



Transforming the Field
Education Landscape

FACILITATING MULTIPLE PARTNERSHIPS & COLLABORATIONS

Virtual Presentation & Roundtable Discussion

Julie Drolet, (TFEL Project Director, University of Calgary)

Sheri M. McConnell (TFEL Co-Investigator, Memorial University)

Grant Charles (TFEL Co-Investigator, University of British Columbia)

Kathleen DeSousa (TFEL Practicum Student, University of Calgary)

Nchedo Udobata (TFEL Practicum Student, University of Calgary)

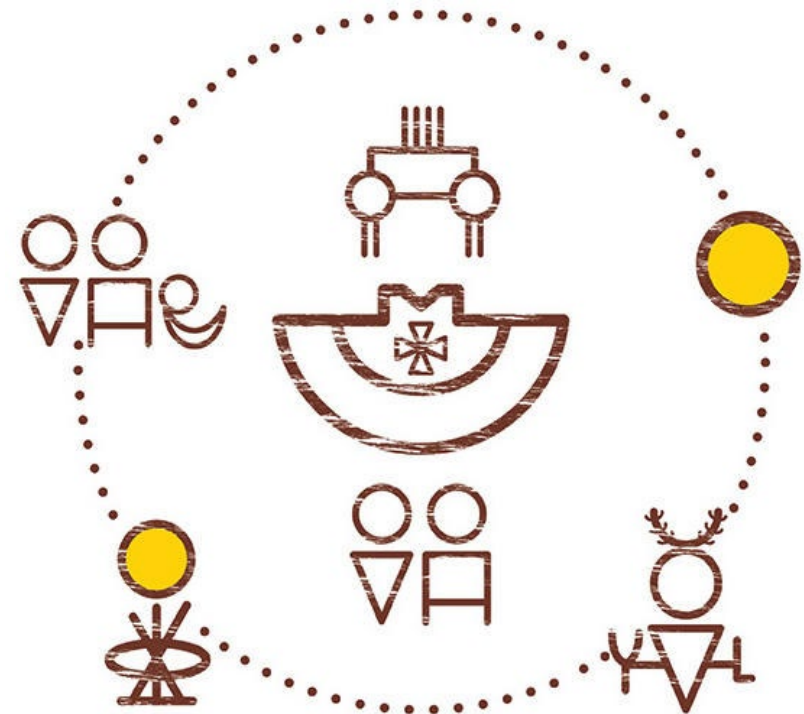
Jarrold Ross (TFEL Practicum Student, University of Toronto)

November 24, 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 PROMISING
PRACTICES



PART 2: ROUNDTABLE
DISCUSSION



FEEDBACK SURVEY

AGENDA

November 24, 2022



MEET THE TEAM

Julie Drolet (TFEL Project Director, University of Calgary)

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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 mute your microphone when you are not actively speaking.



Video is optional (but preferred!)



INVENTORY ON INNOVATIVE 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

Facilitating Multiple Partnerships and Collaborations

Creating New and Innovative Field Placements

Sharing Unique Practices for Field Supervision

Accreditation Body and Policy

Valuing Open-Mindedness and Flexibility about Practicum Placements

Using Technology in Field Education

Macro-Level Placements

Incorporating Indigenous & Wise Practices

Equity, Diversity & Inclusion



DEFINITION

- TFEL defines **Promising Practices** as approaches, interventions, programs, services, or strategies that show potential for enhancing field education. Promising practices may address specific challenges experienced in social work field education and are currently being evaluated for effectiveness and replicability and have demonstrated the ability to achieve their stated aims.



Facilitating Multiple Partnerships and Collaborations

Practice 1: Promoting community engagement to reciprocally meet community and field education needs

Practice 2: Developing a community of practice for diverse groups and organizations by going beyond individual or institutional agreements

Practice 3: Different institutions working together to avoid competition for practicum opportunities and developing community partnerships through university and field offices



PRACTICE I: PROMOTING COMMUNITY ENGAGEMENT TO RECIPROCALLY MEET COMMUNITY AND FIELD EDUCATION NEEDS

- Field education should take into consideration the needs of the community and the ways that it can support communities. This requires working together in partnerships.
- *“So, it's not just us asking our communities to provide these experiences for students, but that we're giving back in a way that is responsive to the needs of our communities that change all the time.”* (Interview Participant, Prairie Region)



PRACTICE 2: DEVELOPING A COMMUNITY OF PRACTICE FOR DIVERSE GROUPS AND ORGANIZATIONS BY GOING BEYOND INDIVIDUAL OR INSTITUTIONAL AGREEMENTS

- Creating partnerships and collaborations with multiple stakeholders and a community of practice that takes into consideration the needs of the community. For example, setting up a local community resource center that serves the local community (like a community learning hub) providing practicum opportunities for social work students as well as students from other faculties.
- *“I think for a long time that's been the model that field education programs have sought to have, like individual MOU or institutional agreements with specific agencies. I think we need to kind of go beyond that today to think about partnerships and collaborations, beyond just the single agency. So, what does that look like with multiple stakeholders? And creating a community of practice that brings together diverse groups, organizations, various people.”* (Interview Participant, Prairie Region)



PRACTICE 3: DIFFERENT INSTITUTIONS WORKING TOGETHER TO AVOID COMPETITION FOR PRACTICUM OPPORTUNITIES AND DEVELOPING COMMUNITY PARTNERSHIPS THROUGH UNIVERSITY AND FIELD OFFICES

- It is imperative that different institutions/organizations work together to maximize opportunities/resources and to mitigate competition. Universities and field offices can take a role in facilitating such working relationships.
- *“A practice that we do that I find is frankly a winner [...] We sit down, 2 universities, University 1 and us, together to share the territory. [...]. University 1 has 150-180 [students] and even last year, I think it was 200. We have every advantage in working together and serving our regions. [...] We try to serve our regions well. In fact, I think it's a winner to sit down all 3 together, whether it's with the person responsible for internships at the {Name of Centre 1} or the {Name of Centre 2}, University 1 and us together to share these internship offers there, I think that's a winner for everyone. We save a lot of time, when we work together, I'm a team girl, so I think that is really a winning practice.” (Interview Participant, Quebec Region)*

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QUESTIONS/COMMENTS

ABOUT THE PRESENTATION?

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PART TWO

ROUNDTABLE DISCUSSION & DIALOGUE





IMPORTANT NOTE

- The Roundtable Dialogue aims to create:
 - A safe space for sharing thoughts and reflections.
 - Respectful dialogue and conversation.
 - There are no right or wrong answers to the discussion questions asked by the student facilitators.



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. 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.
- 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 Promising Practices presented today?
2. What resources, supports, or changes are needed to implement these identified Promising Practices?
3. Could you please share an example of how you would implement one of these Promising Practices in field education?



FEEDBACK SURVEY

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



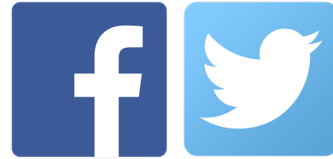
UPCOMING ROUNDTABLE DISCUSSION

- **Macro-level Placements**
- **10:00 am – 12 noon, December 8, 2022.**
Register on Eventbrite.



For more information
about the partnership please contact:
tfelproject@ucalgary.ca

@TFELProject



www.tfelproject.com

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