Simulation in Social Work: A Tool for the Development of Faith Integration

C. Jean Roberson, LICSW, MSW

Samford University

DSW Candidate St. Catherine University/University of St. Thomas

Samford University
School of Public Health

UNIVERSITY OF
St.Thomas

FAITH INTEGRATION – INWARD AND OUTWARD FACING

- Spirituality enhances health and mental health outcomes

- Clients desire faith integration in treatment

- US increasingly spiritual, though less religious

- Significant majority of social workers report little to no course training

- Significant majority of social workers report little to no exposure in field education

- Many social workers rely on personal spirituality and other skills to develop religiously sensitive practices.
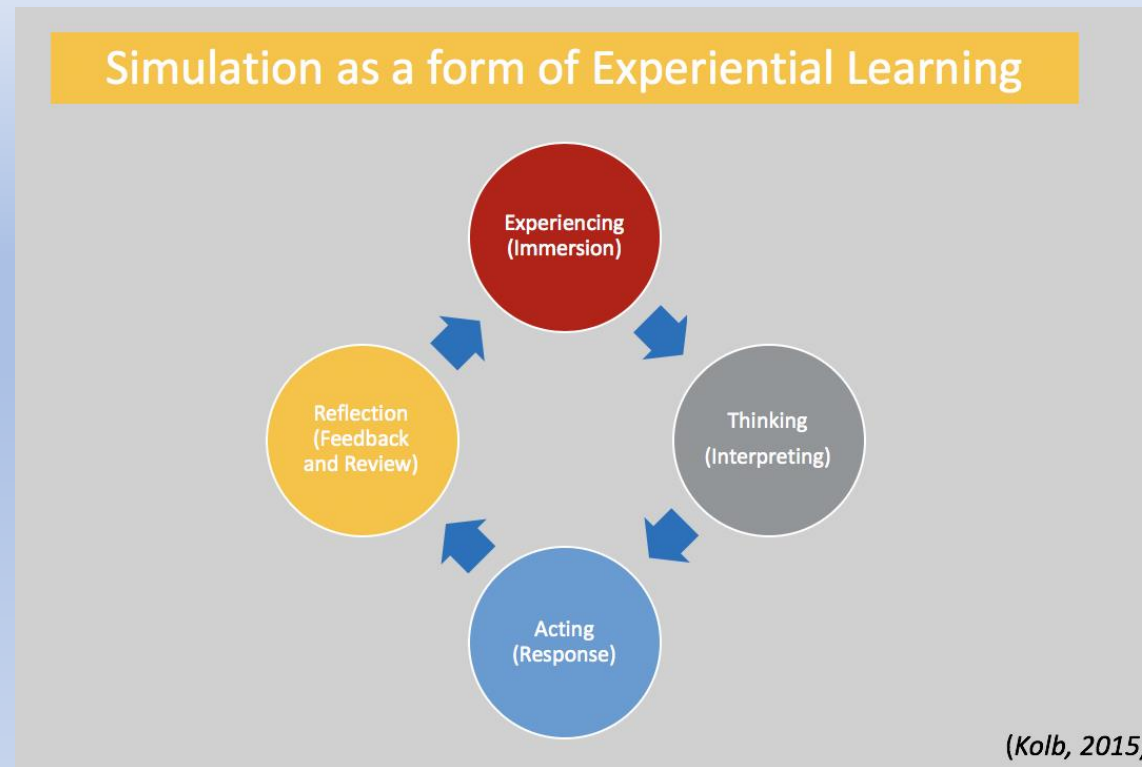
(Barker & Floersch, 2010; Oxhandler & Giardina, 2017; Sherwood, n.d.)

What does faith integration look like in your context?

COMMON TEACHING STRATEGIES

- Case Studies
- Role Plays
- Reading
- Discussion
- Reflections
- Experiential activities

BACKGROUND

Simulation defined as recorded and observed practice scenarios set in realistic settings, using standardized clients. The expectation of the student is to fully engage in the professional role.

Simulation as a form of Experiential Learning

- Experiencing (Immersion)
- Thinking (Interpreting)
- Acting (Response)
- Reflection (Feedback and Review)

(Kolb, 2015)

SIMULATION IN OTHER DISCIPLINES AND IPE

- Increase in skill development and clinical preparation
- Development of self-awareness of learning needs
- Evidence of self-regulated learning
- Students receptive to experience
- Focus on IPE competencies and interpersonal processes

(Hayden, et al., 2014; Khaled, et al., 2016; Thompson, et al., 2016; Wamsley, et al., 2012).

SIMULATION IN SOCIAL WORK EDUCATION

- Increased skill development and self-efficacy

- Development of self-awareness

- Greater efficacy than role play

- Limited studies: cross-sectional, post-test

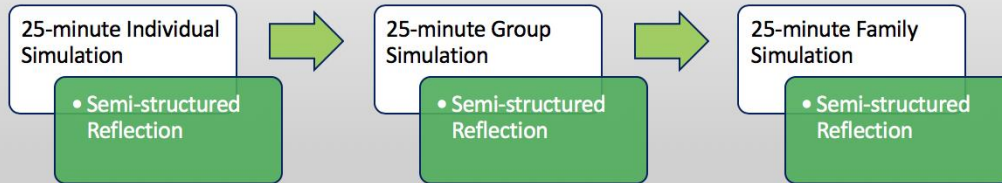(Badger & MacNeil, 2002; Carter, et al., 2018; Mooradian, 2008)

SIMULATION SCENARIOS FOR YOUR CONTEXT

- Faith Integration Scenario

- Setting

- Standardized Clients

- Recording

QUESTION- To explore the repeated use of simulation on social work student development.

DESIGN

25-minute Individual Simulation
- Semi-structured Reflection

→

25-minute Group Simulation
- Semi-structured Reflection

→

25-minute Family Simulation
- Semi-structured Reflection

METHODOLOGY

- Qualitative thematic analysis using Atlas.ti
- Assess change across time
- Member check to affirm findings

SAMPLE

	Time 1 (*n=13*)	Time 2 (*n=11*)	Time 3 (*n=12*)
GENDER			
Male	1	1	1
Female	12	10	11
ETHNICITY			
African American	4	4	4
Caucasian	9	7	8
AGE			
20-29	8	7	8
30-39	3	3	3
40-49	2	1	1

FINDINGS

Awareness of Key Learning Elements

"The readings, class discussions, theory papers, and homework gave me a solid foundation . . . ."

"I learned that I looked a lot calmer on the outside than I was on the inside, and I could see myself visibly relax as the session continued."

Timing

Standardized Client

Recording

Repetition

"Working with people we don't see outside anywhere else makes it easier to take it seriously."

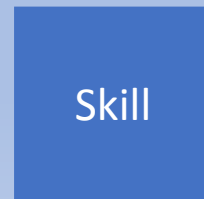"It has been made obvious through simulation that we grow through practice, so I would love more practice next year!"

FINDINGS

Development from Skill-Based Performance to the Inclusion of Theoretical Concepts.

"I could see my body language change to being more submissive . . ."

Skill

→

Process

Skill

Theory

→

Process

Skill

Theory
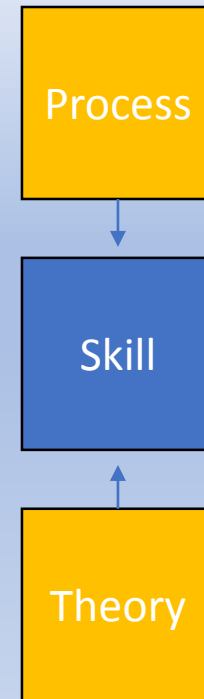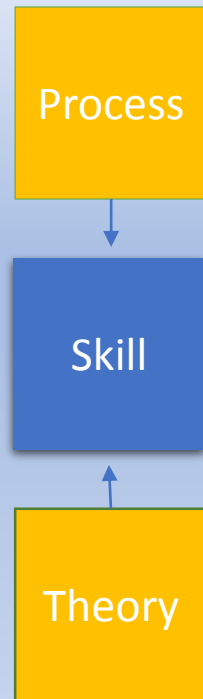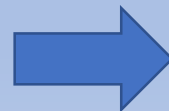
"When one was only engaging with me in discussion, I turned the conversation to the group."

"I tried to be aware of the family dynamics and rules so that I would not get caught up in them."

FINDINGS

Growth from Self-Awareness to Goal-Orientation

"I would normally think one of my strengths is asking good leading questions, but I asked several 'Why?' questions and there were some pauses that were more for my benefit than his."

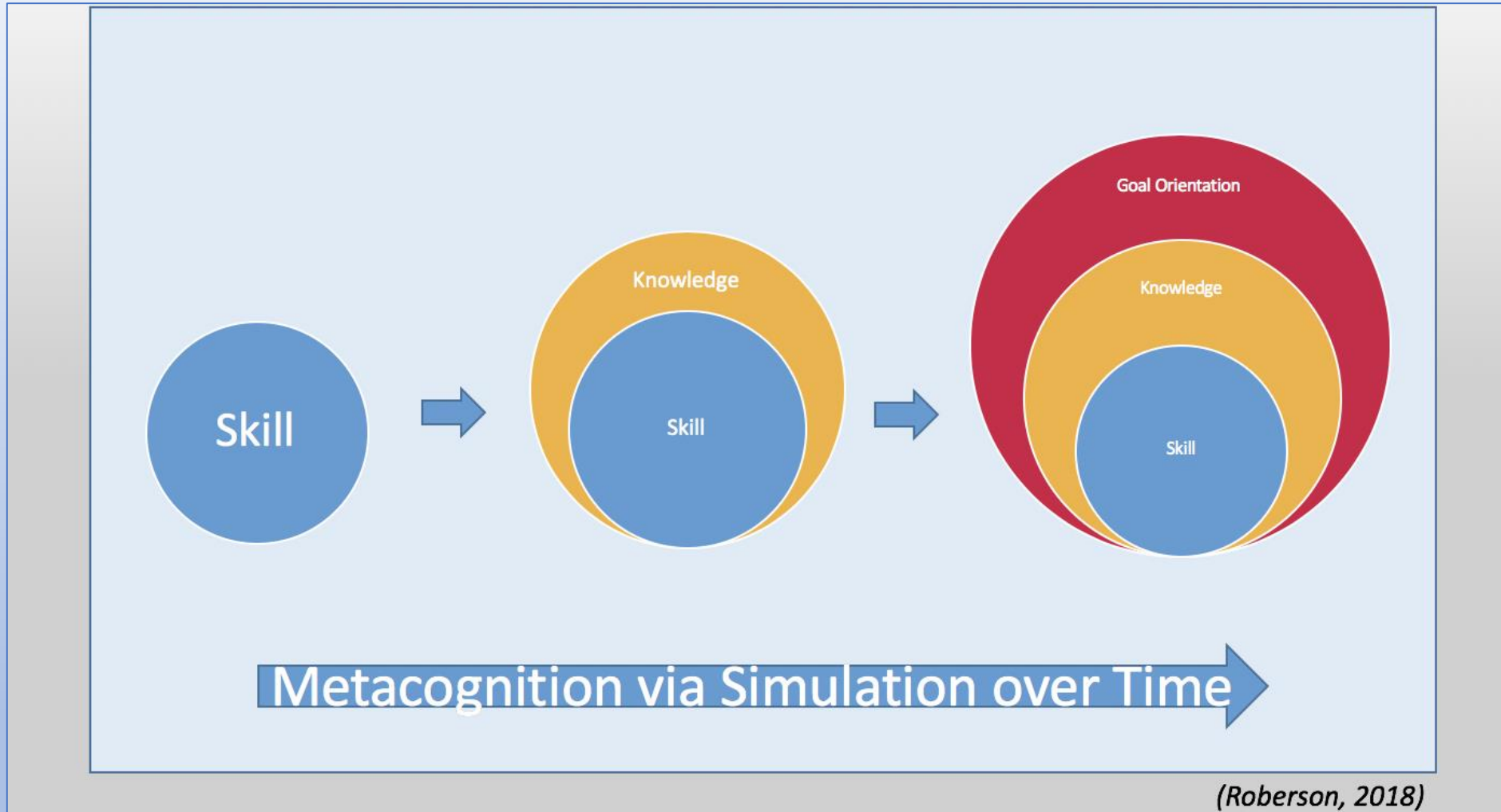*"I sounded scripted. . . ."*

Awareness

Expectation

Goal-Orientation

"I've grown in my awareness of when to talk and when to allow clients appropriate space for speaking among themselves."

"I found myself still saying um and like more than I would prefer to."

CONCEPTUAL MODEL FROM THE DATA

Metacognition via Simulation over Time

(Roberson, 2018)

METACOGNITION

Metacognition Is more than knowledge specific to a domain, but includes the ability to assess that knowledge and to direct one's progress in applying that knowledge.

(Akyol, 2013)

CONCLUSIONS

- Participation in multiple simulations allows students to develop and activate metacognition.

- The more sophisticated the learning objective, the more simulations need to be offered.

- Engaging in a single simulation can bring initial awareness.

- Engaging in multiple simulations allow students to own their internal processes and self-correct behavior (inward and outward facing).

SIMULATION & FAITH INTEGRATION

Is faith integration . . .

- Skill?

- Applied knowledge?

- A result of metacognition?

Moving forward with simulation in your context . . .

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