



FACT SHEET

PROMISING PRACTICES

SYNOPSIS

The Prairie Report on Promising and Wise Practices in Field Education **provides the findings of a study designed to identify innovative, promising, and wise practices** in Social Work field education within Alberta, Saskatchewan, and Manitoba. This fact sheet focuses on the theme of **utilizing non-traditional practicum opportunities** to better enhance social work field education.

INTRODUCTION

Promising practices are approaches, interventions, programs, services, or strategies that show potential for enhancing field education. Promising practices address specific challenges in field education, and undergo evaluation for effectiveness and replicability.



OBJECTIVE

This fact sheet explores the theme of non-traditional practicum opportunities and showcase insights that can positively enhance social work field education.

METHODOLOGY

Between July and December 2020, 35 semi-structured interviews were conducted with field educators, field directors, and faculty liaisons within the Prairie region. Interviews were conducted via Zoom or Microsoft Teams. Twenty open-ended questions in three thematic areas were asked. All interviews were recorded and transcribed and a codebook was developed and analyzed thematically.

KEY THEMES

The information gathered from participants identified **five themes of promising practices**:

1. Community needs
2. **Non-traditional practicum opportunities**
3. Supervision strategies
4. Open mindedness
5. Group processing.



NON-TRADITIONAL PRACTICUM OPPORTUNITIES

NON-TRADITIONAL PLACEMENTS



"I think in terms of thinking outside the box or being creative and innovative in our field practicums, there are opportunities to do more work with those agencies - non-traditional social work agencies - where maybe they don't have on the ground social work supervision, but they are amazing opportunities for our students."



ROTATIONAL PRACTICUMS

"Another one that is [...] evolving is rotational models of field where students [have] modules within the placement. They tend to be shorter placements with a coordinator who navigates and helps the process be somewhat seamless for the student. It exposes the student to more learning opportunities across the placement and it also reduces the workload requirement of the field instructor."

SELF-DIRECTED PLACEMENTS



"The thing that I really like about [self-directed placements] is that students are in the centre of the practicum experience, and [they] really can essentially create a practicum experience that may involve different aspects."



UTILIZING GROUP SUPERVISION

"Another promising practice or wise practice is challenging the notion that supervision has to be one on one, I'm finding that social workers in our community are overworked. They just don't have the time [and] the resources to supervise [students] in the same way they did a decade ago. And so, group supervision and peer supervision are something I'm seeing a lot of."