



Transforming the Field  
Education Landscape

# INCORPORATING INDIGENOUS & WISE PRACTICES

## Virtual Presentation & Roundtable Discussion

**Dr. Julie Drolet, (TFEL Project Director, University of Calgary)**

**Dr. Natalie Clark (TFEL Co-Investigator, Thompson Rivers University)**

**Julie Mann-Johnson (TFEL Collaborator, University of Calgary)**

**Missa Mvuzolo (TFEL Practicum Student, University of Calgary)**

**Dr. Saleema Salim (TFEL Postdoctoral Scholar, University of Calgary)**

**Elizabeth Tettman (TFEL Student Research Assistant, University of Toronto)**

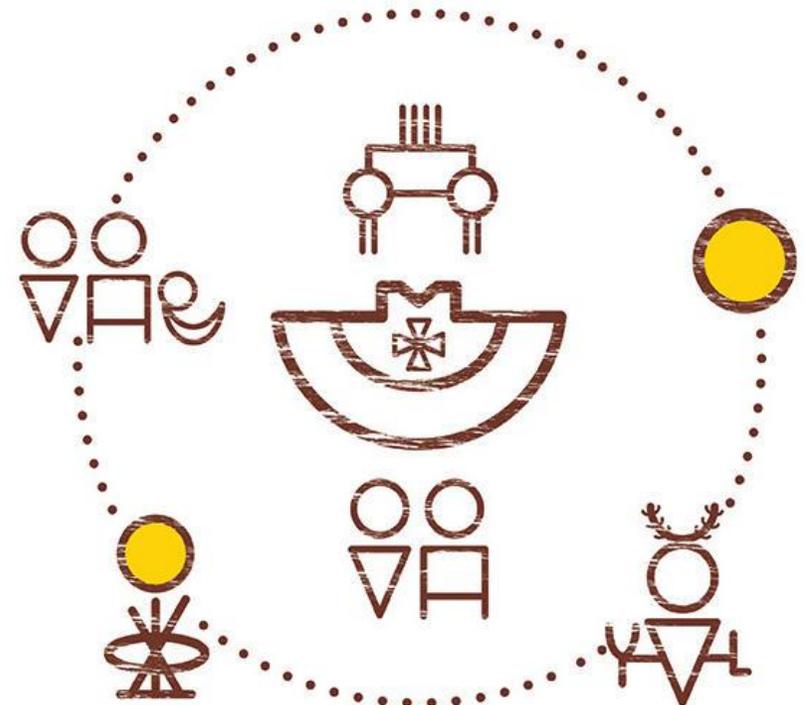
**Nchedo Udobata (TFEL Practicum Student, University of Calgary)**

September 29, 2022

# TERRITORIAL ACKNOWLEDGEMENT

The University of Calgary respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

*L'Université de Calgary reconnaît respectueusement qu'elle est située sur les terres du Traité 6, lieu de rassemblement traditionnel pour de nombreux peuples autochtones parmi lesquels sont les Cris, les Pieds-Noirs, les Métis, les Sioux des Nakotas, les Iroquois, les Dénés, les Ojibwés/Saulteaux/Anichinabés, les Inuits et bien d'autres encore. Leurs histoires, leurs langues et leurs cultures continuent d'influencer notre communauté dynamique.*



ii' taa'poh'to'p  
University of Calgary Office of Indigenous Engagement

# ACKNOWLEDGEMENT

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CRSH  SSHRC



MEET THE TEAM



HOUSEKEEPING  
ITEMS



PART 1:  
PRESENTATION ON  
WISE PRACTICES



PART 2:  
ROUNDTABLE  
DISCUSSION



FEEDBACK SURVEY

# AGENDA

September 29, 2022



## MEET THE TEAM

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Julie Drolet (TFEL Project Director, University of Calgary)

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Natalie Clark (TFEL Co-Investigator, Thompson Rivers University)

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Julie Mann-Johnson (TFEL Collaborator, University of Calgary)

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Missa Mvuezolo (TFEL Practicum Student, University of Calgary)

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Saleema Salim (TFEL Postdoctoral Scholar, University of Calgary)

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Elizabeth Tettman (TFEL Student Research Assistant, University of Toronto)

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Nchedo Udobata (TFEL Practicum Student, University of Calgary)

# HOUSEKEEPING ITEMS

Please ask questions in the chat. There will also be question periods throughout the presentation.



French translation and live transcription are available.



Please be mute your microphone when you are not actively speaking.



Video is optional (but preferred!)

# INVENTORY ON PROMISING PRACTICES - METHODOLOGY

- **Interviews on Promising, Innovative, and Wise Practices**
  - 104 semi-structured interviews across Canada
  - 2020-2021
  - Data analysis by region (BC, Prairie, Ontario, Quebec, Atlantic)
  - Thematic analysis in NVivo 12.0
- **Focus Groups on Transforming Field Education**
  - 31 focus groups conducted with 99 participants across Canada
  - 2021-2022
  - Participants were located in British Columbia (n=17), Alberta (n=32), Manitoba (n=1), Atlantic Canada (n=2), Ontario (n=39), and Quebec (n=8)
  - Thematic analysis in NVivo 12.0

Study participants included field education coordinators and directors, field instructors, faculty liaisons, and field educators.

# INVENTORY ON PROMISING PRACTICES

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**Facilitating Multiple Partnerships and Collaborations**

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**Creating New and Innovative Field Placements**

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**Sharing Unique Practices for Field Supervision**

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**Accreditation Body and Policy**

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**Valuing Open-Mindedness and Flexibility about Practicum Placements**

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**Using Technology in Field Education**

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**Macro-Level Placements**

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**Incorporating Indigenous & Wise Practices**

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**Equity, Diversity & Inclusion**

## DEFINITION

- TFEL defines wise practices as Indigenous-centered practices that are flexible, locally, and culturally relevant, that respect all forms of understanding including lived experience, traditional knowledge, and the use of story. Wise practices are relational in nature and encourage mutual respect, inclusivity, and collectivity.



# Incorporating Indigenous and Wise Practices

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Practice 1: Incorporating Indigenous cultural practices and involving Elders in social work field education

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Practice 2: Creating new ways of approaching learning goals and field agreements

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Practice 3: Being creative, flexible, and open minded about definitions of certain terms, such as clinical practice, that are more appropriate to apply in all contexts

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Practice 4: Focusing on initiatives towards decolonizing and Indigenizing social work field practicums

# PRACTICE 1: INCORPORATING INDIGENOUS CULTURAL PRACTICES AND INVOLVING ELDERS IN SOCIAL WORK FIELD EDUCATION

- Indigenous Elders can provide lived experience and cultural knowledge to inform social work field education.
  - *“I think another wise practice is having Elders involved in social work field education. So, Elders can be involved in meetings. Elders can be involved in preparatory seminars with students who are preparing to go out in practicum. Students could meet with an Elder to learn about protocols and ceremonies before placement, so that they have an understanding when they’re in a practicum context or in field agency and, one of their roles is to be participating in some of these ceremonies and practices. So, if an agency has smudges every morning, a student should be going into practicum with already having an understanding and an expectation that they’re also going to participate in that practice and, [...] know what's involved.”* (Interview Participant, Prairie Region)
  - *“...A training where you are working with a local Indigenous Elder or I know on site here, they have an Indigenous Wellness Clinic and manager and cultural helpers. But really, intentionally meeting with them and learning from them...”* (Interview Participant, Prairie Region)
  - *“[University] being an Indigenous founded, focused, really sort of connected agency, or institution we want to focus, and myself being a white settler, really working in partnership with my colleagues and with communities that we are both working in but alongside as well to sort out what that PLAR (Prior Learning Assessment and Recognition) process might look like.”* (Interview Participant, BC region)

## PRACTICE 2: CREATING NEW WAYS OF APPROACHING LEARNING GOALS AND FIELD AGREEMENTS

- Incorporating Indigenous perspectives in the learning goals and field agreements that allow students to conceptualize and communicate in culturally appropriate ways.
  - *“We've looked at, not, [...] enforcing Western-based notions of field education onto students for whom that doesn't fit well for a variety of reasons. So, we've had students from Indigenous backgrounds, cultural backgrounds, or who are going into like non-Western based organizations to propose different ways of representing their learning agreements as one example. So, we have had students who do their practicums based in Indigenous communities and have come up with a different form of learning agreement, that is according to the circle or also known as the Medicine Wheel. So, we've done that.”* (Interview Participant, Prairie Region)
  - *“And when you're talking about your Indigenous clients or Indigenous service users, what is it? As a practicum student, [what] do you want to achieve with this community? So how are you going to do that? How are you working yourself to [...] meet that objective? So, a wise practice is to develop that learning agreement in a really deep way, in a profound way and make it very, very relevant to your Indigenous community, your Indigenous client.”* (Interview Participant, Prairie Region)

## PRACTICE 3: BEING CREATIVE, FLEXIBLE, AND OPEN MINDED ABOUT DEFINITIONS OF CERTAIN TERMS, SUCH AS CLINICAL PRACTICE, THAT ARE MORE APPROPRIATE TO APPLY IN ALL CONTEXTS

- Recognizing ways of defining clinical practice that align with Indigenous values and cultures or other ways of defining clinical practice. In order to broaden the western definition of ‘clinical’ and allow for different ways of knowing to be integrated into practice.
  - *“We've also looked at being really creative, flexible, and open minded about definitions of certain terms, such as like “clinical practice,” when we know [...] that's a very westernized notion, and that it might not be an appropriate one to apply in all contexts. And so, I think our main innovation around that has been trying to work with students who find our traditional way of doing things problematic. I think we would like to be able to do more in this way and to expand these notions and maybe sort of generalize this approach more.”*(Interview Participant, Prairie Region)
  - *“I think we need to be mindful of like you know if this is going to be a clinical placement, then it has to be clinical practice and it has to be direct practice skills because then your kind of saying that maybe research or theory or other approaches that are also very critical would not be included in that perception of what a clinical placement needs to look like. So, I think we, [...] need to kind of think critically about our own lenses and, [...] what we bring to this in. And challenge some of the assumptions that maybe field coordinators and directors have made about the nature of specific placements.”*(Interview Participant, Prairie Region)

## PRACTICE 4: FOCUSING ON INITIATIVES TOWARDS DECOLONIZING AND INDIGENIZING SOCIAL WORK FIELD PRACTICUMS

- Taking further steps to decolonize the social work profession by looking at Indigenous ways of knowing and doing.
  - *“Creating a land-based learning option, for students... in the context of the Truth and Reconciliation Report, and our [university's] commitment to trying to keep decolonizing, and also being more inclusive to providing opportunities for Indigenous and non-Indigenous students to learn.”* (Interview Participant, Atlantic Region)
  - *“The words that come to my mind are perilous, complicated, sad. I think, you know all of the things that we have discovered around the impacts of settler-ness, colonialism, the lack of appreciation for the places that we occupy. The intergenerational trauma, the lack of appreciation for what new Canadians bring, understanding that the very, and I use this word intentionally, complexion of Canada has changed dramatically, and what that means is that there are even more people who have been historically marginalized and harmed by the way society currently operates.”* (Interview Participant, BC region)

## PART 2: SHORT BREAK – 5 MINUTES

### CONSENT FOR ROUNDTABLE DISCUSSION:

- As a participant in the roundtable discussion session, you will be encouraged to share your thoughts on each promising, wise, and innovative practice identified by TFEL research.
- The roundtable discussions will be audio recorded (on Zoom) and notes will be taken for the purposes of analysis with all identifiers removed. Confidentiality and anonymity will be maintained throughout the data analysis process and dissemination.
- Only members of the research team will have access to the audio recordings from the roundtable discussion session.
- It is difficult to withdraw individual responses in the roundtable discussion session because the information will be collected in a group setting. Participants cannot completely withdraw individual responses once the discussion session is complete.
- Participants will be asked to respect the privacy of everyone in roundtable discussions by a verbal agreement to refrain from disclosing any of the information shared during these group activities with outsiders. As we cannot guarantee absolute confidentiality, participants will be advised to exercise individual judgments in deciding what to reveal in the discussion sessions.
- Participants are free to withdraw consent and stop participation at any time before the beginning of the roundtable discussions. Because the study team is not collecting any identifying data during the roundtable discussion session, research assistants will not be able to identify individual participants on the recording or in notes and will therefore not be able to remove individual participants' data once the discussion session begins.
- Roundtable discussion session participants are free to not answer any or all of the discussion question(s) and still remain in the study.

# VIRTUAL CONSENT

- At the beginning of the roundtable discussion, you will be asked to indicate your consent by typing your name in the Zoom chat box.
- Your participation in the roundtable discussion indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.
- In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time as stated above. You should feel free to ask for clarification or new information throughout your participation.
- If you have any further questions or want clarification regarding this research and/or your participation, please contact: Dr. Julie Drolet, Faculty of Social Work, at (780) 492-1594, or by email [jdrolet@ucalgary.ca](mailto:jdrolet@ucalgary.ca). If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at tel. (403) 220-7289 / (403) 220-8640; or by email [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca).
- Do you consent to participate in the Roundtable discussion? If yes, type your name in the Zoom chat box.

## PART 2: ROUNDTABLE DISCUSSION QUESTIONS

1. What are your thoughts and reflections on the Wise Practices presented today?
2. What resources, supports, or changes are needed to implement these identified Wise Practices?
3. Could you please share an example of how you would implement one of these Wise Practices in field education?

## FEEDBACK SURVEY

- **Feedback Survey (click link in the chat box)**

## UPCOMING ROUNDTABLE DISCUSSION

- **Creating New and Innovative Field Placements**
- **10:00 am – 12 noon, October 27, 2022**
- **Register on Eventbrite.**

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For more information  
about the partnership please contact:  
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@TFELProject



[www.tfelproject.com](http://www.tfelproject.com)

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