



Transforming the Field
Education Landscape

EQUITY, DIVERSITY AND INCLUSION

Virtual Presentation & Roundtable Discussion

Dr. Uzo Anucha (TFEL Co-Investigator, York University)

Dr. Jill Hanley (TFEL Co-Investigator, McGill University)

Dr. Saleema Salim (TFEL Postdoctoral Scholar, University of Calgary)

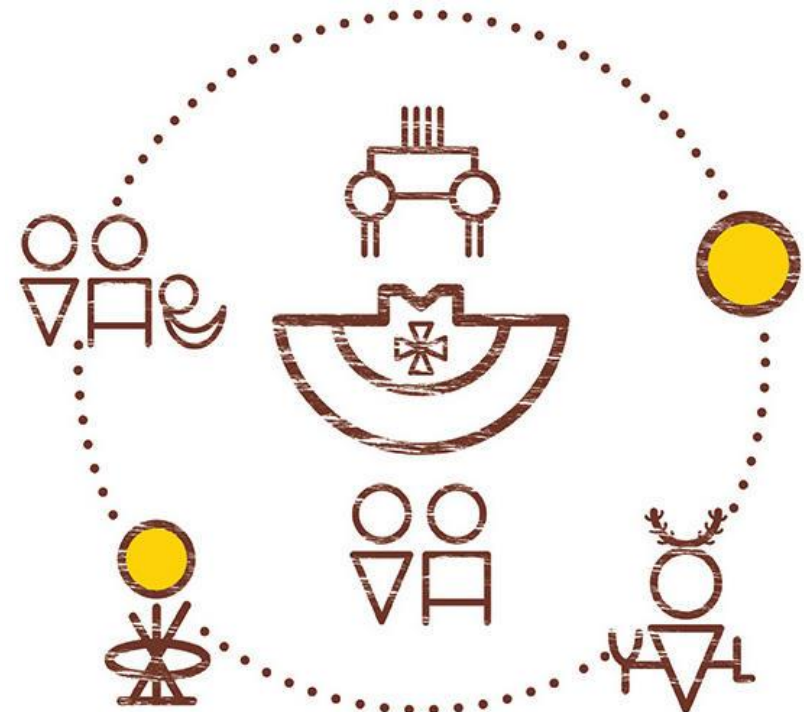
Suraj Khatiwada (TFEL Practicum Student, University of Calgary)

March 30, 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

March 30, 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!).

CONTEXT

- Field education plays an imperative role in preparing future social workers. However, social work education programs face significant challenges in delivering practicum experiences to their students and integrating research and practice in field education.
- Transforming the Field Education Landscape (TFEL) is a partnership project that aims to prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing promising, wise, and innovative field education practices, and improving the integration of research and practice in field education.
- TFEL conducted a study designed to identify promising, wise, and innovative practices in social work field education in Canada.
- An inventory of the promising, wise, and innovative practices was created that serves as a practical and accessible resource from which social work field educators and practitioners can draw new ideas and practices.

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 and 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.

Equity, Diversity and Inclusion

- Social work serves the needs of the community and needs to ensure that it is representative of the people that it serves.
- Enhancing EDI in social work practice, as well as ensuring services are accessible to all, will help enrich the profession, provide new lived experiences and perspectives, and create a more sustainable practice environment.



Equity, Diversity and Inclusion

Practice 1: Addressing Anti-Black racism, Anti-Oppressive Practice, and EDI

Practice 2: Creating practicum opportunities that are situated in Black, Indigenous, and People of Color (BIPOC) organizations, diverse communities, and in languages other than French/English

Practice 3: Better representation to ensure space in organizations for BIPOC students, ensuring diverse representation on the field education committee, and representative hiring practices

PRACTICE I

Addressing Anti-Black racism, Anti-Oppressive Practice, and EDI

Anti-Black racism addresses the policies and institutions that reinforce prejudices, beliefs, and practices that result in the systemic oppression of people of Black-African descent.

- *The words that come to my mind are perilous, complicated, sad. I think, you know all of the things that we have discovered around the impacts of settler-ness, colonialism, the lack of appreciation for the places that we occupy, the Indigenous trauma, the intergenerational trauma, the lack of appreciation for what new Canadians bring, understanding that the very, and I use this word intentionally, complexion of Canada has changed dramatically, and what that means is that there are even more people who have been historically marginalized and harmed by the way society currently operates. (BC Interview Participant)*

PRACTICE 2

Creating practicum opportunities that are situated in Black, Indigenous, and People of Color (BIPOC) organizations, diverse communities, and in languages other than French/English

Enhance equity, diversity, and inclusion in the practice of social work

- *Sometimes, you know, many of some students who identify with a particular community or a BIPOC [Black, Indigenous, People of Color] community, they find that it's very difficult to be or there's less opportunity, I should say, to be matched with an agency that serves specifically BIPOC community members. And as a result, they feel that there is a missing or missed learning opportunity for that experience. (Interview participant, Ontario)*

PRACTICE 3

Practice 3: Better representation to ensure space in organizations for BIPOC students, ensuring diverse representation on the field education committee, and representative hiring practices

Ensure that adequate representation of all community stakeholders is provided at macro-level decision making.

- *Because if we want to ensure diversity and inclusion moving forward for our students and for our partnering agencies, it's important that diverse representation is made available at the decisioning tables. (Interview participant, Ontario)*



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

Valuing Open-mindedness and Flexibility in Practicum

10:00 am – 12 noon, April 27, 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