EDUCATING OUR FUTURE COLLEAGUES: CREATING AN MSW PRACTICUM

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Objectives

■ Explain the role of field education in development of professional social workers
■ Identify the CSWE competencies guiding SW education
■ Identify the needs of MSW students in EOL care
■ Gain tools to create a practicum curriculum

Social Work Education

Competency based

Classroom learning Field Education
Field Education

- Foundation practicum (BSW or 1st year MSW)
- Concentration practicum (MSW)

Social Work Practicum

- Perform as a social worker
- Gain knowledge and skills
- Connect knowledge and theory

CSWE Competencies

- Competency 1: Demonstrate Ethical and Professional behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations and communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities
- Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations and communities
Why become a field instructor?

- Shape the development of new social workers
- Give back to the profession
- Build supervisory skills
- Stay connected to social work
- Practical benefits – CEU’s
- Prepare future social workers to practice in palliative and end of life care

Who can be a field instructor?

- Requirements vary from school to school (47 schools in MO and surrounding states)
- Common requirements
  - 2 years post masters
  - 1-2 years in current role
- Complete field instructor trainings or workshops
Role of field instructor

- Teacher and supervisor
- Provide feedback
- Focus on strengths
- Address challenges
- Evaluate
- Include CSWE competencies, standards and Code of Ethics

**Students are not just free labor!**

MSW students and End of Life

- Survey of 280 US and Canadian MSW Programs
- 105 Responses
  - 9 programs with PC specialization
  - 10 dedicated PC courses
  - 63 offered courses with some content (most <25%)

*Berkman and Stein (2017)*

MSW student participation in EOL Courses

Dickerson (2013)
Educational needs in EOL care

- Psychological and social needs of patients and families
- Psychosocial interventions to ameliorate distress
- Influence of dying on families
- Communication strategies with both families and teams
- Crisis intervention

Csikai and Raymer (2005)

"I hear and I forget
I see and I remember
I do and I understand."

Confucius

MSW Practicum
Orientation

- Orientation
- Shadowing multiple disciplines
- Gradual increase in independence

Exercises

- Complete Living Will / Advance Directive
- Death awareness activities
- Role play introduction of Palliative Care / role of social work

Clinical Practice

SW Competencies in Palliative and EOL Care

- Knowledge
- Skills
- Values

Gwyther, et al. (2005)
Knowledge

- Role of Social Work
- Physical, social, emotional, spiritual, financial, and practical impact on patients and families/caregivers
- Common symptoms, treatments and effects across illness trajectory
- Pain and symptom management
- The dying process
- Interventions to address distress
- Cultural considerations in end of life care
- Grief, loss and bereavement
- Resources

Skills

- Psycho-social assessment
- Treatment planning and interventions
- Interdisciplinary team work
- Supervision, leadership and training

Values

- Understand personal attitudes around illness and death
- Respect for patient and families strengths and wishes
- Care coordination and team work
- Respect for cultural diversity
- Respect for dignity, autonomy and confidentiality
- Support for hope
- Commitment to professional development
Advocacy Activity

**NASW Code of Ethics**

**Value:** Social Justice

**Ethical Principle:** Social workers challenge social injustice.

Examples:
- Letter to state or federal representative
- Attend advocacy event

Project

- Grief Resources by age and developmental stage
- Spanish advance care planning resources
- Guided Imagery as an intervention
- Intervention tracking system

Presentation

- 15 to 20 min power point presentation
- Examples
  - Palliative Care with patients with HIV
  - Moral distress in end of life care
  - Strengths based perspective in Palliative Care
  - Palliative Care in Columbia
Module 1 – Introduction to Palliative Care

Objectives
- Introduction to Palliative Care Services
- Understand interdisciplinary nature of Palliative Care
- Understand palliative care within the continuum of illness
- Compare and contrast Palliative Care vs Hospice

Literature / documents to review
- Institution specific Palliative Care Resources (Folder, flyer, handouts)
- US News and World Report (2009): 8 Facts to know about Palliative Care

Assignment
- Learning Agreement

CSWE Competencies: 1, 4, 6

Module 2 – Role of Social Work

Objectives
- Understand role of SW in Palliative Care
- Define role of SW on palliative care team at BJH
- Gain understanding of the population served by PCT

Literature / documents to review
- Speaking Their Language: Outcomes for SW Practice in Hospice and Palliative Care. Stacy S. Remis. ASIS, LCCHP. ASIS SW Paper presentation at the 2013 General Assembly of the Social Work Hospice and Palliative Care Network, New Orleans, LA

Assignment
- Formulate introduction of Palliative Care and SW role for patients

CSWE Competencies Addressed – 1, 6, 7, 8
Module 3 – Advance Care Planning

Objectives
- Identify personal beliefs and values regarding EOL care
- Understand advance care planning and challenges for surrogate decision makers

Literature / Documents to Review

Tools
- ADPOA/Five Wishes
- TPOPP/POLST

Assignment
- Review Five Wishes document
- Complete Advanced Directive / Living Will

Something to contemplate:
- What ethical issues may arise for you/patients/families related to this topic?

CSWE Competencies Addressed – 1, 2, 5, 6

Module 4 – Psychological Issues at End of Life; Grief and Loss

Objectives
- Understand dimensions of suffering at end of life
- Understand normal grief reactions vs complicated grief
- Understand grief reactions in children and strategies to help parents talk with their children

Literature / Documents to review

Tools
- Children's Understanding of Death packet
- Comfort Care information folder

Assignment
- Recognize the dimensions of suffering that patients and or families may be experiencing
- Identify strategies/resources for talking with patients and families about grief and loss in the hospital setting

CSWE Competencies Addressed – 2, 4, 6, 7, 8, 9

Module 5 – Communication with Patients and families

Objectives
- Recognize how the use of language within the hospital impacts interactions and decisions
- Learn strategies to conduct a family meeting
- Utilize motivational interviewing techniques
- Learn to effectively use an interpreter in communication with families

Literature / Handouts to Review

Tools
- Vital Talk strategies: REMAP, NURSE

Assignment
- Reflect on how language used daily in the hospital can influence patient and family decisions
- Identify language or phrases that do not promote social work values, especially those related to dignity and worth of the person, strengths based interventions and autonomy
- Identify where you struggle with difficult conversations

CSWE Competencies Addressed – 1, 2, 6, 7, 8
Module 6 – Spirituality and Hope

Objectives
• Understand role of spiritual care in Palliative Care
• Integrate spiritual assessment and increased awareness of spiritual distress in psycho-social assessment
• Understand role of “hope” for palliative care patients

Literature / Handouts to review
• Spiritual assessment handout from Palliative Care Chaplain
• Plain Views - Hope for a Miracle and the Plan of Care

Assignment
• Meet with and shadow Palliative Care Chaplain
• Discuss aspect of integration of spiritual care and palliative care SW that is interesting to you or challenging for you

Things to think about…how would you address the following statements when a patient is dying:
• “We are waiting for a miracle.”
• “I am hoping for a cure.”

CSWE Competencies Addressed – 1, 2, 4, 6, 7, 8, 9

Module 7 – Cultural Considerations at End-of-Life

Objectives
• Understand the role that culture plays in end of life care and decision making

Literature / Handouts to Review
• Lodden Mallee Regional Palliative Care Consortium. “An Outline of Different Cultural Beliefs at the Time of Death.” September 2011

Assignment
• Write a reflection on an experience related to a patient or family’s culture that had an impact on care or decision making

CSWE Competencies Addressed – 2, 3, 6, 7, 8, 9

Module 8 – Interventions in Palliative Care

Objective
Understand the evidence based value of specific interventions

Interventions
• Education
• Legacy Building / Dignity Therapy
• Mindfulness/Relaxation Techniques

Literature / Handouts to review
• Burnett, Julie. “Guided imagery as an Adjunct to Pharmacologic Pain Control at End of Life.”

Tools
• Palliative Care Comfort Care folder
• Palliative Care “Mindfulness Matters” Flyer
• Palliative Care Service Legacy book
• Guided imagery scripts / relaxation guides

Assignment
• What do you need to know to help educate a family?
• Formulate introduction of legacy work with patients and families; how will you assess readiness?
• How will you determine which interventions may be most appropriate?

CSWE Competencies Addressed – 4, 5, 7, 8, 9
Module 9 – Ethical Issues in Palliative Care

Objectives
- Understand and be prepared to address ethical issues that may arise
- Determining Capacity/Surrogate Decision making
- Withdrawing and Withholding interventions
- Medical Futility
- Physician Aid in Dying

Literature/Handouts to Review
- Assessment of decision-making capacity in adults – UpToDate
- Futility: Ethical Topic in Medicine - University of Washington
  https://depts.washington.edu/bioethx/topics/futil.htm
- Physician Aid in Dying: Ethical Topic in Medicine - University of Washington
  https://depts.washington.edu/bioethx/topics/pad.html

Tools
- Barnes-Jewish Hospital Organizational Policies/Procedures
- Withholding or Withdrawing Medical Treatments (DNR/Terminal Wean)
- Advance Directive Protocol
- Informed Consent for Medical and Surgical Treatment or Procedures

Assignment
- Identify cases in which there are ethical challenges for you? What are the issues? How can it be addressed?

CSWE Competencies Addressed - 1, 2, 3, 6, 7, 8

Module 10 – Moral Distress/Compassion Satisfaction/Self Care

Objective
- Understand concepts of Moral Distress and Compassion Satisfaction
- Recognize risk factors for compassion fatigue/secondary trauma/burnout in Palliative Care/Hospice setting

Literature/Handouts to Review
- Poem – Out, Out – by Robert Frost
  http://sophia.stkate.edu/msw_papers/314
- Excerpt from Self Care as Ethical Imperative by John C. Norcross, PhD, and Jeffrey E. Barnett, PsyD
  Adapted from Leaving It at the Office: A Guide to Psychotherapist Self-Care. © 2007 by John C. Norcross and James D. Guy. Adapted with Permission of The Guilford Press. (Pages 7-8 12 Self Care Strategies)

Tools
- Moral Distress work sheet

Assignment
- Identify protective strategies to cope with stress of work

CSWE Competencies Addressed - 1

Tip Sheets
- Medicare Hospice Benefits
- Medicare Information for Missouri and Illinois
- MO HealthNet for the Aged, Blind and Disabled (Medicaid)
- Disability Benefits
- Social Security Survivors Benefits
- Local funeral home list w/ basic cremation prices
Conclusion

- Field education is key to the training of new social workers
- CSWE competencies identify key aspects of SW development that training should reflect
- Hospice and Palliative Care social workers must address the EOL educational needs of MSW students
- A practicum curriculum gives field instructors a framework from which to prepare our future colleagues

References

- NHPCO Social Work Competencies: www.nhpc.org/social-work-competencies

Thank you!

May you survive the horrors and indignities of your summer internship long enough to someday impose them on someone else.

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