

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

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Abstract

Background: Simulation can be used as a method to accumulate field practicum hours, presuming similar learning occurs as in practice. However, research on simulation in social work is limited.

Question: What is the influence of repeated simulation experiences on social work student development?

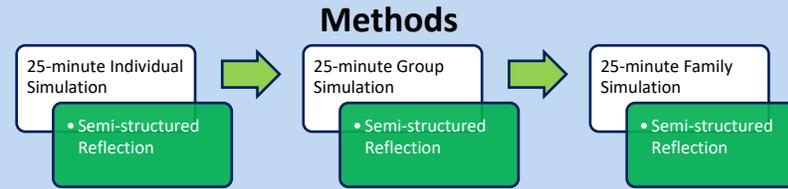


Introduction

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.

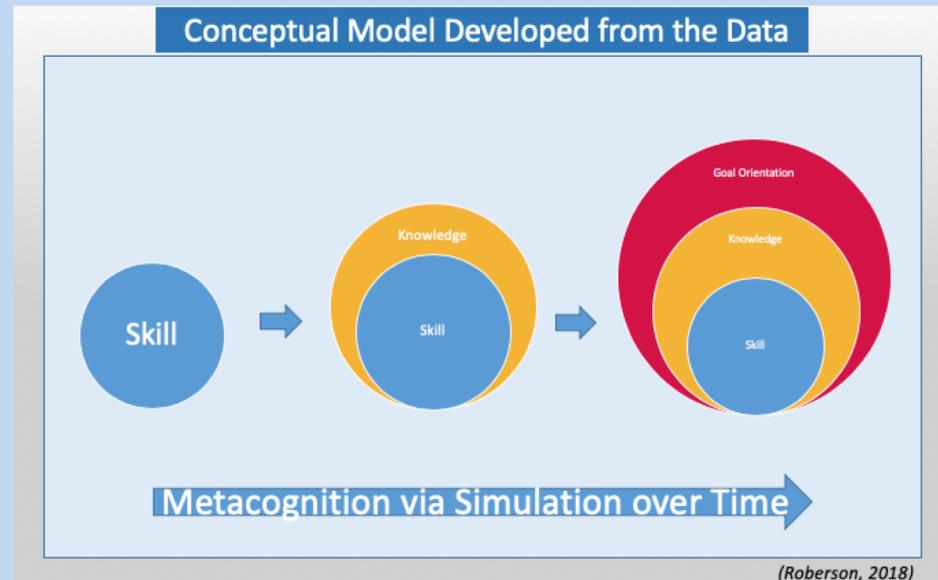
- More effective than role play
- Increased skill development and self-efficacy
- Development of self-awareness
- Limited students: cross-sectional, post-test

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



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

Findings



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).

Faith Integration

- 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.)

Implications

- 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.
- Faith integration as a metacognitive practice.



References available upon request.