



Transforming the Field
Education Landscape

SHARING UNIQUE PRACTICES FOR FIELD SUPERVISION

Virtual Presentation & Roundtable Discussion

David Nicholas (TFEL Co-Investigator, University of Calgary)

Jill Hanley (TFEL Co-Investigator, McGill University)

Jemmelia Morgan (TFEL Practicum Student, University of Windsor)

Suraj Khatiwada (TFEL Practicum Student, University of Calgary)

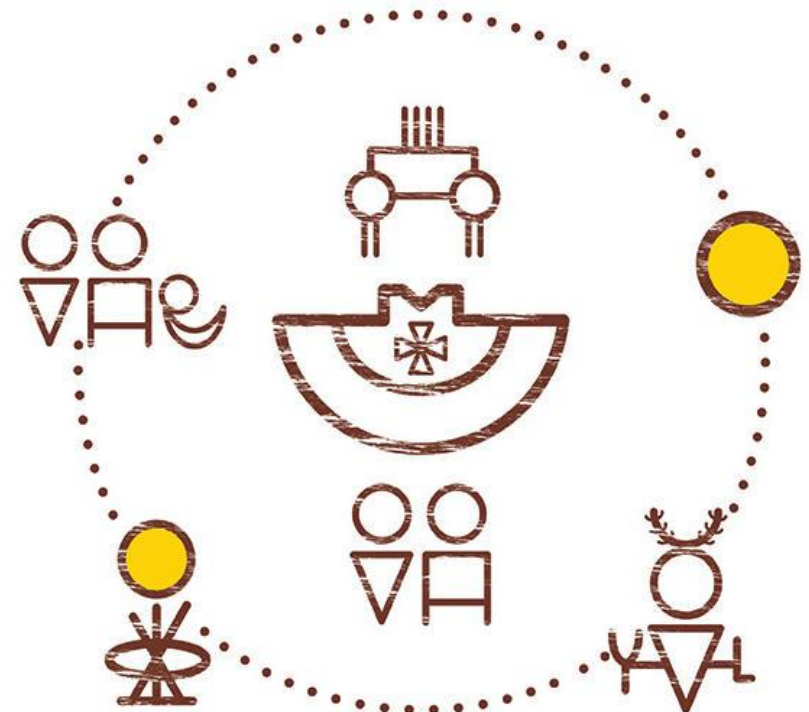
Eve Xeflide (TFEL Practicum Student, University of Calgary)

February 23, 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

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

Feb 23, 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.

Sharing Unique Practices for Field Supervision

Practice 1: Including more voices in field education, such as service users and multiple field instructors

Practice 2: Adopting creative and multiple supervision strategies (individual and group, working meetings, e-supervision) that reduce workload demands on field instructors and increase peer accountability

Practice 3: Conducting peer supervision by MSW students to BSW students

Practice 4: Including a skilled-based perspective where it is possible to break things down into smaller parts to be able to practice independently and then practice with a supervisor to get feedback

PRACTICE I

Including more voices in field education, such as service users and multiple field instructors

Having more than one supervisor per student can provide students with a better range of training and experience, and facilitates the division of tasks between supervisors.

“And we see our mandate as a practicum placement to give students the widest experience [and] exposure to the greatest number of practitioners and their styles. Not because we want any of the students to copy, but what we find is when they are exposed to many different styles and ways of practicing. It gives them the confidence to see that no two people are the same and that they have to develop their own. We are not carbon copies of each other, and then also how to develop that confidence to doing things that are in line with our own philosophical and theoretical orientations.”
(Interview Participant, Prairie Region)

PRACTICE 2

Adopting creative and multiple supervision strategies (individual and group, working meetings, e-supervision) that reduce workload demands on field instructors and increase peer accountability

Group supervision in practicum allows for increased student confidence with working with peers, reduces workload demands on the supervisor through increased peer accountability/collaboration, and can address field instructor shortages.

“When I say shared supervision, some of that was because I was part-time, so my CEO, like, we've managed to make sure the student was always supported if I wasn't in the office. But then we started group supervision periodically with my other colleague, which was so fantastic. As supervisors like her and I both talked about how lovely it was to be in that room and hear from each other's students, and what they were learning and experiencing. And so, we measured it out so that you still did your individual supervision and had that protected time, but every other session, for example, would be a group session. It was just this really lovely learning opportunity for everyone, especially because we had two students who are MSW, but one was a BSW. So, we also got these different you know - they're in different programs with different learnings and different interests”
(Interview Participant, Ontario Region)

PRACTICE 3

Conducting peer supervision by MSW students to BSW students

Providing early exposure of being a field educator for graduate students can encourage them to pursue this as a potential career path.

“...thinking about near peer supervision, having like MSW students also assist with BSW students as well as other stakeholders such as other faculty in a partnership approach provide supervision in different ways and feedback.” (Interview Participant, Prairie Region)

PRACTICE 4

Including a skilled-based perspective where it is possible to break things down into smaller parts to be able to practice independently and then practice with a supervisor to get feedback

Facilitating the development of independent practice skills by offering students the opportunity to practice targeted skills with the ability to request immediate supervisor feedback.

“How to make those adjustments from a skill-based perspective, and to keep experimenting and trying and to practice deliberately? Sort of break things down into smaller parts to be able to practice that independently and then practice that with a supervisor to get feedback.” (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

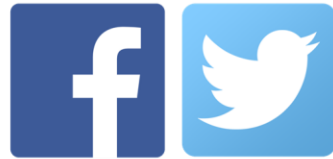
- **Feedback Survey (click link in the chat box)**

UPCOMING ROUNDTABLE DISCUSSION

- **Equity, Diversity & Inclusion**
- **10:00 am – 12 noon, March 30, 2023,
Register on Eventbrite.**

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

@TFELProject



www.tfelproject.com

Dr. Julie Drolet
Project Director
jdrolet@ucalgary.ca