

Supervising Social Work Field Students in Nursing Homes

The National Nursing Home Social Work
Network

Cathy Tompkins, PhD, MSW

Bob Connolly, MSW



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Catherine J. Tompkins, PhD, MSW

Photo



Cathy Tompkins joined the faculty at George Mason University in August, 2003. She is currently an Associate Professor in the Department of Social Work, coordinator for the gerontology programs, and the Assistant Dean for Undergraduate Studies in the College of Health and Human Services. Dr. Tompkins' research areas include: family caregiving, interventions for dementia care (including music and memory) and kinship care. Prior to joining the faculty at George Mason University, Dr. Tompkins was the Faculty Development Coordinator for the John A. Hartford funded Faculty Development Project at the Council on Social Work Education and the Director for the Association for Gerontology in Higher Education. Dr. Tompkins is a John A. Hartford Faculty Scholar in Geriatric Social Work.



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Bob Connolly, MSW, LCSW-C



Bob Connolly has been a consultant with the Centers for Medicare & Medicaid Services (CMS) from June 2008 to present after retiring in March 2008 after 19 ½ years of CMS service. His last CMS assignment, from 2003-2008, was as the government's project officer working with national experts and nursing home and professional organization to clinically update and revised the minimum data set, version 3.0 (MDS 3.0). Bob works with Mercedes Bern-Klug developing national Nursing Home Social Work Webinar presentations and leads Maryland outreach educational efforts to undergraduate students in aging careers through NASW-Maryland. He had worked for 14 years as a clinical social worker and administrator at Children's Hospital in Oakland, California the Johns Hopkins Oncology Center and Union Memorial Hospital in Baltimore. Bob earned his Bachelors of Arts in Social Services at San Francisco State University and Masters in Social Work at University of Connecticut.



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Social Work Field Placements in Aging

Many social work students are not aware of the range of settings and practice opportunities in gerontology:

They may reject an opportunity due to misperceptions about working with older adults (increase experiential learning activities as a part of class assignments).



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Social Work Field Placements in Aging

When students are exposed to the variety of people within the aging population and educated about the many venues in which social workers can practice, students are more likely to choose an aging focus or concentration; this can lead to a professionally challenging and gratifying career in gerontology.

Healthy Aging-----Skilled Care



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John A. Hartford Practicum Partnership Model

The Hartford Foundation funded the Practicum Partnership Program in 1999 to focus on the advanced field curriculum for master's degree students. This program evolved in 2008 into the Hartford Partnership Program for Aging Education (HPPAE).



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John A. Hartford Practicum Partnership Model

An MSW Multi-site Training Program:

Students rotate among various agencies that serve older adults;
Students have a different field supervisor at each setting;

Students become better prepared to confront the challenges of a complex service system for older adults;

Can we implement a model like this for BSW students?



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BPD Survey: Description of Programs

BPD Sample Size and Characteristics					
BSW Program Size			Type of BSW Program		%
200+	4		BSW program that is a part of another department (e.g. Department of Sociology)	9	28.13%
100-199	11		BSW/MSW/PhD	9	28.13%
50-99	11		Stand-alone BSW program	14	43.75%
19-49	6		Total	32	
	32				
% of Full & PT Students			% BSW Programs Partner with NH for Placement	93.75%	
Interest in Geriatrics	19.83%				



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Survey Results: Nursing Homes and Interdisciplinary Psychosocial Care (N=32)

- **97%** - Expose students careers and services for NH, CCRCs, adult day
- **59%** - Sponsor initiatives that bring attention to nursing home or aging-in- place
- **28%** - Partner with schools of nursing or medicine to engage students in inter-professional activities



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Survey Results: Program's Relationship to LTC and Nursing Homes (N=32)

- **38%** - Report high or moderate level of knowledge of the MDS 3.0
- **38%** - Think the new psychosocial requirements of the MDS 3.0 will affect the quality of psychosocial services
- **31%** - Report that they teach the NASW standards for social work services in long-term care facilities moderately or a lot



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BPD Survey: Examples of Best Practice Learning Approaches for Social Work Students

- Complete their 50-pre-service hours (like a junior field placement, but more informal) in LTC
- Complete interviews with diverse older adults for research course
- Go to the local assisted living facilities and interview older adults as part of intro to generalist practice / skills course, the students
- Participate in inter- professional caregiver simulation with social work, nursing, health science, etc.



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BPD Survey: Examples of Nursing Home Best Practice Student Learning Approaches

- Required to complete a social history interview and form/paper for a local nursing home social worker
- Lead Virtual Dementia Tours to LTC facilities for in-service training of staff.
- Adopt a grandparent program with a nursing home
- Pair student to older adult in a nursing home during junior year to develop relationships/engagement skills
- Field placements & volunteer opportunities through the social work club to facilitate socialization groups



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NASW Community College Pilot Lessons Learned

1. Engage students earlier than BSW/MSW
2. Inform students about aging jobs/competencies
3. Students can't address aging fears & career choices in the classroom alone
4. Need for mentor, network, shadow, & connect with aging experts
5. Aging agencies need to partner with Community Colleges to break down silos.



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MSW & BSW Supervisors allowed by CSWE BSW Standard

- 2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. **Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program.** Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.



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Now to the next part of the webinar



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