



Transforming the Field
Education Landscape

CREATING NEW AND INNOVATIVE FIELD PLACEMENTS

Virtual Presentation & Roundtable Discussion

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

Sally St. George (TFEL Co-Investigator, University of Calgary)

Dan Wulff (TFEL Co-Investigator, University of Calgary)

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

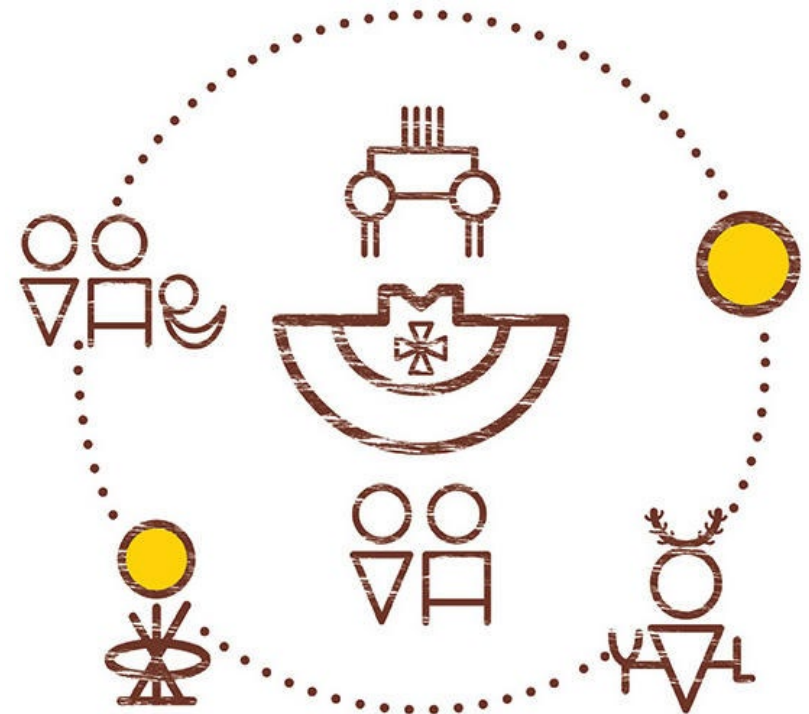
Kathleen DeSousa (TFEL Practicum Student, University of Calgary)

October 27, 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 INNOVATIVE
PRACTICES



PART 2: ROUNDTABLE
DISCUSSION



FEEDBACK SURVEY

AGENDA

October 27, 2022



MEET THE TEAM

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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 innovative practices as cutting-edge practices that have the potential to enhance field education while addressing existing challenges. Innovative practices were defined as new practices that have not yet been tested in some areas and show promise in their potential to enhance field education and address some of the challenges that exist.



Creating New and Innovative Field Placements

Practice 1: Developing placements with multiple agencies.

Practice 2: Identifying new field placement sites and working with non-traditional social work agencies.

Practice 3: Expanding virtual practicums to allow for greater accessibility and reaching remote areas.

Practice 4: Exploring self-directed placements to expose students to a diverse range of learning opportunities.

Practice 5: Interprofessional field placements for social work students to collaborate and learn with other disciplines.

Practice 6: Green Social Work field placements that integrate environmental justice and sustainability.

Practice 7: Increase the availability of Northern and Rural field placements.

PRACTICE 1: DEVELOPING PLACEMENTS WITH MULTIPLE AGENCIES

- This innovative practice provides an opportunity for students to experience first-hand how it feels for a client to navigate through various systems and agencies. It provides students with multiple perspectives as they work through different systems. For example, the student may be involved with the same person moving from an inpatient hospital to an outpatient setting and then to a community setting.
- *“One of the best practices that we have at my university is a program that one of the hospitals set up about 10 or 12 years ago. It is a rotational field placement, where we take a group of students between five and 10, and they go to one of the local hospitals and they're on a rotational system. So, rather than going and having one supervisor for the whole length of the practice with that one supervisor, what they do is they'll have different supervisors depending on where their place is, for example, one of the students may be in an acute care unit for two weeks and the social worker on that unit would be their supervisor and then they move to an elder care unit, and then they move to an outpatient unit, and then they move to a mental health unit. So they're getting exposed to a wide range of experiences within the particular healthcare setting. They have a supervisor in each at the same time, the project has an overall supervisor so there's one person who's tracking the students, as they go from placement and meeting with them regularly. So, there's that level of supervision on the more macro level and then very specific supervision by each rotational supervisor.” (Interview Participant, BC region)*

PRACTICE 2: IDENTIFYING NEW FIELD PLACEMENT SITES AND WORKING WITH NON-TRADITIONAL SOCIAL WORK AGENCIES

- Exploring non-traditional social work and practicum settings that offer unique insights into community issues. Examples include a school male basketball team or a library working with marginalized library users.
- *“It's absolutely devastating to see the lack of resources in our community at all governmental levels. Lack of resources means lack of positions, so we do encourage and support students to find their own practicums in non-traditional agencies. In agencies that don't employ social workers, we're saying this is a social work field experience, but you're on site we call them an onsite field instructor, who is not a social worker. We do bring in what we call an external field instructor who does meet the accreditation requirements, so it's all within accreditation, but it is very much outside of the box. We do see some very good learning in those non-traditional placements.” (Interview Participant, Prairie Region)*

PRACTICE 3: EXPANDING VIRTUAL PRACTICUMS TO ALLOW FOR GREATER ACCESSIBILITY AND REACHING REMOTE AREAS

- Virtual practicums have helped create more diversity in practicum structure. They offer greater accessibility for students outside major urban centres in accessing practicum placements. The COVID-19 pandemic has expedited the transition to virtual care and emphasized the need for online counselling skills in offering increased access to care for (some) clients.
- *“It's potentially made some practicums and some learning opportunities more accessible, geographically, in particular, and potentially, maybe even opened up the doors. If 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” (Interview Participant, Ontario Region)*

PRACTICE 4: EXPLORING SELF-DIRECTED PLACEMENTS TO EXPOSE STUDENTS TO A DIVERSE RANGE OF LEARNING OPPORTUNITIES

- Designing and implementing self-directed placements to maximize student learning and interests.
- *“For the summer course, I did a human ethics review for classroom content, and I got immediate approval, so they could talk to all sorts of people as long as everything was monitored. So, working with the ethics department, working with the research department, then the research department turned me on to the IT program designer who started coming to our seminars and she created a weekly meeting with students about WordPress and gave them all accounts, so, they had free accounts for their websites. And then another program designer heard of us and asked if she could help and come in and brought more of a creative piece, and my initial degree is in fine arts, so, the creative and the visual creative pieces, is an area that I was pretty well versed in, but not like, the technological pieces. So, then the research department also gave us one of their student researchers to meet with students and I had her engaging in dialogical discourse from a student lens, so, that was a pretty neat thing because that was like a peer-to-peer piece. And then the students started, they developed their own group, where they met one day a week, and all did more collaborative practice work. So, I think the quality of the websites and the podcasts, and all the other pieces really got knocked up a notch because the research department took a real interest in what we were doing. And then we had all these brilliant IT people that knew what they were talking about.” (Interview Participant, BC region)*

PRACTICE 5: INTERPROFESSIONAL FIELD PLACEMENTS FOR SOCIAL WORK STUDENTS TO COLLABORATE AND LEARN WITH OTHER DISCIPLINES

- Looking to find innovative ways to incorporate interdisciplinary learning into field education and practicum placements.
- *“...For many years now, social work has been involved in interprofessional education, especially at [school]. It’s not a common experience in a lot of the other [schools]. It came about initially because other professions, including social work, decided that we needed to initiate this kind of partnership and prominence. It didn't come from the initiative or encouragement or support, initially at all of the larger universities, but it certainly has been growing in prominence. I think that what it's meant for social work students, for all students in health care, but certainly for social work students, is the recognition that you have to be a team player, and what does that mean, and how do you show respect and relationship building, not just for your clients, but also for your interprofessional peers.”*
(Interview Participant, Ontario Region)

PRACTICE 6: GREEN SOCIAL WORK FIELD PLACEMENTS THAT INTEGRATE ENVIRONMENTAL JUSTICE AND SUSTAINABILITY

- Reconciling the need for a more sustainable and green approach to social work by exploring pertinent issues and evaluating potential solutions.
- *“I think the Western societies are changing, the social context is changing, and there are more disasters. So, we need to prepare our students for disaster social work, and climate change. We need to prepare our students for green social work. I mean, there's a lot of changes, ideas coming, but I think there's no better way to create more field work models and opportunities for our students.” (Interview Participant, BC region)*

PRACTICE 7: INCREASE THE AVAILABILITY OF NORTHERN AND RURAL FIELD PLACEMENTS

- Providing students with a dynamic and varied experience across a broader context of social work in terms of geographic and practice areas.
- *“I mean, most of my people have never been on a snowmobile in their lives or have never driven one for that matter. There are no roads in the winter. The food is extraordinarily expensive. It's unbelievable. How do you ... how do you get food? What do you need to wear? What clothing do you need to bring with you? I think part of it is being a decent human being to these people, knowing that they're coming to a place that is very foreign to them. And they may think they know what's happening, they may think okay, this is an adventure, and this is what I'm going to do, but we're doing difficult work in a difficult community in which people are ... They're [the students are] not Indigenous for the most part. I mean, I've never had an Indigenous student yet. They're not Indigenous. This is a new culture. There's a new language. There is a new set of norms and values.” (Interview Participant, Atlantic region)*



QUESTIONS/COMMENTS
ABOUT THE PRESENTATION?





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

FEEDBACK SURVEY

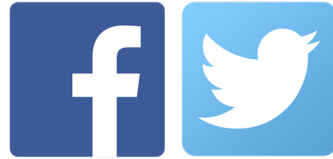
- **Feedback Survey (click link in the chat box)**

UPCOMING ROUNDTABLE DISCUSSION

- **Facilitating Multiple Partnerships and Collaborations**
- **10:00 am – 12 noon, November 24, 2022, Register on Eventbrite.**

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

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www.tfelproject.com

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