



Transforming the Field
Education Landscape

VALUING OPEN-MINDEDNESS AND FLEXIBILITY IN PRACTICUM PLACEMENTS

Virtual Presentation & Roundtable Discussion

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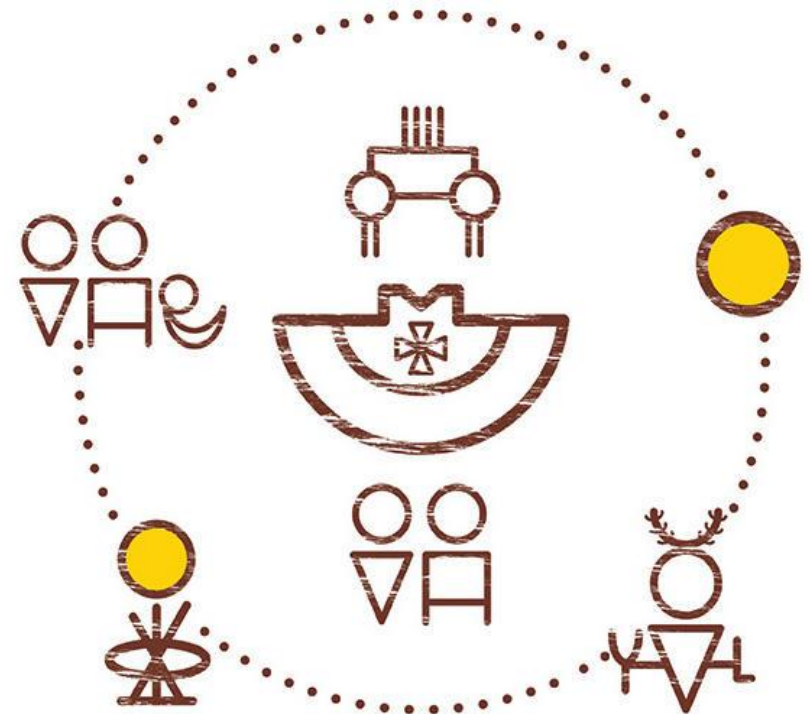
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April 27, 2023

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

April 27, 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

Field Accreditation and Policy

Valuing Open-Mindedness and Flexibility in 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.

Valuing Open-Mindedness and Flexibility in Practicum Placements

Practice 1: Field educators and supervisors are open to the potential for innovation in different methods and the challenges presented

Practice 2: Incorporating group placements where students are involved in various activities in a collaborative approach

Practice 3: Encouraging flexibility around practicums to allow space and time for all circumstances

PRACTICE I

Field educators and supervisors are open to the potential for innovation in different methods and the challenges presented.

Keeping an open mind about potential innovative practice settings broadens the number of opportunities available to students.

“Make sure that the students feel that they can connect to their work in some way, even a small way. And when it comes to assignments, they need to build in a bit more openness to different methods, even as a complement to their paper, photography, and other kinds of things that they could be doing. And help them to open that up because it's not something they expect from graduate education or even in the field practices.” (Interview Participant, Prairie Region)

PRACTICE 2

Incorporating group placements where students are involved in various activities in a collaborative approach

Encourages the development of collaborative and teamwork skills in practicum.

“A promising practice that addresses some of the challenges we're experiencing, in terms of placing students is exploring the notion of group placements and by that I mean both externally to the university with community partners and then internally. I think what is promising about this is that it helps address some of the numbers issues in terms of having so many students, but what we internally need to be doing to make this successful is supporting this through internal resources. So, I think a typical model in social work education, in terms of placement has been, placing students with an agency and letting agencies resource that whole supervisory and field instruction relationship.” (Interview Participant, Ontario Report)

PRACTICE 3

Encouraging flexibility around practicums to allow space and time for all circumstances

Flexibility in field education can help to create more equitable field learning opportunities for students including paid practicum.

“...in some communities, half of our students are working full time in the agency that they hope to continue to work for and their agency is either paying for a portion of paying completely for it or giving them sort of holiday time to take it. So, we want to minimize the disruption to that agency, but we want to make sure that we're allowing our students to have access to different ways and learning in the field. So, it's not job sharing, because, certainly, students aren't doing jobs while they're doing their placements, but are there different ways that they can learn from different community members that sort of has a nice symbiotic relationship with their current employment? So that's also been interesting, and in the case of one community we had, I think all of the students who are in the program worked for one particular agency, and it was impossible than to say okay every member of that agency now you take you know X number of hours a week off because then the agency couldn't run. So, it really was a bit of a juggling act to try to sort that out, but it meant that we had to be flexible about timelines, about different kinds of creative ways of addressing different learning goals. So yeah, really kind of collaborative and student focused and community focused approach to field learning in that space.”

(Interview Participant, BC 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

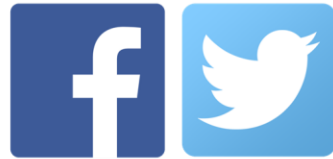
- **Feedback Survey (click link in the chat box)**

UPCOMING ROUNDTABLE DISCUSSION

- **Using Technology in Field Education**
- **10:00 am – 12 noon, May 25, 2023.**
Register on Eventbrite.

For more information
about the partnership please contact:
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