



Transforming the Field
Education Landscape

USING TECHNOLOGY IN FIELD EDUCATION

Virtual Presentation & Roundtable Discussion

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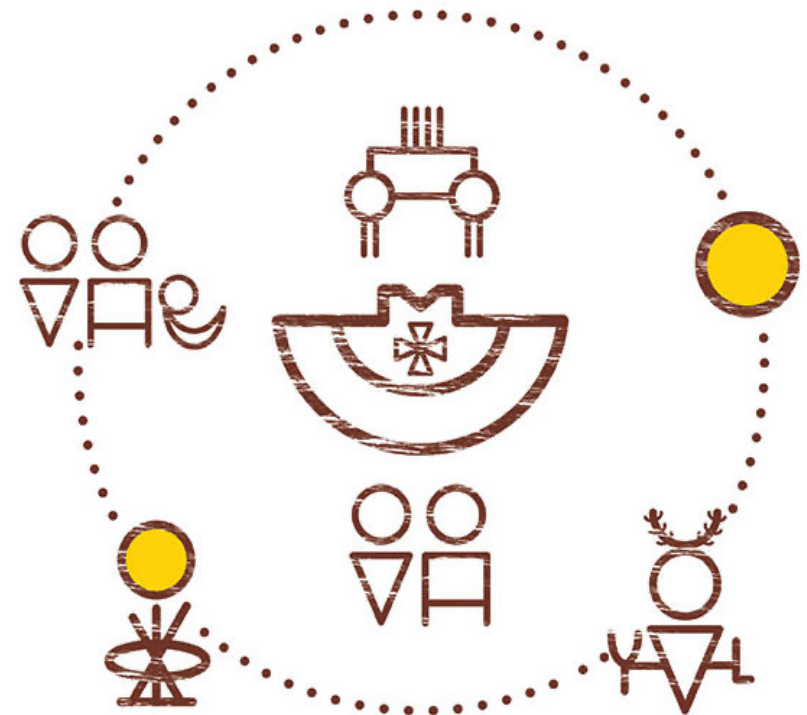
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May 25, 2023

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.



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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

May 25, 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.



USING TECHNOLOGY IN FIELD EDUCATION

Practice 1: Online platforms for meeting and information sharing such as Zoom and Microsoft Teams

Practice 2: Developing digitalized trainings that are accessible across Canada

Practice 3: Technological innovations in field education

Practice I: Online Platforms For Meeting And Information Sharing Such As Zoom And Microsoft Teams

Exploring the creative use of technology by using Zoom and other online platforms for meetings and information sharing.

- *“Right now, we've actually seen things like Zoom [and] Microsoft Teams to be able to be the way that we connect right? The students are really eager, and they're interested in that, and that's what we're here for is to help them achieve their learning goals.” (Interview Participant, Prairie Region)*
- *“To be a social worker today in social work education means you need to have virtual online skills and in-person skills... I would say that really kind of pushes us to think outside of the box, outside of like this is my office and this is where I work, that geographic location. ...And coming together online in Zoom has broken down some of those barriers that maybe were kind of imagined barriers before, even though we could have used the technology, but we chose not to.” (Interview Participant, Prairie Region)*

Practice 2: Developing Digitalized Trainings That Are Accessible Across Canada

Offering digitalized training and education to help bolster attendance at workshops to save resources and reduce costs.

- *“In conjunction with that, making sure that there were opportunities online. So, virtual opportunities for [student] to practice their skills and increase their knowledge as part of their practice. So, we have a whole list now and it's growing all the time of incredible training opportunities that are offered virtually, so that would be in addition to their volunteerism in different organizations.”*
(Interview Participant, Prairie Region)
- *“We do five workshops during the eight months of the placement, so we have those people attending virtually or workshops. And the liaisons said “it can’t be done! We can’t do it virtually. How do you do it? We always have the classroom over blah blah blah blah. I’m embarrassed to say we had a week... Now, yeah, you’re not seeing a difference from classroom or online. And the attendance has been—there’s been no dropouts where as in the past, yes, there have been a couple.”* (Interview Participant, Prairie Region)

Practice 3: Technological Innovations In Field Education

Ways in which technology can be utilized in new and innovative ways to expand learning in field education.

- “[Students are] going to be asked to do their portfolio using digital storytelling and, hopefully that’s going to have a lot more bang for their buck than just doing a PowerPoint presentation.” (Interview Participant, Prairie Region)
- “The learnings about Telehealth have been critical and I think that as a profession we're going to embrace that too, we're not going to be going back to the world as it was. So, we're going to need to develop other skills for Telehealth and other protocols processes and standards.” (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

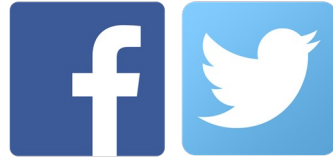
1. What are your thoughts and reflections on the Innovative Practices presented today?
2. What resources, supports, or changes are needed to implement these identified Innovative Practices?
3. Could you please share an example of how you would implement one of these Innovative Practices in field education?

FEEDBACK SURVEY

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

For more information
about the partnership please contact:
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