



Transforming the Field
Education Landscape

MACRO-LEVEL PLACEMENTS

Virtual Presentation & Roundtable Discussion

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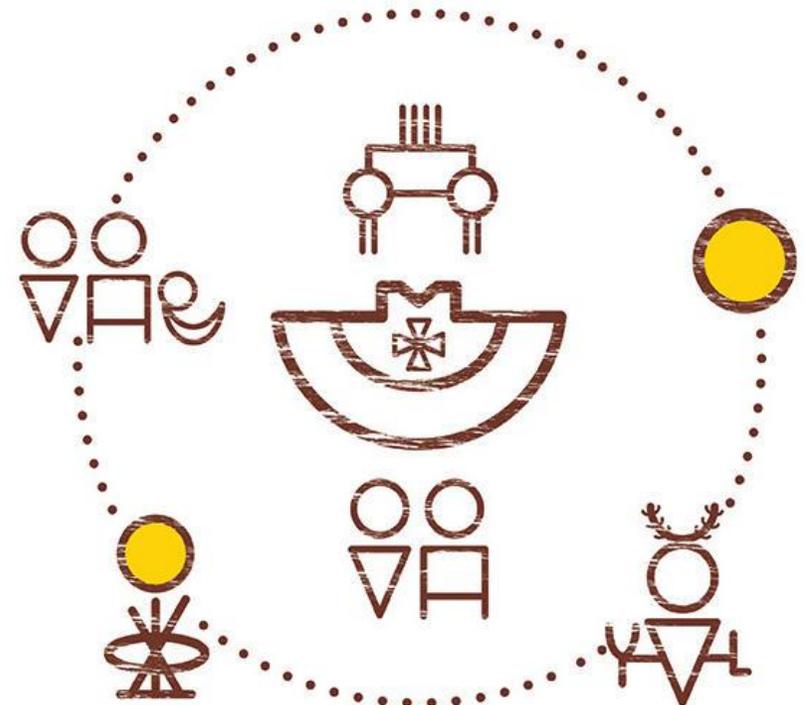
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December 8, 2022

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

The Transforming the Field Education Landscape project is supported in part by the Social Sciences and Humanities Research Council of Canada (2019-2025)

CRSH  SSHRC



HOUSEKEEPING ITEMS



PART 1: PRESENTATION
ON PROMISING
PRACTICES



PART 2: ROUNDTABLE
DISCUSSION



FEEDBACK SURVEY

AGENDA

December 8, 2022

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.



Macro-Level Placements

Practice 1: Creating opportunities for “sector-based” practicum placement (e.g., around issues of housing/homelessness) vs. traditional one-on-one agency placement (may involve working in the shelter system, as an example, for front-line practice experience).

Practice 2: Creating additional macro-level placement options centered on research and policy that introduce students to a different level of social work intervention.

Practice 3: Having students involved in social justice projects or community-level events.

PRACTICE I

Creating opportunities for “sector-based” practicum placement (e.g., around issues of housing/homelessness) vs. traditional one-on-one agency placement (may involve working in the shelter system, as an example, for front-line practice experience).

Sector-based placements have the potential to address additional needs that exist in specific communities.

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 ... for 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, mezzo, and macro level. So, part of the practicum might be working in, or being exposed for a brief period of time, to working in the shelter system. (Interview Participant, Ontario Region)

PRACTICE 2

Creating additional macro-level placement options centered on research and policy that introduce students to a different level of social work intervention.

Addresses the need for research and policy placements and developing an increased appreciation of the role of research in social work profession.

For students who want to do an intervention project, we have developed links with the institution and even the community, when people have subjects that require a response, perhaps at the research level, things like that... there is a link that is made directly with the students. For example, their intervention projects are directly linked to a concern that comes from the internship environment. For example, if I'm concerned about 16- to 25-year-old LGBTQ people, I can work with a community organization to develop a group with 12 young people of that age on different themes. That will be my research project for me at the master's level. And at the same time, all that I will find as an answer to the research will feed the community in terms of intervention. (Interview Participant, Quebec Region)

PRACTICE 3

Having students involved in social justice projects or community-level events.

Providing students an opportunity to advocate on community issues and ways to connect field learning to the strengths of the community.

Social justice projects, planning events, being involved in research, and kind of thinking about that a little bit differently because clinical social work also needs to think about how do you manage a project? How do you organize an event or bring people together? It's too much focused on the individual and what happens at the micro level. I think a lot gets lost in kind of thinking about what is really the nature of social work practice. And it includes a lot more than clinical individuals' skills. (Interview Participant, Prairie 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

- **Accreditation Body and Policy**
- **10:00 am – 12 noon, January 26, 2023,
Register on Eventbrite.**

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

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