

EDUCATING OUR FUTURE COLLEAGUES: CREATING AN MSW PRACTICUM

Christa Burke MSW, LCSW, ACHP-SW
Barnes-Jewish Hospital
St Louis, MO
christa.burke@bjc.org

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

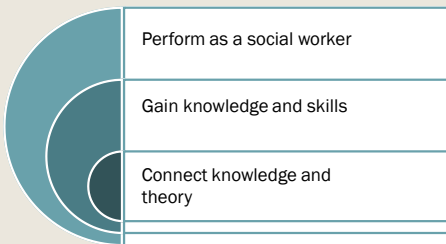
Competency based

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graph TD; A[Classroom learning] --> B[Field Education]; B --> A;
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Field Education

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

Social Work Practicum



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

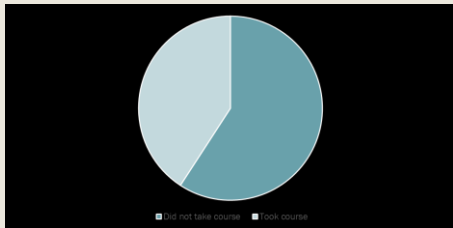
students are not just free labor

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



Dickenson (2013)

Educational needs in EOL care

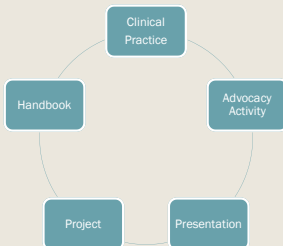
- Psychological and social needs of patients and families
- Psychosocial interventions to ameliorate distress
- Influence of dying on families
- Communication strategies with both families and teams
- Crisis intervention

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*

Handbook

- Objective
- Literature / Handouts
- Tools
- Assignment
- Things to think about

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
- Crawford, G, Price S., Team working: palliative care as a model of interdisciplinary practice. *Medical Journal of Australia*, August 2009, 179 (6), p 32
- Murray, Scott A., et al. "Illness trajectories and palliative care." *Bmj* 330.7498 (2005): 1007-1011.
- National Hospice and Palliative Care Organization. (2017). Hospice care. (additional information available at <http://www.nhpco.org/>)

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

- Institution specific Palliative Care SW role outline
- *Speaking Their Language: Outcomes for SW Practice in Hospice and Palliative Care.* Stacy S. Remke, MSW, LICSW, ACHP-SW Paper presentation at the 2013 General Assembly of the Social Work Hospice and Palliative Care Network, New Orleans, LA
- Gwyther, Lisa P., et al. "Social work competencies in palliative and end-of-life care." *Journal of social work in end-of-life & palliative care* 1.1 (2005): 87-120.
- Mulhern, Colleen. Palliative Care Consultation. In *Oxford textbook of palliative social work* (pp43-51). Attilio, Terry, and Shirley Otis-Green, eds. Oxford University Press, 2011.
- "Social Work Assessment Notes" Hospice Austin (2015) pgs 5-9

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 EDL care
- Understand advance care planning and challenges for surrogate decision makers

Literature / Documents to Review

- Buckley, Julia and Abell, Neil. "Life-Sustaining Treatment Decisions: A Social Work Response to Meet Needs of Health Care Surrogates." *Journal of Social Work in End-Of-Life & Palliative Care*: Volume 6, Issue 1-2, 2010
- "Detering, Karen, et al. "Advance care planning and advance directives." (2017).
- Sudore, Rebecca L., and Terri R. Fried. "Redefining the "planning" in advance care planning: preparing for end-of-life decision making." *Annals of Internal Medicine* 153.4 (2010): 256-261.

Tools

- AD-POA / Five Wishes
- TRIPP/POLST
- Asking Tough Questions – NPHCP handout
<http://www.caringinfo.org/files/public/brochures/asktoughquestions.pdf>

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

- Krikorian, Alicia, Joaquín T. Limonero, and Jorge Maté. "Suffering and distress at the end-of-life." *Psycho-Oncology* 21.8 (2012): 799-808.
- Goldsworthy, K. Kellie. "Grief and loss theory in social work practice: All changes involve loss, just as all losses require change." *Australian Social Work* 58.2 (2005): 167-178.
- Gordon, Theresa A. "Good grief: exploring the dimensionality of grief experiences and social work support." *Journal of social work in end-of-life & palliative care* 9.1 (2013): 27-42.
- Bandini, Julia. "The medicalization of bereavement;(Ab) normal grief in the DSM-5." *Death studies* 39.6 (2015): 347-352.

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

- Attilio, Terry, Lyon-Leimena, Meagan, Li, Ying Attention and Intention: An Invitation to Reflect on Language (2013)
- Hudson, Peter, et al. "Family meetings in palliative care: multidisciplinary clinical practice guidelines." *BMC Palliative Care* 7.1 (2008): 12.
- Pollak, Kathryn I., Julie W. Childers, and Robert M. Arnold. "Applying motivational interviewing techniques to palliative care communication." *Journal of palliative medicine* 14.5 (2011): 587-592.
- Schenker, Yael, et al. "Her husband doesn't speak much English": Conducting a family meeting with an interpreter." *Journal of palliative medicine* 15.4 (2012): 494-498.

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
- Dane, Barbara, and Robert Moore. "Social workers' use of spiritual practices in palliative care." *Journal of social work in end-of-life & palliative care* 1.4 (2006): 63-82.
- Kymä, Jari, et al. "Hope in palliative care: an integrative review." *Palliative and supportive care* 7.03 (2009): 365-377.

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

- Coolen, P.R. "Cultural Relevance in End of Life Care." *Ethno Med*. <http://ethnomed.org/clinical/end-of-life/cultural-relevance-in-end-of-life-care> (accessed 16 May 2013) (2012).
- Loden Mallee Regional Palliative Care Consortium. "An Outline of Different Cultural Beliefs at the Time of Death." September 2011.
- Rhodes, Ramona L., et al. "Barriers to End-of-Life Care for African Americans From the Providers' Perspective Opportunity for Intervention Development." *American Journal of Hospice and Palliative Medicine* 32.2 (2015): 137-143.

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

- Cagle, John G., and Pamela J. Kovacs. "Education: A complex and empowering social work intervention at the end of life." *Health & Social Work* 34.1 (2009): 17-27.
- Ots-Green, Shirley. "Legacy building." *Smith College Studies in Social Work* 73.3 (2003): 395-404.
- Chochinov, Harvey Max. "Dignity-conserving care—a new model for palliative care: helping the patient feel valued." *Jama* 287.17 (2002): 2253-2260.
- Burnett, Julie. "Guided Imagery as an Adjunct to Pharmacologic Pain Control at End of Life."

Tools

- Palliative Care Comfort Care folder
- Palliative Care Service Legacy book
- Palliative Care "Mindfulness Matters" Flyer
- 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, 6, 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 <https://www.uptodate.com/contents/assessment-of-decision-making-capacity-in-adults>
- MacFie, John, and Clare McNaught. "The ethics of artificial nutrition." *Medicine* 43.2 (2015): 124-126.
- 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 / burn-out in Palliative Care/Hospice setting

Literature / Handouts to Review

- Poem – *Out, Out* – by Robert Frost
- Rushton, Cynda H., Alfred W. Kasznick, and Joan S. Halifax. "A framework for understanding moral distress among palliative care clinicians." *Journal of palliative medicine* 16.9 (2013): 1074-1079.
- Falk, April C. "Hospice Social Workers' Perspectives on Contributing Factors Influencing Compassion Satisfaction" (2014). *Master of Social Work Clinical Research Papers*. Paper 314.
- http://sophia.state.edu/msw_papers/314 (lit review)
- Excerpt from *Self-Care as Ethical Imperative* by John C. Norcross, Ph.D. and Jeffrey E. Barnett, PsyD
- *Adapted from *Leaving It at the Office: A Guide to Psychotherapist Self-Care*, (C) 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

- Berkman, C., & Stein, G. L. (2017). Palliative and end-of-life care in the masters of social work curriculum. *Palliative & supportive care*, 1-9.
- Cskai, E. L., & Raymer, M. (2005). Social workers' educational needs in end-of-life care. *Social Work in Health Care*, 41(1), 53-72.
- CSWE Educational Policy and Accreditation Standards Educational Standards (2015) https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
- Earls Larrison, T., & Korr, W. S. (2013). Does social work have a signature pedagogy? *Journal of Social Work Education*, 49(2), 194-206.
- Gwyther, L. P., Altilio, T., Blacker, S., Christ, G., Cskai, E. L., Hooyman, N., ..., & Howe, J. (2005). Social work competencies in palliative and end-of-life care. *Journal of Social Work in End-of-Life & Palliative Care*, 1(1), 87-120.
- Huff, M. B., Weisenfuh, S., Murphy, M., & Black, P. J. (2006). End-of-life care and social work education: What do students need to know? *Journal of gerontological social work*, 48(1-2), 219-231.
- NASW Code of Ethics (2015)
- 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.



someecards

christa.burke@bjc.org
314-747-2786
