums, resistance to virtual practicums, flexibility,
Accreditation Body/Policy	Lack of FIs, advocacy
Collaboration	Teamwork, with community, teamwork across Canada, school<->school, FO<->orgs/community
New initiatives	Getting creative: students finding own practicums, grads becoming FIs, paid practicums
Landscape of the Field	Precarity, competition for practicums, lack of FIs, pressure on students/FIs, lack of money, lack of resources, lack of staffing, lack of esteem, (new subtheme) diversity/anti-oppressive practice, lack of practicums
Curriculum	Importance of field education component of SW education

P125 Themes & Quotes

- **Effective practice**: "the other thing that we've taught people is suicide risk assessment. So we've really taken that, um, to a high level with simulation and evaluation. And we've worked with, [professor] at the school on that. So, students do get the opportunity to do a simulated exercise and suicide risk assessment, which is not a science, the assessment of that, despite the fact that many developers ...say that their scale will give you a ranking of how risky someone is. Well, there's no scale that's going to accurately predict that. It's not to say you shouldn't use them. But it's really about, clinician awareness and knowledge and ability to consult when they're uncertain, we try to give them practice environments where they can learn the art of suicide risk assessment. So I think that's been a real success"
- **Enforcing commitment to field education within the organization** "So, we are an academic health sciences center fully affiliated with [university] We take that partnership very

seriously. Uh, and I think as Leaders, we make it very clear to people that we do have a commitment to teach and train the next generation."

- **Aspirational practice/COVID-19:** make virtual/online care a priority, before and after COVID-19 "Well, I think virtual care, I think we have to start evaluating that. I think that has to be the priority, probably...And we have generated a lot of material, because we went from... 30 virtual visits to 300 in a month and then it just soared...we ramped up so quickly, with the pandemic. Quite successfully, too. And we do have a team that's evaluating that."

- **Landscape of the field: esteem of field education in the organization:** "I think some people are so pressured with their operational demands they feel they don't have time. They maybe ... feel … [or] worry if they have enough to teach that kind of thing. They may not be confident. I think some people might say, my manager, won't let me and we go, No, no, that's not the case because then we'd go back to the managers and say, Look, you know, we have a commitment, that we're going to do that. But, you know, there are some people who just aren't so confident in their teaching abilities and feel very drained by all with operational demands and feel that they can't do it, but we try to get them to step up"
- "And then, like I do feel like we are an academic health sciences center, we have a commitment, we should be teaching...we're a big resource. We have a lot of clinical programs, and so we should be offering them up"

- **Collaborating with a university, interesting to note that even large organizations report a lack of resources in field:** "I mean, I think that [university] does a really good job of supporting people. I think they have a nice infrastructure. They're well organized. We could always have more resources, but, you're not going to get that, not in this current climate. So you have to make do with what you have. But I do appreciate, like I think [university] is top notch and they're well organized. They're a great partner for us."

- "Well, it would be great to have people with more allocation at their job devoted to the development of field education. That would be good, but I'm not sure we're going to get that."

P126 Interview Summary
Demographics

Participant Role/Title	Professional Practice Associate, Field Educator, Social Work Practitioner
Highest level of education and year	MSW, 1996
Other Degrees Aside from Social Work	BA in Sociology and Psychology
Nature of Organization	Regulation of Social Workers and Social Service Workers
Number of Years with Organization	9 months
Number of Social Workers at organization	5
Total number of years in helping profession (including practicum and volunteer)	34
Total number of years in helping profession only paid positions	n/a

Total number of years in following positions (if applicable)	Field Educator 8	Coordinator	Director	Faculty Liaison 5
Number of social work students supervised including level	BSW	MSW	Other 9	

Themes and Subthemes Identified

Effective	**Student Experience:** Student-centered, Student supports **Educational Strategies:** Experiential learning and reflective practice **Benefits of Taking on Students:** Staying current, Expanding community/practice **Initiatives:** Unconventional practicum models, Organizational
Promising	**Benefits of Taking on Students:** Expanding community/practice
Aspirational	**Student Experience:** Student supports, Building student competency/confidence **FI-Student Relationship: c**ollaborative, Dynamics,. **Initiatives:** Unconventional practicum models
Wise	N/A
Landscape	**COVID-19, Precarity in the Field, Esteem**

P127 Interview Summary
Demographics

Participant Role/Title	Field education coordinator			
Highest level of education and year	MSW, 2008			
Other Degrees Aside from Social Work	None			
Nature of Organization	Post-secondary			
Number of Years with Organization	12			
Number of Social Workers at organization	1500 active BSW students, MSW 40/year			
Total number of years in helping profession (including practicum and volunteer)	20+			
Total number of years in helping profession only paid positions	20			
Total number of years in following positions (if applicable)	Field Educator 0	Coordinator 20?	Director 0	Faculty Liaison 20?
Number of social work students supervised including level	BSW 0	MSW 0	Other 0	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational, Intraorganizational **Student Experience:** Student-centered, Student supports
Promising	**Student Experience:** Student-centered
Aspirational	**Student Experience:** Student-centered
Wise	**Collaboration:** Interorganizational **Diversity and Equity:** Cultural competence **Curriculum:** Diverse / Decolonizing
Landscape	**Precarity in the Field:** Lack of resources, Pressure in the field **COVID-19**

- **Promising practice:** "And so what I'm calling it is support for student innovation. So, students will often propose, really outside the box, kind of quote unquote outside of the box practicums. And those students, I love them. The ideas, I approach those ideas with curiosity, because I think that the students are the innovators, like, so, especially in our moment right now, and so, what the support for student innovation looks like is students approach me with an idea that might be out of left field, or outside of the box"

- "But, that was one example of [...] the innovation piece. And then there are other places where the student is really looking to sort of parlay their passions into an area that is not strictly social work, right? So, this doesn't even fit. So, it doesn't fit the mainstream notion of social work but also doesn't even fit perhaps our most stretched radical notion of social work. And so, inviting the student to have the conversation and make a case for that particular connection and hearing from them about what is it that makes that social work? How would you propose doing it, how are we going to get you supervision? So, again, it's all those pieces that to make a practicum have an infrastructure that makes it align with

our accreditation standards, which are really important, but also, supports students' radical visions. Because I think that they're seeing the future"

- **Aspirational practice:** "So, what I would like to see, and this is super controversial...And what I would like to see is our academic curriculum become a little bit more flexible and a little more nimble when it comes to accommodating students in field. So, I mentioned the mature, advanced standing, and often our off-campus students field is the aspect of their degree that they have the most trouble getting through, and it's because of, the strain, the emotional strain, the logistical strains that getting through field places on them. And on their families, quite frankly, and how I see this, is that sometimes, I make requests to, like, can we accommodate the student's circumstances? Like, can we just, like, sort of, you know, do something in a bit of a different way?"

- **Landscape of field:** "we're in a really tough place, in field education, like tougher than we've ever been. And so, it's challenging to find enough field practicums, practicums that students are interested in, quality field practicums appropriate supervision"

- "The demands placed on us as individual frontline workers around managing risk, managing health and safety, managing all kinds of administrative requirements, supporting field partners who are under resourced to manage students, supporting students in greater ways, who themselves are more demanding and more stretched, has an increased level of stress. And I think that, for students, what I'm seeing, over the years, is they are handling more than they ever have."

P128 Interview Summary
Demographics

Participant Role/Title	Field Educator/Professional Development and Education Manager
Highest level of education and year	MSW 2013
Other Degrees Aside from Social Work	BA in Psychology
Nature of Organization	Professional Association
Number of Years with Organization	3.5
Number of Social Workers at organization	4
Total number of years in helping profession (including practicum and volunteer)	9
Total number of years in helping profession only paid positions	7

Total number of years in following positions (if applicable)	Field Educator 4	Coordinator	Director	Faculty Liaison

Number of social work students supervised including level	BSW	MSW	Other 7 total BSW/MSW	

Themes and Subthemes Identified

Effective	**Student Experience:** Student-centered, Student supports. **Educational Strategies:** Experiential learning and reflective practice. **FI-Student Relationship,** Collaborative. **Benefits of Taking on Students:** Staying current, expanding community/practice **Initiatives**: Unconventional practicum models **FI Experience:** Incentives **Work Environment:** Shared vision of field education, Work culture
Promising	**Student Experience:** Student-centered **Initiatives:** Unconventional practicum models **COVID-19**: Virtual practicums, Flexibility, New opportunities
Aspirational	**Student Experience:** Student-centered
Wise	N/A
Landscape	**COVID-19, Precarity in the Field:** resources, pressure in the field & **Esteem**

P128 Quotes

- **Promising practice/COVID-19: "**it's potentially made some practicums and some learning opportunities more accessible, geographically, in particular. And potentially, maybe even opened up the doors. You know, if [organization] as an organization continues to offer virtual practicums even in a post-COVID world, if that exists... We could potentially continue to take students from across the province in a way that we would maybe not have considered prior to learning that we were even capable and have the capacity to provide a meaningful learning experience for students, or even a mixed model, if that's possible. So I would definitely say the virtual practicums for me, on the whole feels like a promising practice in particular for our practicums which tend to be more leadership and policy focused"

- "Online counseling is going to continue to be a skillset that social workers need to develop and build. And so, even though it might not be, what was envisioned for practicum students looking for clinical skills, I think this is actually a clinical skill in and of itself, and online counseling they will probably need for years to come to remain connected."
- "there's all sorts of residual benefits, even for clients around accessibility to mental health because of that"
- **Group supervision:** "when I say shared supervision, some of that was because I was part-time, so my CEO, like, we've managed to make sure the student was always supported if I wasn't in the office. But then we started group supervision periodically with my other colleague, which was so fantastic. As supervisors like her and I both talked about how lovely it was to be in that room and hear from each other's students, and what they were learning and experiencing. And so, we measured it out so that you still did your individual supervision and had that protected time with your [inaudible] [your supervisor?]. But then every other session, for example, would be a group session. And it was just this really lovely learning opportunity for everyone, especially because we had two students who are MSW, but one was a BSW. So, we also got these different you know - they're in different programs with different learnings and different interests"
- "Yeah, that model, I feel like it's a resource to field practicum, in and of itself, and obviously supports more students having access to practicums, especially in times like this. I'm actually not sure where that even started - You can only have one student. Because the processes of like onboarding, all those things, like, you're doing them anyways, and so, why not have another student? we teach multiple students in a classroom, for me to take on students? It actually doesn't take that much more energy. Again, your organization, and you as an ongoing longtime learner benefit"

- **Wise practice**: "We prioritize our practicums for students of physical minorities because it's a leadership opportunity with a lot of ladders to jobs, we're trying to be intentional about those opportunities and then prioritizing people."

P129 Interview Summary

Demographics

Participant Role/Title*	Field Educator			
Highest level of education and year	MSW 2017			
Other Degrees Aside from Social Work	Just BSW			
Nature of Organization*	Mental Health Hospital			
Number of Years with Organization	> 2 years			
Number of Social Workers at organization	30			
Total number of years in helping profession (including practicum and volunteer)	7			
Total number of years in helping profession only paid positions	4			
Total number of years in following positions * (if applicable)	Field Educator < 1 year	Coordinator n/a	Director n/a	Faculty Liaison n/a
Number of social work students supervised including level	BSW n/a	MSW 2-independently supervised 2-co-supervised		Other n/a

Themes and Subthemes Identified

Effective	**Student Experience:** Student supports, Building student competence/confidence **Educational Strategies:** Experiential learning and reflective practice **FI-Student Relationship:** Collaborative, Dynamics **Benefits of Taking on Students:** Staying current and updated in practice **FI Experience:** Incentives, FI Supports
Promising	Roleplaying/simulation, Debriefing, Feedback/evaluation, Setting goals
Aspirational	**Educational Strategies:** Experiential learning and reflective practice **FI-Student Relationship:** Collaborative **Initiatives:** Organizational
Wise	N/A
Landscape	**COVID-19** **Precarity in the Field:** Lack of resources **Esteem** **FI-Student Power Dynamics**

P131 Interview Summary

Demographics

Participant Role/Title	Education Coordinator
Highest level of education and year	MSW, 1992
Other Degrees Aside from Social Work	BA in Psychology
Nature of Organization	Mental Health
Number of Years with Organization	18
Number of Social Workers at organization	25
Total number of years in helping profession (including practicum and volunteer)	25
Total number of years in helping profession only paid positions	35

Total number of years in following positions (if applicable)	Field Educator	Coordinator 8	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 40	Other	

Themes and Subthemes Identified

Effective	**Student Experience:** Student supports **FI Experience:** FI Supports, Perception of field education
Promising	**Initiatives:** Unconventional practicums models **Student Experience:** Student supports **FI Experience:** Incentives, FI Supports
Aspirational	**Collaboration:** Interorganizational **Accreditation Body and Policy:** CASWE addressing crisis in field education **Student Experience:** Student supports
Wise	N/A
Landscape	**Precarity in the Field:** Lack of resources, Pressure in the field **Esteem** **Unrealistic Student Expectation**

P133 Interview Summary
Demographics

Participant Role/Title	Faculty Field Liaison
Highest level of education and year	MSW, early 1980s
Other Degrees Aside from Social Work	n/a
Nature of Organization	Post-Secondary
Number of Years with Organization	n/a
Number of Social Workers at organization	n/a
Total number of years in helping profession (including practicum and volunteer)	~45
Total number of years in helping profession only paid positions	n/a

Total number of years in following positions (if applicable)	Field Educator	Coordinator	Director	Faculty Liaison
	Has been in every position for ~40 years			

Number of social work students supervised including level	BSW	MSW ~1000-1500	Other	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational, Intraorganizational **Initiatives:** Unconventional practicums sites
Promising	**Collaboration:** Interorganizational **COVID-19:** Virtual practicums, new opportunities **Initiatives:** Unconventional practicums sites/models, Organizational **Student Experience:** Student-centered, Student supports **FI Experience:** Incentives, FI Supports **Curriculum:** Integrating theory and practice
Aspirational	**Collaboration:** interorganizational
Wise	N/A
Landscape	**Precarity in the Field:** Lack of resources, Pressure, Lack of FI competency **Esteem** **COVID-19:** Unrealistic Student Expectation

P134 Interview Summary

Demographics

Participant Role/Title	School Director
Highest level of education and year	PhD in Sociology of Ed., 2001
Other Degrees Aside from Social Work	MSW, BSW, BA in Psychology
Nature of Organization	Post-secondary
Number of Years with Organization	19
Number of Social Workers at organization	16
Total number of years in helping profession (including practicum and volunteer)	28
Total number of years in helping profession only paid positions	26

Total number of years in following positions (if applicable)	Field Educator	Coordinator	Director	Faculty Liaison
	4		2	4

Number of social work students supervised including level	BSW	MSW	Other
	~2	~2	

Themes and Subthemes Identified

Effective	**Student Experience:** Student supports
Promising	**Collaboration:** Intraorganizational
Aspirational	**Collaboration:** Interorganizational
Wise	**Diversity and Equity:** Diverse and Indigenous practicums
Landscape	**Precarity in the Field:** Pressure in the field **Esteem** **COVID-19**

P136 Interview Summary
Demographics

Participant Role/Title	Clinical Social Worker & Education Practice Lead for Student Education (at all sites of organization)			
Highest level of education and year	MSW, 1990			
Other Degrees Aside from Social Work	None			
Nature of Organization	Tertiary level hospital			
Number of Years with Organization	29			
Number of Social Workers at organization	82			
Total number of years in helping profession (including practicum and volunteer)	36			
Total number of years in helping profession only paid positions	33			
Total number of years in following positions (if applicable)	Field Educator 33	Coordinator	Director	Faculty Liaison 21
Number of social work students supervised including level	BSW (also 15)	MSW 15	Other	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational, Intraorganizational **Initiatives:** Organizational **Student Experience:** Student-centered **FI Experience:** Perception of the field
Promising	**Collaboration:** Interorganizational **Initiatives:** Unconventional practicum models **Student Experience:** Student supports **FI Experience:** Incentives, FI supports
Aspirational	**FI Experience:** Incentives, FI supports **Curriculum:** Preparing graduates to become FIs
Wise	N/A
Landscape	**Precarity in the Field:** Lack of resources **Esteem** **COVID-19**

P137 Interview Summary
Demographics

Participant Role/Title	Education Coordinator
Highest level of education and year	MSW, 2003
Other Degrees Aside from Social Work	BS
Nature of Organization	Hospital
Number of Years with Organization	1
Number of Social Workers at organization	52
Total number of years in helping profession (including practicum and volunteer)	23
Total number of years in helping profession only paid positions	23

Total number of years in following positions (if applicable)	Field Educator 15	Coordinator 15	Director	Faculty Liaison 5
Number of social work students supervised including level	BSW	MSW 15	Other	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational, Intraorganizational **Initiatives:** Unconventional practicum models **Student Experience:** Student supports **FI Experience:** Incentives
Promising	**Collaboration:** Intraorganizational **COVID-19:** Virtual practicums, Flexibility, New opportunities
Aspirational	**Collaboration:** Interorganizational, Intraorganizational **Accreditation Body and Policy:** CASWE addressing crisis in field education **Initiatives:** Unconventional practicum models **FI Experience:** FI Supports
Wise	**Diversity and Equity:** Cultural competency, Organizational/Indigenous values
Landscape	**Precarity in the Field:** Lack of resources, Pressure in the field **COVID-19**

P13 Interview Summary
Demographics

Participant Role/Title	Field Coordinator
Highest level of education and year	MSW, 2020
Other Degrees Aside from Social Work	B. Commerce, SSW diploma
Nature of Organization	Post-secondary
Number of Years with Organization	Less than 1 year
Number of Social Workers at organization	n/a
Total number of years in helping profession (including practicum and volunteer)	7
Total number of years in helping profession only paid positions	5

Total number of years in following positions (if applicable)	Field Educator 5	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW	Other SSW 5	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational **Initiatives:** Unconventional practicum models, Organizational **Student Experience:** Student-centered, Student supports **FI Experience:** FI supports
Promising	N/A
Aspirational	N/A
Wise	**Collaboration:** Interorganizational, Intraorganizational **Diversity and Equity:** Cultural competency, Diverse and Indigenous practicums, Organizational/Indigenous values **Student Experience:** Student-centered, Student supports
Landscape	Esteem

P139 Interview Summary

Demographics

Participant Role/Title	Director of Education (Coordinator)
Highest level of education and year	MSW, n/a (current PhD candidate)
Other Degrees Aside from Social Work	SS admin diploma
Nature of Organization	Long-Term Care, Community
Number of Years with Organization	20
Number of Social Workers at organization	50
Total number of years in helping profession (including practicum and volunteer)	20
Total number of years in helping profession only paid positions	20

Total number of years in following positions (if applicable)	Field Educator 18	Coordinator	Director 1	Faculty Liaison
Number of social work students supervised including level	BSW 13	MSW 13	Other	

Themes and Subthemes Identified

Effective	**Collaboration:** Interorganizational **Initiatives:** Unconventional practicum models **FI Experience:** Incentives, Perception of the field **Educational Strategies:** Experiential learning and reflective practice **FI-Student Relationship:** Collaborative, Dynamics **Benefits of Taking on Students:** Staying current, Expanding community/practice **FI Experience:** Incentives, FI Supports **Work Environment:** Shared vision of field education, Work culture
Promising	**COVID-19:** Virtual practicums, Flexibility, New opportunities **Student Experience:** Student-centered, Student supports **FI-Student Relationship:** Collaborative
Aspirational	N/A
Wise	N/A
Landscape	**Precarity in the Field:** Lack of resources **Esteem**

P140 Interview Summary
Demographics

Participant Role/Title	Field educator			
Highest level of education and year	MSW 1982			
Other Degrees Aside from Social Work	None			
Nature of Organization	Hospital & private practice			
Number of Years with Organization	31			
Number of Social Workers at organization	40 approx.			
Total number of years in helping profession (including practicum and volunteer)	41			
Total number of years in helping profession only paid positions	39			
Total number of years in following positions (if applicable)	Field Educator 20	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW	Other 15 MSW/BSW	

Themes and Subthemes Identified

Effective	**Benefits of taking students,** expanding community/practice & integrating theory **FI-student relationship**, collaborative dynamics **COVID-19**, virtual practicums (was doing online before the pandemic) **Student exp.,** building competencies & IPE
Promising	**Initiatives**, flexible/hybrid practices: co-supervision due to part time status.
Aspirational	**Educational strategies**, exp. Learning (if only we could do more simulation in practice and for training)
Wise	N/A
Landscape	**COVID-19**, hybrid practicum. **Precarity of field**, resources.

Promising practice: hybrid practicum using co-supervision, allowing 2 part time social workers to still supervise a student "I'm a field educator for a year 2 MSW student from [REDACTED] and he's completing a hybrid in-person and virtual practicum starting in September 2020, and he will be finishing April 1st 2021. I'm sharing this student with another [REDACTED] social work colleague; we both work part-time, and we have shared students for several years, because we work part time, so it works well together for the students working days."

Benefits of taking student: "I believe definitely my motivation is mentorship; being able to share all my experiences, my practice wisdom, all that I've gained and learned from others; and especially from the people that I work with, it's that knowledge transfer. Being able to know that I'm helping to build their competency in their social work skills, that's really important. The relational aspect of being engaged in social work field education is so important to me, I think I mentioned before it's a dynamic process; and I love learning from my students and contributing to their development, but it's also a two-way street and I hope that they've learned from me, but I've also learned so much from them and it's often very transformational"

P141 Interview Summary
Demographics

Participant Role/Title	Field educator			
Highest level of education and year	MSW 1993			
Other Degrees Aside from Social Work	BA, Psychology			
Nature of Organization	Hospital			
Number of Years with Organization	14			
Number of Social Workers at organization	20 approx.			
Total number of years in helping profession (including practicum and volunteer)	30			
Total number of years in helping profession only paid positions	33			
Total number of years in following positions (if applicable)	Field Educator 20	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW	Other 20 MSW/BSW	

Themes and Subthemes Identified

Effective	**Ed. strategies**, integrating theory/practice, exp. learning and reflective practice **FI student relationship**, dynamics & collaboration Student experience, building competency through IPE specifically **Work environ.**, work culture (strong work culture on teaching, taking students, education), shared vision for field education **Benefits of taking students**, staying current, expanding practice
Promising	Initiatives, unconventional practicum models (hybrid virtual before covid popularized them) PLUS co-supervision model allowing for part time social workers to partner up and supervise a student
Aspirational	N/A
Wise	**Diversity & equity**, diverse practicum population group, lots of specific learning opportunities offered for a minority client group
Landscape	**COVID-19** virtual practicum, hybrid practicum Precarity in field, pressure & lack of numerous resources

Landscape comment: schools valuing the time of educators, making their job easier "I've noticed that they've made efforts to make evaluations easier for us. Well, easier isn't the right word; less onerous, less labor-intensive, so not that we're not…I mean, of course we still want to give a meaningful evaluation, but I remember in the past dealing with like pages and pages of narrative that we had to write. Or like pages and pages of…I remember one, I can't remember what school, but it doesn't matter, but like we had pages and pages and pages of questions we have to answer, and I've noticed that the schools are recognizing that's too much to ask. I remember
saying, again I don't remember what school it was, saying I will never supervise with that school again because they don't value my time, because it took a ridiculous number of hours to complete their form"

P142 Interview Summary

Demographics

Participant Role/Title	Field Educator
Highest level of education and year	MSW, 2011
Other Degrees Aside from Social Work	Business
Nature of Organization	Mental Health
Number of Years with Organization	5
Number of Social Workers at organization	2
Total number of years in helping profession (including practicum and volunteer)	10
Total number of years in helping profession only paid positions	20

Total number of years in following positions (if applicable)	Field Educator 5	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 5	Other	

Themes and Subthemes Identified

COVID-19	Virtual practicums, Limitations
Initiatives	Group practicums, educational presentations, Virtual practicums, Paid practicums
Student Experience	Orientation, Training, Building competency, Peer support, Peer learning, Student-led, Individualize the student,
Diversity and Equity	Cross-cultural training
Educational Strategies	Reflection, Integrating theory, Debriefing, Shadowing
FI Experience	Giving back, Appreciated

P143 Interview Summary
Demographics

Participant Role/Title	Field Educator, Professor
Highest level of education and year	MS in Psychology, 1976
Other Degrees Aside from Social Work	n/a
Nature of Organization	Mental Health, Community Intervention
Number of Years with Organization	36
Number of Social Workers at organization	None full-time
Total number of years in helping profession (including practicum and volunteer)	55
Total number of years in helping profession only paid positions	52

Total number of years in following positions (if applicable)	Field Educator 17	Coordinator	Director	Faculty Liaison

Number of social work students supervised including level	BSW	MSW ~100	Other

Themes and Subthemes Identified

Initiatives	40hr immersive, Group practicum, FI as faculty, Unconventional practicum sites, Unconventional practicum models, Graduates becoming FIs
Educational Strategies	Debriefing, setting goals, Shadowing/role-modeling, Start-end project, Using students prior strengths/skills, Relationship building over techniques, Two-way learning, Evaluations
Student Experience	Student-led, Immersion, building competency/confidence, more funding for students, Support, Individualize the student
Fi-Student relationship	Student as colleague, Open dialogue, Collaboration, Trust/confidence
Diversity and Equity	Indigenous Philosophy, Cross-cultural learning, Diverse practicums
Benefits of taking a Student	Expanding Community, Increased capacity
Collaboration	Interorganizational
Landscape	Limitations of distance practicums, History of SW as a barrier

P144 Interview Summary
Demographics

Participant Role/Title	Field Educator
Highest level of education and year	MSW, 1991
Other Degrees Aside from Social Work	RMFT
Nature of Organization	Community health center
Number of Years with Organization	28
Number of Social Workers at organization	8
Total number of years in helping profession (including practicum and volunteer)	30
Total number of years in helping profession only paid positions	30

Total number of years in following positions (if applicable)	Field Educator 30	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW	Other 20 mix BSW/MSW	

Themes and Subthemes Identified

Promising: COVID-19	Virtual/online practicums, organization able to provide laptops/OTN, phones, everything for students to do remote work
Promising: Educational Strategies	Recording online sessions and debriefing/reviewing them with students (experiential learning), analyzing tapes, getting tremendous learning from this experience
Benefits of taking a Student	Expanding Community/practice
Aspirational: COVID-19	Virtual practicums: saw the benefits for students and FI's AND patients, hopes it continues so more people can access services with less barriers to entry
Landscape	COVID-19 changes in transition, precarity (lack of resources)

Landscape/COVID-19: "What helped, was apart from field instruction is our agency, we merged with another community health center six years ago, we have now five locations. So over the last two years, they've been merging to make us more like they switched all of us to laptops. our cell phones have apps, but like to the agency phone number, so that we can more easily move between the sites. So that predated the pandemic. But it made our agency's transition to the pandemic so much easier. I have friends that work in other counseling centers in Durham Region. And they were stuck for quite a few weeks with a pandemic because it happened so quickly. And then there was no laptops to be had in terms of ordering laptops, and we're sorry but it meant the switch to working from home was easier. And the switch for students working from home"

P145 Interview Summary
Demographics

Participant Role/Title	Field Educator
Highest level of education and year	MSW, 1997
Other Degrees Aside from Social Work	Law degree
Nature of Organization	Community Health Center
Number of Years with Organization	10
Number of Social Workers at organization	9
Total number of years in helping profession (including practicum and volunteer)	25
Total number of years in helping profession only paid positions	16

Total number of years in following positions (if applicable)	Field Educator 14	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW	MSW 7	Other	

Themes and Subthemes Identified

Landscape	Pressure, COVID-19: diminished capacity, resistance to virtual practicums
FI Experience	Self-care
Collaboration	Intraorganizational: teamwork
Student Experience	Workshops
Educational Strategies	Educational presentations

P146 Interview Summary

Demographics

Participant Role/Title	Field Educator
Highest level of education and year	MSW, 2003
Other Degrees Aside from Social Work	B.S. in psychology and sociology
Nature of Organization	Mental Health
Number of Years with Organization	4
Number of Social Workers at organization	15
Total number of years in helping profession (including practicum and volunteer)	20
Total number of years in helping profession only paid positions	19

Total number of years in following positions (if applicable)	Field Educator 2	Coordinator	Director	Faculty Liaison

Number of social work students supervised including level	BSW	MSW 9	Other	

Themes and Subthemes Identified

Educational Strategies	Shadowing, Feedback, Co-educating, Knowledge sharing, Start-end projects, IPE, Integrating theory
Diversity and Equity	Accessibility
Student Experience	Student-led, Student feedback, Individualize the student, Workshops, Peer support
Benefits of Taking on a Student	Increasing capacity, Expanding practice
Initiatives	Virtual practicums, Dedicated FI, Educational presentations, Group practicums, Students becoming FIs
Landscape of the Field	Lack of Resources, Pressure
FI Experience	Professional responsibility to provide field education, Paying it forward, Perception of field education
COVID-19	New opportunities

P147 Interview Summary

Demographics

Participant Role/Title	Training and development manager
Highest level of education and year	MSW
Other Degrees Aside from Social Work	Major in gerontology a BA in psychology and then a specialization in concurrent disorders
Nature of Organization	community based criminal justice organization.
Number of Years with Organization	14 years
Number of Social Workers at organization	2
Total number of years in helping profession (including practicum and volunteer)	20
Total number of years in helping profession only paid positions	19

Total number of years in following positions (if applicable)	Field Educator 18	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW 35	MSW	Other	

Themes and Subthemes Identified

Themes	Subthemes
Student Experience	Building student competency/ confidence
Collaboration	N/A
Educational Strategies	Journaling/ written reflections Setting goals
FI Student Relationship	Collaboration Student as client Student as colleague
Diversity and Equity	Opportunities
FI Experience	Training/ Support Professional responsibility to provide field ed. Collaboration

P148 Interview Summary
Demographics

Participant Role/Title	Psychotherapist, Private practice			
Highest level of education and year	MSW			
Other Degrees Aside from Social Work	Honors in psychology			
Nature of Organization	Mental health and community development			
Number of Years with Organization	14			
Number of Social Workers at organization	1			
Total number of years in helping profession (including practicum and volunteer)	15			
Total number of years in helping profession only paid positions	14			
Total number of years in following positions (if applicable)	Field Educator 11	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW 10	MSW 20	Other	

Themes and Subthemes Identified

Themes	Subthemes
Diversity and equity	Indigenous philosophy/values Cross-cultural training
Student Experience	Training Support Building student competency/ confidence
COVID	increase capacity / resources Benefits of remote practicum

P149 Interview Summary
Demographics

Participant Role/Title	Executive Director			
Highest level of education and year	MSW			
Other Degrees Aside from Social Work	BSW, Certificate			
Nature of Organization	Community based nonprofit			
Number of Years with Organization	35 years			
Number of Social Workers at organization	4			
Total number of years in helping profession (including practicum and volunteer)	43			
Total number of years in helping profession only paid positions	40			
Total number of years in following positions (if applicable)	Field Educator 34	Coordinator	Director	Faculty Liaison
Number of social work students supervised including level	BSW 10	MSW 25	Other	

Themes and Subthemes Identified

Themes	Subthemes
Landscape	Increase agency supports from institutions to field
Student experience	Individualize the student Student expectation Student feedback
Education strategies	Setting goals Using Students prior strengths/skill

Conclusion

This project elicited the experiences, perspectives, and recommendations of a diverse set of participants affiliated with Schools of Social Work throughout Ontario. The research team was impressed with the genuine willingness of these field education directors and coordinators, agency-based field instructors, and Provincial associate representatives in relevant organizations to take the time to share their thoughts given the increased demands of the COVID-19 pandemic. The information yielded was divided into two groups given the unique perspectives from those leading and coordinating the university-based field education programs and those front-line social workers who acted as field educators/instructors.

Field directors/coordinators' themes highlighted in this report covered a broad set of issues reflecting their multi-level macro to micro perspective. Themes included structural and societal issues such as organizational and inter-organizational collaboration, accreditation policies, and the impact of the pandemic. Curriculum issues included integration of diversity and equity. Other salient themes related to the experiences of students and of field instructors. Agency-based field educators'/instructors' perspectives were largely focused on the dyad of field educator/instructor and student, within the agency context. Attention was given to the relationship and approaches to education/instruction, and the respective experiences of both parties. The agency environment and the impact of the pandemic were also raised. Innovation and adaptation was elaborated upon, as field educators/instructors and agencies quickly moved in-person service delivery to an online landscape.

Many of the themes identified have already been reported in the literature and provide additional data to support findings about the "crisis" and *effective* and *promising* practices similar to those identified as "best practices" in field education. There were however some new ideas that we have grouped as *aspirational* and *wise* practices – such as establishing new practicums in previously unexplored areas of the community where social work values could be integrated. Two notable examples were instances where a practicum was developed in partnership with a local library, which served as refuge for many homeless and under-housed members of the community. Another instance was a unique student-initiated practicum supporting a male basketball team, where the social work student collaborated with the coach to focus on supporting the mental health and well-being of the team.

Since the interviews focused on field education many participants spoke spontaneously about the situation facing field education in Ontario, especially as the interviews occurred in the context of the pandemic. These comments illuminated the macro issues, some of which represent long standing cracks in the system, which were exacerbated because of the pandemic.

It was fortuitous from several perspectives that this project was also designed to provide research-based practicums. First, it occurred during the pandemic when practicums were scarce. Secondly, with the integration of research into the practicum, participating students developed an increased appreciation of the role of research in the social work profession. Finally, as the practicum students became immersed in field education, they developed increased knowledge and understanding of the pivotal role, as well as many challenges, for field education. Their commitment to offer field education in the future stands as a testament to the worth of this project.

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Appendix A. Information Letter

Transforming the Field Education Landscape: Intersections of Research and Practice in Canadian Social Work Field Education - Stream 2, Interviews on Wise and Promising Practices for the Development of Sustainable Field Education Models

Information Letter
Interview Participant

The current project is a subcontract from the larger National Study, "Transforming the Field Education Landscape" (TFEL), spearheaded by the University of Calgary (REB19-0901). 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 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.

This project has received ethics approval from the UofT REB.

Voluntary Participation
The decision to participate or not is voluntary and will be kept completely confidential. You may decline to answer any and all questions and withdraw from the study without penalty or loss of benefits to which you are otherwise entitled. You may withdraw from the study should you choose. After the data has been anonymized or after one month following the interview, the information you have contributed to the research cannot be withdrawn from the study. All the information collected will be strictly confidential. Your name will not be used at any stage. All research data will be stored in a shared and protected OneDrive folder which is regarded as a protected platform by the University of Toronto. Any physical data will be stored in locked cabinets. Although for this project, the research team does not expect to have any physical data. Only members of the research team will have access to the data which includes the audio recordings from the interview. All electronic information outside of a secure server environment will be encrypted, consistent with the University of Toronto's data security and encryption standards. No information will be released or printed that would disclose any personal identity. All data collected will be destroyed five years after the project is completed in April 2021.

Confidentiality
If you agree to participate in the study, 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.).

If you agree to participate 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 interviewer 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. Interviews will be conducted through GoToMeeting which is the recommended platform by the Principal Investigator at the University of

Calgary for the larger project (REB19-0901). GoToMeeting has end-to-end encryption and includes privacy and security features such as Transport Layer Security encryption in transit, AES-256-bit encryption at rest of cloud recordings, transcriptions, and meeting notes, and TRUSTeVerified Privacy. The interview will be audio recorded and will be used for analysis with all identifiers removed. A coding system will be used to ensure that all information provided is confidential and anonymity will be maintained throughout the study.

Your anonymized transcript will be shared with the larger research team at the University of Calgary. We will ensure that your data is securely shared with them through the OneDrive platform that has received REB approval from the University of Toronto. As per the Calgary Ethics Protocol (REB19-0901), they have internet and electronic security. Confidentiality and anonymity will be maintained throughout the process.

Benefits and Risks
The findings of this study may benefit you directly. Your wisdom, experience and opinions about promising and wise practices in field education will constitute rich information to further strengthen the area of field education in social work. As stated in the University of Calgary ethics protocol for the larger project (REB19-0901), the research findings are expected to directly benefit every accredited social work education program in the country (43 schools) with new resources for innovative field education practice. Your experiences will be adding to the advancement of knowledge of field education which may positively affect the welfare and development of social work field education. A key principle and practice in social work research is to ensure those who provide or receive services are included in research. Hence as a participant, you are likely to value being asked to share your opinions. Also, you may experience a sense of personal satisfaction as you contribute to this inquiry.

No significant risks or negative consequences are anticipated with your participation.
If you have any questions or concerns about the research or would like an update on its status, please do not hesitate to contact the Principal Investigator, Professor Marion Bogo, of this study.

Results of the Study
Copies of the results of the study, upon its completion, may be obtained by contacting the Principal Investigator at the University of Calgary, Dr. Julie Drolet, by email at jdrolet@ucalgary.ca or telephone number (780) 492-1594, **or** the Principal Investigator at the University of Toronto, Professor Marion Bogo, by email at marion.bogo@utoronto.ca or telephone number (416) 978-3263. 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.

You may contact the Office of Research Ethics (ethics.review@utoronto.ca; 416-946-3273) if you have questions about your rights as a research participant.

Yours sincerely,

Marion Bogo, Principal Investigator
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Appendix B. Consent Form

Transforming the Field Education Landscape: Intersections of Research and Practice in Canadian Social Work Field Education - Stream 2, Interviews on Wise and Promising Practices for the Development of Sustainable Field Education Models

Consent Form
Interview Participant

I have read the information letter for this study and understand its details. I am aware that participating in this proposed research study will not affect my professional relationship with my organization. I understand that I may decline to answer any and all questions and withdraw from the study without penalty or loss of benefits to which I am otherwise entitled. I may withdraw from the study at anytime 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 also understand that findings from the interview may be published and disseminated in presentations at conferences, published works, policy reports, and used for developing action plans where I will not be personally identified in any publication. Any questions about the research and my participation have been answered to my satisfaction. I have been reminded that the information shared during the interview is confidential, and is not to be repeated to anyone outside of the research team.

Any risks or benefits that might arise out of my participation have been explained to my satisfaction. Any questions I have asked about the project have been answered to my satisfaction. I understand that my participation is **completely voluntary** and that my decision to participate or not will be kept **completely confidential.** I understand that information collected for this project is **strictly confidential**. I have been assured that no information will be released or printed that would disclose my identity unless required by law. All data collected will be destroyed five years after the study is finished.

I understand that I may contact the Office of Research Ethics (ethics.review@utoronto.ca; 416-946-3273) if I have questions about my rights as a research participant.
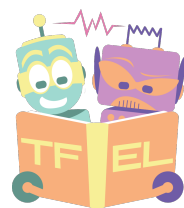
I, _____ hereby consent to participate.
  (Please print first and last name)

_____
Signature of participant

_____
Date

Marion Bogo, Principal Investigator
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Transforming the Field Education Landscape