



Transforming the Field
Education Landscape

FIELD ACCREDITATION AND POLICY

Virtual Presentation & Roundtable Discussion

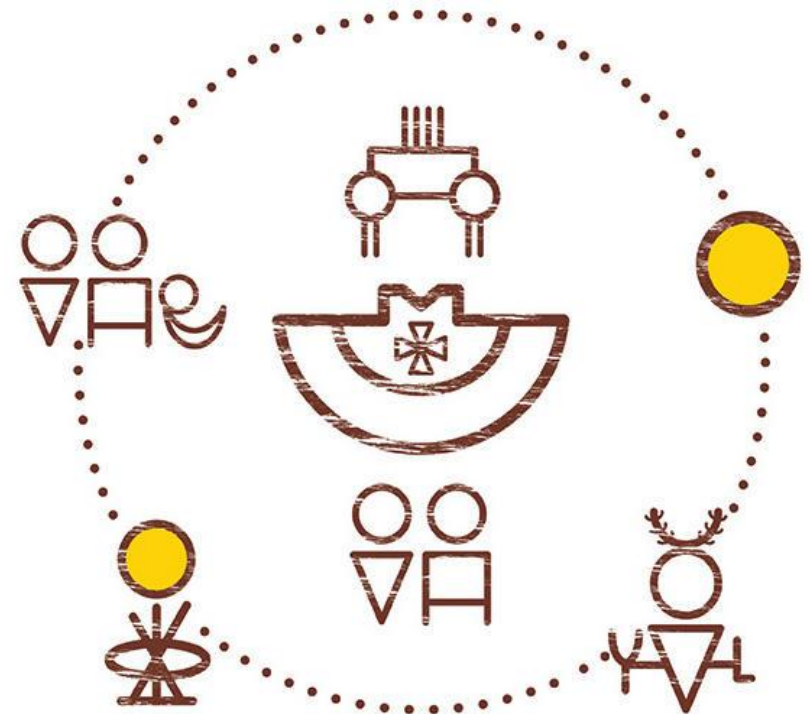
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January 26, 2023

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



HOUSEKEEPING ITEMS



PART 1: PRESENTATION
ON PROMISING
PRACTICES



PART 2: ROUNDTABLE
DISCUSSION




FEEDBACK SURVEY

AGENDA

January 26, 2023

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

Field Accreditation 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.

Field Accreditation and Policy

Practice 1: Having university programs include courses on knowledge and competencies for field instruction as part of the curriculum

Practice 2: Exploring more diverse social work supervision outside of supervisors with BSW/MSW

PRACTICE I

Having university programs include courses on knowledge and competencies for field instruction as part of the curriculum.

Providing training specifically on mentorship and field instruction competencies can help improve mentor-student relationships.

“I think we need to do better at giving tools to our field instructors. We do have expectations of them, like they’re volunteers. They’re out there. They’re the ones that are shaping our students in practice. And I’m wondering, [are] there ways that we can build in more ...I don’t know...not accountability, but...influence with them. [...] I’m a little disappointed by the online manual and modules for field instructors. We don’t say that out loud in the report, but it never really took off.” (Interview Participant, Prairie Region).

PRACTICE I

Having university programs include courses on knowledge and competencies for field instruction as part of the curriculum.

“So, maybe if it was two weeks or a month before the field placement started and you talked in that session about welcoming a student and what do you do in the first few weeks or something. And then a couple weeks or a month after, maybe as the student is starting or just after the student starts, you discuss some of the strategies around promoting autonomy. For example, moving from observation into practice, such as, what are the things that you need to look for strategies for modalities to use in supervision.” (Interview Participant, Quebec region)

PRACTICE 2

Exploring more diverse social work supervision outside of supervisors with BSW/MSW.

Providing potential supervisors with different educational backgrounds and experiences outside of social work (e.g., sociology, counselling psychology graduates working in social justice).

“The accreditation body has to be more lenient and open on what constitutes social work supervision. There are people working with different educational backgrounds and experiences outside of social work that have a lot to contribute to our students in terms of supporting their social work education. So, not only do we have a hard time finding enough field educators with BSW and MSW backgrounds, but we also actually felt that people with a master's in counseling psychology or an undergraduate degree in sociology are doing an amazing social justice initiative with that and are just as qualified to provide support and education to our students. So, recognizing that people come from all different walks of life and have different access to different things. And, somebody who doesn't have the BSW degree, but has decades of experience on the front lines has a lot to contribute to our profession.” (Interview Participant, Ontario Region).

PRACTICE 2

Exploring more diverse social work supervision outside of supervisors with BSW/MSW.

“Yes, even when it comes to talking to our accreditation bodies, CASWE, there are a lot of issues around supervision and qualifications of instructors. We're able to, as a collective voice, share how we're all experiencing challenges when it comes to that because a lot of the time, it's a challenge even to find a social worker that would supervise a student. A lot of the time, the community type of placements, which is a lot of them, especially for the Bachelor of Social Work students, the instructors are doing the work of social workers but without the degree. So, we've been able to voice that. We still have the expectations we need to follow, but at least they're aware that in the future, when they do audit universities, it's something that everybody's going through, and we're trying to work through that.”

(Interview Participant, Ontario 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

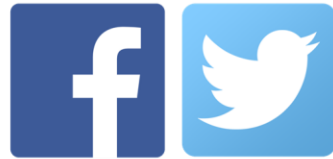
- **Feedback Survey (click link in the chat box)**

UPCOMING ROUNDTABLE DISCUSSION

- **Sharing Unique Practices for Field Supervision**
- **10:00 am – 12 noon MST , February 23, 2023, Register on Eventbrite.**

For more information
about the partnership please contact:
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www.tfelproject.com

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