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Innoyation in Field Experience

SOS Model (Simulation & On-Site)

Christine Rogerson, Rebecca Diggins & Wanda Anderson

University of New England
Master of Social Work Online Program
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Introductions



Christine Rogerson
MSW, LCSW
Practicum Coordinator



Wanda L. Anderson
MSW, LCSW
Clinical Faculty,
Practicum Coordinator



Rebecca Diggins
MSW, LCSW
Field Practicum
Coordinator

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Christine Rogerson, MSW, LCSW

Christine Rogerson, MSW, LCSW, is a Practicum Coordinator for the Master of Social Work program at UNE Online, and the founder of our sought-after SOS virtual field simulation model. As a graduate of UNE's Master of Social Work program, Christine has come full-circle and now uses her experience to help our students make the most out of their field experience. Christine has been a Clinical Social worker for 13 years and is a Social Work Ph.D. Degree Candidate at Simmons University.

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Wanda L. Anderson, MSW, LCSW

Wanda L. Anderson, MSW, LCSW, is a Practicum Coordinator and clinical faculty member for the Master of Social Work Program at UNE Online. Wanda has been a clinical social worker for 30 years and in addition to the work she does at UNE, she uses her vast experience to educate her peers on the importance of social work ethics. Wanda has been a member of the UNE field faculty for the past 17 years.

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Rebecca Diggins, MSW, LCSW


Rebecca Diggins, MSW, LCSW is a Field Practicum Coordinator for the Master of Social Work Program at UNE Online. Rebecca is a graduate of Boston University School of Social Work and has been a clinical social worker for over 14 years. Her passion is to work with teens and adults and specializes in group work, grief and loss, and serious illness.

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History of Online SW Education

- Online social work education began in the early 2000's
- Witnessed the growth, change, and expansion of opportunities for individuals living in isolated rural areas, especially those working full-time, those serving or having served in our military, and those with caretaking obligations.



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History of Online SW Education

- Being at the forefront of creating and offering a fully asynchronous online Masters of Social Work (MSW) program in 2009, the University of New England's School of Social Work initially witnessed wariness and suspicion around online social work education.
- There was a great deal of disbelief and reluctance in offering online MSW education.

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History of Simulation Based Learning (SBL)

Other disciplines have used SBL and have developed best practices for delivery and established credibility and evidence of efficacy

- Medical
- Nursing

(Kourgiantakis et al., 2020; Sunarich & Rowan, 2017)

Social Work

- Used in practice courses and other courses (not counted for field hours)
- Developing best practices for delivery

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Benefits of Simulation

Using experiential learning theories and models, social work educators can develop simulation experiences that meet the CSWE (2015) competencies, while simultaneously addressing barriers and challenges often present in field education such as:

- | | |
|---|---|
| • Differences in quality of field instruction | • Limited opportunities for students to engage in direct practice |
| • Inadequate resources within agencies | • Limited opportunity to have students practice observed |
| • Limited time for student supervision | • Limited to no real-time, direct feedback to students |

(Kourgiantakis, Sewell, Hu, Logan & Bogo, 2020)

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Benefits of Simulation

Holistic model allows students to practice:

- Procedural competence (ability to perform and demonstrate the use of procedures throughout the helping process)
- Metacompetence (the ability to be introspective about one's cognitive and affective states such as self-regulation, self-reflection, and self-awareness)


(Bago, Katz, Regehr, Logie, Mylopoulos & Tufford, 2013; Bago, Rawlings, Katz & Logie, 2014; Kourgiantakis et al., 2019)

Develops student skills through:

- Repetitive Practice
- Observation & Feedback
- Assessment of practice skills

(Lee et al., 2020; Kourgiantakis et al., 2019)


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Why Now?

The SOS model is in response to:

- COVID-19
- Emergency to help graduates complete final semester
- The need to look at inequities of field education delivery
- Open accessibility and increased support/foundational skills
- The need to improve student preparedness and work readiness by building core skills for both foundation and advanced interns



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SOS Model

- The Simulation and On-Site (SOS) model of SBL for field education compliments face-to-face direct practice experience by offering simulated practice prior to field entry.
- The SOS model is based on the belief that providing an equitable foundation of practice skills, grounded in both generalist social work practice and clinically integrated practice, supports students' professional development, competency mastery, and preparation for the field. By allowing students with limited practice experience the ability to gain critical skills, in a supportive learning environment, it provides each student the opportunity to maximize professional growth.
- Low to no cost
- Adaptable to Asynchronous/synchronous/classroom
- Student Choice

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Generalist Year

Students complete 16 weeks of simulation to practice foundation year competencies including:

- Professional behavior
- Active listening
- Effective communication with clients and interprofessional team
- Strength-based practice
- Ethical practice
- Social justice issues
- Self-awareness and self-regulation

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Generalist Year

Focuses on case management skills such as:

- Ethical engagement with clients
- Relationship and rapport building
- Assessment
- Service planning
- Interprofessional coordination
- Advocacy
- Research and resource development within students' own community

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Specialization Year

- Demonstrate CSWE (2015) competencies as it relates to clinically integrated practice
- Simulate clinical experience from beginning to ending
- Integrate policy and research in clinical practice
- On going NASW Code of Ethics use and discussions

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Specialization Year

Reinforces skills in:

- Relationship building
- Biopsychosocial assessments
- Treatment planning
- Assessment tools
- Treatment plan reviews

- Use of clinical approaches
- Resource development
- Termination / endings
- Policy and research in practice


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Approaches

Students are also tasked with practicing modalities such as:

- Cognitive Behavioral Therapy
- Motivational Interviewing
- Solution Focused Brief Therapy
- Narrative Therapy
- Student Choice



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Student Feedback

"This course allowed me to stay home during a time when it wasn't safe to be in the field. I was able to complete my education without delay, learn what I needed and wanted to learn, and still be safe. This would be a great course for all students who feel like they need some more practice before starting an internship in the field."

- Current UNE MSWO student

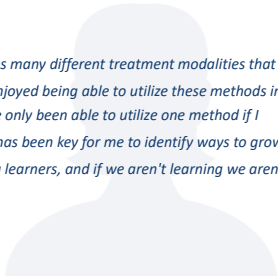
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Student Feedback

"The field simulation course encompasses many different treatment modalities that are essential tools for clinicians. I have enjoyed being able to utilize these methods in the field simulation, whereas, I may have only been able to utilize one method if I were on-site. The constructive feedback has been key for me to identify ways to grow as a clinician. As they say, we are lifelong learners, and if we aren't learning we aren't growing!"

- Current UNE MSWO student



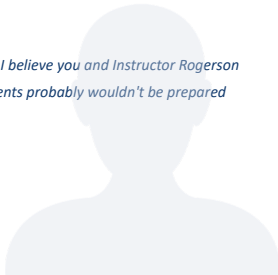
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Student Feedback

"I believe this simulation course is great. I believe you and Instructor Rogerson are preparing us in ways that other students probably wouldn't be prepared when they leave school."

- Current UNE MSWO student



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Why use the SOS Model?

- Belief that all students deserve strong foundational skills
- Low to no cost for programs to create (use own faculty)
- Enhance practical application skills of students prior to field
- Acknowledge student difference in opportunities
- Reduce barriers/cost to students (travel, care etc.)
- CSWE Competency Based Model

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CSWE Competencies	Behaviors	Assignments
1. Demonstrate Ethical and Professional Behavior:		
Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication	Skills; Values	Progress Note Assignments, Treatment Plan Assignment, 'live' client sessions
Make ethical decisions by applying the standards of the NASW Code of Ethics	Skills, Cognitive & Affective Process	Module 7 Assignment to review Code of Ethics; Module 8 Application of the Code of Ethics to the termination process with clients
2. Engage Diversity and Difference in Practice		
Present themselves as helpers and engage clients and constituencies as experts of their own experiences	Cognitive & Affective Process	Treatment Plan Assignment; Biopsychosocial Assignment
3. Advance Human Rights and Social, Economic and Environmental Justice		
Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels	Cognitive & Affective Process; Skills	Client Sessions; Reflection / Debrief of weekly sessions
Engage in practice that advances social, economic, and environmental justice	Cognitive & Affective Process	Client Sessions

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CSWE Competencies	Behaviors	Assignments
4. Engage in Practice-Informed Research and Research-Informed Practice		
Use and translate research evidence to inform and improve practice, policy, and service delivery	Knowledge	Readings & Videos
5. Engage in Policy Practice		
Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	Knowledge	Module 8 Discussion Board Policy Integration
6. Engage with Individuals, Families, Groups, Organizations and Communities		
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies	Values, Skills	Client Sessions

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CSWE Competencies	Behaviors	Assignments
7. Assess Individuals, Families, Groups, Organizations, and Communities		
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Cognitive & Affective Process, Skills	Biopsychosocial Assessment
Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs and challenges within clients and constituencies	Skills	Treatment Plan Assignment
8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
Facilitate effective transitions and endings that advance mutually agreed-on goals	Skills	Module 8 Termination Activities
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Skills	Weekly implementation of interventions in sessions of clients and constituencies
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods for evaluation of outcomes	Knowledge, Skills	Treatment Plan Review Assignment

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Conclusion

Although this model was built out of a response to the current COVID-19 pandemic which prevented students from being able to engage in direct practice, it has evolved into an opportunity for field educators to examine the ways in which we support students in developing long lasting foundational social work skills.

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Questions or Comments?



Christine Rogerson
cizzi@une.edu



Wanda L. Anderson
wanderson4@une.edu



Rebecca Diggins
rdiggins@une.edu

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