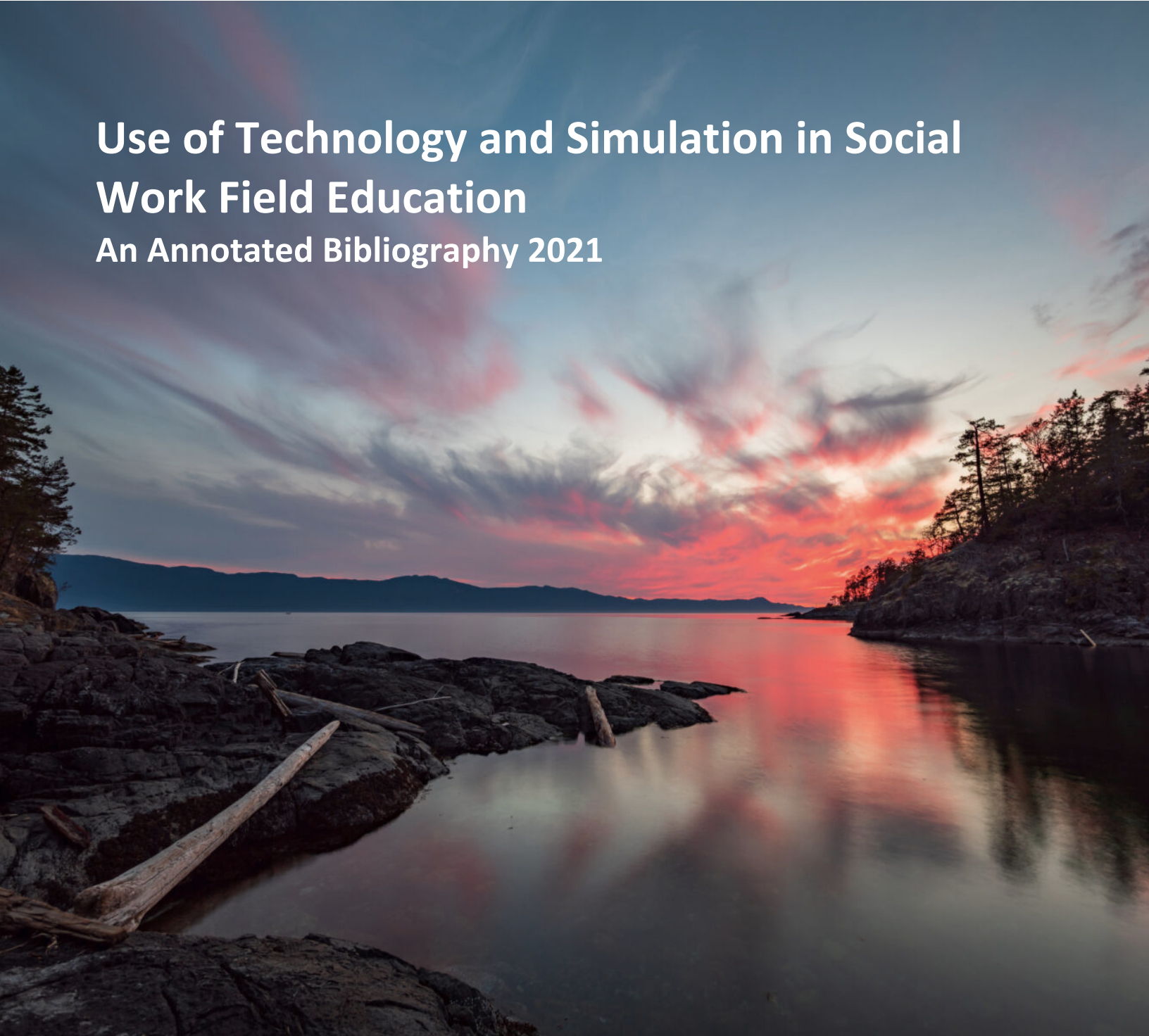# Use of Technology and Simulation in Social Work Field Education

An Annotated Bibliography 2021

Transforming the Field Education Landscape

ACKNOWLEDGEMENTS

ANNOTATED BIBLIOGRAPHY AUTHORS
Nicole Brown (University of Calgary, Research Assistant)
Nikki Cheslock (University of Calgary, Research Assistant)
Julie Drolet (TFEL Program Director)

SUGGESTED CITATION
Transforming the Field Education Landscape (TFEL). (2021). *Use of technology and simulation in social work field education: An annotated bibliography*. University of Calgary, AB: Authors.

CONTACT

Dr. Julie Drolet, Professor & TFEL Project Director, Faculty of Social Work, University of Calgary, 3-250, 10230 Jasper Avenue, Edmonton, Alberta, T5J 4P6, Canada
jdrolet@ucalgary.ca

PURPOSE AND METHODS

The purpose of this annotated bibliography is to gain an understanding on the use of technology and simulation in social work field education. The methods of this search were completed using the University of Calgary online system. After reviewing the search results, the title and abstracts were read for each article. As a result, there were 57 articles deemed relevant on the use of technology and simulation in social work field education.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	"Technology AND "field education or placement*" AND "social work education" "Use of technology" AND "field education or field placement" AND "social work" "Use of technology" AND "social work" "Simulation" AND "field education or placement*" AND "social work" "Simulation labs" AND "social work" "Simulation training or simulation education or simulation learning" AND "social work"	2011-2021 - English language - Peer Reviewed
CINAHL Plus with full text	"Technology AND "field education or placement*" AND "social work education" "Use of technology" AND "field education or field placement" AND "social work" "Use of technology" AND "social work" "Simulation" AND "field education or placement*" AND "social work" "Simulation labs" AND "social work" "Simulation training or simulation education or simulation learning" AND "social work"	2011-2021 - Enlgish language - Peer reviewed
Google Scholar	"Technology" "field education" "social work" "Simulation" "social work" "Technonology + simulation in social work education"	2011-2021
SocINDEX with Fulltext	"Technology AND "field education or placement*" AND "social work education" "Use of technology" AND "field education or field placement" AND "social work" "Use of technology" AND "social work" "Simulation" AND "field education or placement*" AND "social work" "Simulation labs" AND "social work" "Simulation training or simulation education or simulation learning" AND "social work"	2011-2021 - Enlgish language - Peer reviewed

Database	Keywords	Search Modifications
Social Work Abstracts	"Technology AND "field education or placement*" AND "social work education" "Use of technology" AND "field education or field placement" AND "social work" "Use of technology" AND "social work" "Simulation" AND "field education or placement*" AND "social work" "Simulation labs" AND "social work" "Simulation training or simulation education or simulation learning" AND "social work"	2011-2021 - Enlgish language - Peer reviewed
Web of Science	"Technolgy" AND "field education" AND "social work" "Simulation" AND "social work"	2011-2021 - Enlgish language - Peer reviewed
University of Calgary Quick Search	"Technology" AND "field education or practicum or placement' AND "social work"	2011-2021 - Enlgish language - Peer reviewed

ANNOTATED BIBLIOGRAPHY

Adelman, M., Rosenberg, K. E., & Hobart, M. (2016). Simulations and social empathy. *Violence Against Women*, *22*(12), 1451–1462. https://doi.org/10.1177/1077801215625850

When teaching about domestic violence, we hope that our students will be moved to act and organize against it within a social justice framework. We argue that instructional simulations can be used to inspire students to do so. Instructional simulations and gaming tools have been part of higher education pedagogical tool kits since at least the 1960s. Yet it is only recently that a domestic violence resource exists that reflects the interdisciplinary, interactive, and empathy-building orientation of feminist pedagogy. Drawing on the concept of "social empathy," we analyze the potential of the instructional simulation "In Her Shoes," developed by the Washington State Coalition Against Domestic Violence, to help students gain knowledge of and empathy for the constrained choices facing battered women, understand the frequent disjuncture between leaving and safety, and close the gap between cultural perceptions and lived realities.

Asakura, K., Occhiuto, K., Todd, S., Leithead, C., & Clapperton, R. (2020). A call to action on artificial intelligence and social work education: Lessons learned from a simulation project using natural language processing. *Journal of Teaching in Social Work*, *40*(5), 501-518. https://doi.org/10.1080/08841233.2020.1813234

In discussing a university-industry partnership on the development of an Artificial Intelligence (AI)-based simulation platform, this conceptual paper explores the use of Natural Language Processing (NLP) as a pedagogical innovation in social work. Critically reflecting upon this ongoing project, we discuss the current promises and limitations of NLP for social work education. The Community of Inquiry (CoI) framework theoretically informs "lessons learned" from this case study and provides a call to action for social work educators to play a greater

role in developing and researching pedagogies supported by currently evolving AI technologies.

Asakura, K., Bogo, M., Good, B., & Power, R. (2018). Teaching note—social work serial: Using video-recorded simulated client sessions to teach social work practice. *Journal of Social Work Education*, *54*(2), 397–404. https://doi.org/10.1080/10437797.2017.1404525

Simulation, the use of trained actors as simulated clients, has gained empirical support as an effective teaching and assessment method in social work education. The associated costs involving the use of live simulation, however, often pose a barrier and prevent less resourced schools from implementing this pedagogical approach in the classroom. Social Work Serial is a pedagogical project that used video-recorded simulated client sessions as an alternative to live simulation. In this teaching note, we will describe step-by-step production and implementation processes involving the project and discuss the implications of video-based simulation for social work education.

Barsky, A. (2019). Technology in field education: Managing ethical issues. *Journal of Technology in Human Services*, *37*(2-3), 241–254. https://doi.org/10.1080/15228835.2019.1578326

Given the growing importance of technology in social work practice, field educators need to prepare students for the competent and ethical use of technology. This article explores ethical concerns that field instructors should address with students, including confidentiality, professional boundaries, interjurisdictional practice, client safety, and the impact of private conduct on professional practice.

Bogo, M., Kourgiantakis, T., Burns, D., King, B., & Lee, E. (2021). Guidelines for advancing clinical social work practice through articulating practice competencies: The Toronto simulation model. *Clinical Social Work Journal*, *49*(2), 117-127. https://doi.org/10.1007/s10615-020-00777-6

Knowledge for clinical social work practice is ever evolving and consists of underlying explanatory concepts, practice models, and intervention skills. Conceptualization and identification of competencies for practice provides a bridge from knowledge and understanding to actual skills needed in clinical sessions. Articulating competencies also guides education of students and provides grounded skills and behaviors needed for clinical research. Analysis of simulation-based practice provides a useful methodology to identify generic practice competencies as well as competencies in specialized fields of practice. This paper presents a simulation education model and illustrates how the use of simulation enabled clinical scholars to articulate core competencies in specialized areas of social work practice. Case examples and related competencies for practice with adolescents, victims of elder abuse, and in mental health practice will demonstrate this process. Examples are drawn from reflections on practice wisdom, analysis of experienced social work practitioners, and relevant literature. Resulting competencies contribute to scholarship for clinical practice.

Bragg, J. E., Kratz, J., Nay, E. D. E., Miller-Cribbs, J., Munoz, R. T., & Howell, D. (2020). Bridging the gap: Using simulation to build clinical skills among advanced standing social work students. *Journal of Teaching in Social Work*, *40*(3), 242–255. https://doi.org/10.1080/08841233.2020.1757560 The integration of evidence-informed practices in social work education can be difficult given the crowded curricula of most Master of Social Work programs, particularly for advanced standing MSW students who launch directly into advanced concentration year coursework after obtaining their Bachelor of Social Work (BSW). Several factors impact decisions about the integration of evidence-informed curricula, including the time, location, and order of infused material and choosing curriculum content that can be applied across a range of professional settings. Social workers frequently encounter clients who are reluctant to change or are mandated to receive social work services. Practitioners need the skills to engage and

empower those clients toward change. This paper reports on the evaluation of a tripartite

training module on Motivational Interviewing (MI) for advanced standing MSW students,

which is centered around social simulation. Results of one-way repeated ANOVAs highlighted

statistically significant increases in students' knowledge about MI, as well as enhanced

Counselor Self-Estimate Inventory scores from pre-simulation to post-simulation, lending

promising substance to social simulation as an effective, useful method in the education of

advanced standing MSW students.

Cleland, A., & Masocha, S. (2020). Centring aboriginal epistemologies: Development of a

3D simulation for social work education. *Advances in Social Work & Welfare Education*, *21*(2),

8–21.

This paper derives from a presentation delivered at the 2018 ANZSWWER Symposium New

Technology: Disrupting Social Work Practice and Perceptions. The authors discuss

the experiences and challenges of developing a 3D simulation involving an Aboriginal client

presenting with suicidal ideation and indicators of self-harm. When completed, the

3D simulation will be used as a key teaching tool in the social work program at the University

of South Australia (UniSA). Based on relationships with the Centre for Child Protection at the

University of Kent, the simulation evolved into this context for Australian based social work

education and the need to prepare practitioners to develop the knowledge, values and skills

for culturally responsive practice when working with Aboriginal Australians. An opportunity

presented itself to develop a simulation for teaching that would allow for the development of

knowledge and competencies in a digital environment. This simulated environment will afford

a safe space within which students will explore themselves in relation to Aboriginal

epistemologies and provide opportunities to contextualise that knowledge to fields of

practice. The development of this teaching tool has presented a range of unforeseen

considerations concerning the politics of representation when utilising new technologies in Aboriginal contexts, which the authors reflect on in this paper.

Colvin, A. D., & Bullock, A. N. (2014). Technology acceptance in social work education: Implications for the field practicum. *Journal of Teaching in Social Work*, *34*(5), 496–513. https://doi.org/10.1080/08841233.2014.952869

The exponential growth and sophistication of new information and computer technology (ICT) have greatly influenced human interactions and provided new metaphors for understanding the world. The acceptance and integration of ICT into social work field education are examined here using the technological acceptance model. This article also explores potential challenges regarding the adoption of ICT into social work field practica. The article concludes with implications for adopting and integrating ICTs in social work field education.

Costello, M., Huddleston, J., Atinaja-Faller, J., Prelack, K., Wood, A., Barden, J., & Adly, S. (2017). Simulation as an effective strategy for interprofessional education. *Clinical Simulation in Nursing*, *13*(12), 624–627. https://doi.org/10.1016/j.ecns.2017.07.008

Interprofessional simulation provides healthcare professions students an opportunity to collaborate in a team. The purpose of this study was to examine student perspectives of an interprofessional simulation lab experience within the fields of nursing, physical therapy, nutrition, and social work. A pre-post design was employed, using the validated Interprofessional Attitudes Survey Interprofessional Education Collaborative tools to determine if there were any perceived changes in interprofessional competency and attitudes about interprofessional simulation experience. Following the simulation there were significant changes in students' attitudes in areas of cultural competence, understanding of roles, interprofessional communication and teamwork. Interprofessional simulation is a teaching

strategy that shows great promise for promoting teamwork among the healthcare professions.

Craig, S. L., McInroy, L. B., Bogo, M., & Thompson, M. (2017). Enhancing competence in health social work education through simulation-based learning: Strategies from a case study of a family session. *Journal of Social Work Education*, *5*(3), S47-S58. https://doi.org/10.1080/10437797.2017.1288597

Simulation-based learning (SBL) is a powerful tool for social work education, preparing students to practice in integrated health care settings. In an educational environment addressing patient health using an integrated care model, there is growing emphasis on students developing clinical competencies prior to entering clinical placements or clinical practice settings. This article highlights the importance of SBL in the development of the clinical competencies of graduate social work students enrolled in a Social Work Practice in Health course. The development and implementation of an educational initiative using a family-based simulation scenario to enhance classroom learning for health social work practice is described, and recommendations for future educational initiatives using SBL are provided.

Dodds, C., Heslop, P., & Meredith, C. (2018). Using simulation-based education to help social work students prepare for practice. *Social Work Education*, *37*(5), 597-602. https://doi.org/10.1080/02615479.2018.1433158

Social work combines professional knowledge and practice skills. Current developments in UK social work education appear to prioritise work-place skills acquisition over traditional academic teaching methods, and this refocus may lead to a decline in UK university social work programmes. In this paper, we propose social work education can learn from nurse and health programmes to develop innovative simulation-based education. Modern technologies

allow for interactive and immersive learning experiences, which enable students to develop practice skills safely. Through interactive and immersive simulations, facilitated by modern technology, we suggest social work education can bridge the gap between knowledge and skills.

Dombo, E. A., Kays, L., & Weller, K. (2014). Clinical social work practice and technology: Personal, practical, regulatory, and ethical considerations for the twenty-first century. *Social Work in Health Care*, *53*(9), 900–919. https://doi.org/10.1080/00981389.2014.948585

The world that social work exists in is no longer defined by traditional physical settings and boundaries, such as schools, agencies, or even offices. With the advent of the Internet and digital communications, social work now exists in a far more complex reality, with clients and social workers engaging across multiple platforms, and sometimes even unintentionally and without one another's awareness. The implications of this can be ethical, practical, regulatory, and personal. This article explores these areas of concern and suggests strategies professionals can use to navigate these complex issues related to technology and clinical practice.

Driver, P., & Ferguson, V. (2018). Digitising experience: The creation and application of immersive simulations in social work training. *Journal of Practice Teaching & Learning*, *16*(1), 81–93.

Detailed and elaborate spatial simulations are commonly used in the education and training of healthcare professionals. Learners benefit from replica operating theatres and clinical skills environments that enable them to gain insight from the hands-on aspect of authentic scenarios that permit them to apply there what they have learned in context. However, these physical recreations are expensive to build extremely rare in the context of social work training. Digital learning spaces are typically two dimensional. Virtual learning environments (VLEs) consist of pages that can be scrolled through and content such as text, images and

video, which can be embedded to provide learners with input material and tasks. In this paper we will explore the creation and deployment of three-dimensional digital spaces that afford social work students the opportunity to explore and interact within simulations of authentic real-world environments.

Eaton, A. D. (2019). Filmed simulation to train peer researchers in community-based participatory research. *Social Work Research*, *43*(3), 195–199. https://doi.org/10.1093/swr/svz011

The article discusses the educational benefits and practical considerations concerning filmed simulation as a tool to train peer researchers. Topics mentioned include the direct impact of peer researchers on their communities, the use of simulation in blended learning and social work education, and blended learning in the health sector as a strategy that can help peer researchers develop research aptitude.

Foster, A., Chaudhary, N., Murphy, J., Lok, B., Waller, J., & Buckley, P. F. (2015). The use of simulation to teach suicide risk assessment to health profession trainees—Rationale, methodology, and a proof of concept demonstration with a virtual patient. *Academic Psychiatry*, *39*(6), 620–629. https://doi.org/10.1007/s40596-014-0185-9

There is increasing use of educational technologies in medical and surgical specialties. Described herein is the development and application of an interactive virtual patient (VP) to teach suicide risk assessment to health profession trainees. We studied the effect of the following: (1) an interaction with a bipolar VP who attempts suicide or (2) completion of a video-teaching module on interviewing a bipolar patient, on medical students' proficiency in assessing suicide risk in standardized patients. We hypothesized that students who interact with a bipolar VP will be at least as likely to assess suicide risk, as their peers who completed a video module.

Gray, C., Cunningham, R., & Kolomer, S. (2020). It's time to go! Unfolding interprofessional

simulations to promote health team communications. *Advances in Social Work*, *20*(2), 338–

354. https://doi.org/10.18060/23615

Interprofessional education provides an opportunity for allied health professions to gain

knowledge of health care team roles, and how discrete disciplines collaborate to contribute to

a healthcare team. This interprofessional activity used simulation scenarios with simulated

patient actors to introduce students in three healthcare disciplines to the communication and

collaboration skills used by teams for hospital discharge planning and follow-up care in a

home setting. Participation in the simulations was voluntary and open to students majoring in

either social work, recreation therapy, and nursing. Three, two-person teams, representing

each discipline, participated in a two-part, unfolding simulation to assist with the discharge of

an older adult from the hospital, and an assessment and care/teaching one week later in his

home. Following the simulation, students wrote reflective journals about their experiences,

and completed a brief survey. Post simulation responses to the RIPLS Questionnaire, and one

of its subscales, yielded positive results in relation to improved attitudes towards

interprofessional learning and positive professional identity. Students' reflective journals

reinforced the impact of interprofessional educational activities on acquiring knowledge about

other disciplines. Lessons learned from this activity are being used to develop future

interprofessional scenarios to augment the academic preparation of pre-professional

healthcare workers in multiple disciplines.

Goldingay, S., Epstein, S., & Taylor, D. (2018). Simulating social work practice online with digital

storytelling: Challenges and opportunities. *Social Work Education*, *37*(6), 790-803.

https://doi.org/10.1080/02615479.2018.1481203

To help prepare students for the challenges of modern social work practice, a regional

Australian University's social work teaching team developed a client-centered web-based

digital storytelling case study as a form of practice simulation (hereafter referred to as a digital

case study) for use in a Master of Social Work qualifying program. A mixed methods

evaluative study was completed. Descriptive statistics and a contextualist thematic

analysis were undertaken on anonymous survey data collected from two cohorts (n = 29).

Analysis demonstrated the learning benefits went beyond subjective confidence, toward

mastering new skills consistent with course threshold concepts. Skill development in these

areas meant students developed ways to self-manage and reflect on their emotional reactions

to confronting and overwhelming situations without harming real clients. Nevertheless, during

the digital case study trial, students found the discussion of controversial or sensitive issues in

the online learning environment difficult. Other challenges identified included avoiding a

sense of being overwhelmed by clients' multiple challenges, and not being able to interact

with the simulated 'client' to ask further questions.

Hitchcock, L. I., King, D. M., Johnson, K., Cohen, H., & Mcpherson, T. L. (2019). Learning outcomes

for adolescent SBIRT simulation training in social work and nursing education. *Journal of Social*

Work Practice in the Addictions, *19*(1-2), 47-56.

https://doi.org/10.1080/1533256X.2019.1591781

Early alcohol and drug use is linked to a range of immediate and long-term consequences with

youth. It is essential that social workers and nurses receive training to recognize and address

substance use disorder among adolescents. This article examines the influence of a Screening,

Brief Intervention and Referral to Treatment (SBIRT) simulation on students' attitude,

confidence, competency, and readiness to implement the technique in the field with

adolescents. A pretest post-test within-subject evaluation design was used to assess change in

a series of learning outcomes. Data analyses show that students who completed the simulation reported significant improvement on competency, confidence and readiness related to the SBIRT after completing the training. These data suggest that the simulation provides an effective, one-time intervention to help students increase their confidence and readiness to utilize SBIRT in their future healthcare practice settings.

Huttar, C. M., & BrintzenhofeSzoc, K. (2020). Virtual reality and computer simulation in social work education: A Systematic Review. *Journal of Social Work Education*, *56*(1), 131–141. https://doi.org/10.1080/10437797.2019.1648221

The use of virtual reality and computer simulation are gaining ground in social work as viable teaching methods. Traditionally recognized as ancillary to classroom learning, they are being incorporated strategically into course curricula. A systematic review was undertaken to answer the questions, how are virtual reality and computer simulation technology being used to train social workers, and are they effective? Seven academic data sets and the Council on Social Work Education and the Society for Social Work and Research conference abstract databases were searched. Based on inclusion criteria, seven full articles were included revealing five themes. The technology is primarily used to teach direct practice rather than macro-level skills and is geared toward the education of students rather than practitioners.

Katz, E. (2019). Teaching note—using simulation to teach advanced competencies in mindfulness to social work students. *Journal of Social Work Education*, *55*(3), 602-615. https://doi.org/10.1080/10437797.2019.1593902

This teaching note describes one example of a shift from content to competence in a graduate MSW course teaching advanced mindfulness complex practice behaviors and skills for use in direct practice. The development of advanced mindfulness competencies and skills provides a conceptual base o shift teaching from lengthy lectures to experiential learning. Simulation-

based learning and aspects of the objective standard clinical examination adapted for social work are used as a base for a summative evaluation in which students demonstrate their skill level through interviews with simulated clients. The final assignment, a transcription and analysis of segments of the interview demonstrating the advanced complex practice behaviors, is discussed in individual student–instructor interviews. Opportunities, challenges, and implications for social work education are presented.

Keeney, A. J., Hohman, M., & Bergman, E. (2019). Interprofessional education: A poverty simulation with elementary teachers and social work students. *Journal of Teaching in Social Work*, *39*(2), 148–162. https://doi.org/10.1080/08841233.2019.1586808

Simulation training has been found to be an effective method to increase social work student knowledge, empathy, or skills. This study examined the impact of an interprofessional poverty simulation on public school teacher participants, who would learn about the impact of poverty, and on social work students, who were the volunteers or "standardized providers" in the simulation. The teachers and the BSW and MSW students all significantly increased scores in their self-rated understanding of poverty and attitudes toward poverty. Students highly endorsed the experience, noting that they learned about the constraints under which social service agencies work. Implications for community collaboration are discussed.

Kourgiantakis, T., Sewell, K. M., Hu, R., Logan, J., & Bogo, M. (2020). Simulation in social work education: A scoping review. *Research on Social Work Practice*, *30*(4), 433-450. https://doi.org/10.1177/1049731519885015

This article presents a scoping review that synthesized empirical studies on simulation in social work (SW) education. The review maps the research examining characteristics of simulation studies in SW education and emerging best practices. Method: Using Arksey and O'Malley's scoping review framework to develop the methodology and following the PRISMA-ScR

checklist, we selected 52 studies for this review. Most studies were published in North

America and included quantitative (37%), qualitative (31%), and mixed methods (33%).

Simulation was used to teach generalist and specialized practice with interprofessional

practice as the highest area of specialization. Simulation was also used for assessment

purposes, and the Objective Structured Clinical Examination was a commonly reported

method. We identified several facilitators and barriers to using simulation effectively for

teaching and assessment. Our analysis permitted us to identify emerging best practices that

can be used to guide teaching. Implications for SW research, teaching, and practice are

discussed.

Kourgiantakis T., Sewell K. M., Lee E., Adamson, K., McCormick, M., Kuehl, D., & Bogo, M. (2020).

Teaching note—enhancing social work education in mental health, addictions, and suicide risk

assessment. *Journal of Social Work Education*, *56*(3), 587-594.

https://doi.org/10.1080/10437797.2019.1656590

Social workers play a critical role in assessing and treating individuals and families with mental

health and addiction concerns. Although social workers are key professionals in the mental

health workforce, there are gaps in the training and education of mental health, addictions,

and suicide, and many students are inadequately prepared for field education. Simulation-

based learning is an exemplar method of teaching and assessing practice competencies across

several health-care professions including social work. This teaching note describes a

simulation-based learning activity in which MSW students build competence in mental health,

substance use, and suicide risk assessments with standardized clients. This innovation is

integrated in a social work practice in mental health course and was developed in partnership

with a community mental health and addiction treatment center. Through this partnership,

we developed core competencies, case scenarios, as well as teaching resources and

assessment instruments. An advisory committee consisting of MSW students, faculty

members, and field instructors evaluated the simulation-based learning innovation and made

recommendations for the next iteration. Implications for teaching social work practice in

mental health are discussed.

Kourgiantakis, T., Bogo, M., & Sewell, K. M. (2019). Practice fridays: Using simulation to develop

holistic competence. *Journal of Social Work Education*, *55*(3), 551-564.

https://doi.org/10.1080/10437797.2018.1548989

There has been a call for social work programs to better prepare students for field education.

This qualitative study examined an innovation titled Practice Fridays developed to enhance

competence in MSW students in a classroom setting. Students (N=57) described what they

learned through this simulation-based learning activity and the processes that facilitated their

learning. Students reported an enhancement in knowledge, skills, professional judgment, and

self-awareness, attributed to observed practice, focused feedback, and guided reflection.

Findings suggest that holistic competence can be developed in the classroom when using

holistic teaching methods. These findings support simulation as an innovative method of

teaching holistic competence in the classroom to prepare students for field learning.

Lee, E., Kourgiantakis, T., & Bogo, M. (2020). Translating knowledge into practice: Using simulation to

enhance mental health competence through social work education. *Social Work Education,*

39(3), 329–349. https://doi.org/10.1080/02615479.2019.1620723

Simulation-based learning (SBL) is an innovative experiential teaching method where students

and instructors interact with a simulated client to foster students' holistic competence in

practice. Considering the context of North America where social workers are the largest

service provider in the field of mental health, it is critical for educators to enhance

competencies in students during the social work program. Guided by competency- and

simulation-based, adult learning frameworks, this paper illustrates the development and

integration of a range of educational activities into a treatment-focused advanced mental

health course in the social work curriculum. We conclude by discussing how SBL enhances

students' mental health competence and provide recommendations when developing SBL in

the mental health curriculum in social work education.

Lewis, J. B, Falk, D., & Cipolla, C. (2020). The use of simulations to teach social work practice with

diverse clients. *Journal of Teaching in Social Work*, *40*(1), 2–17.

https://doi.org/10.1080/08841233.2019.1682742

This study explored the use of simulation with master's level students to determine the

efficacy of this approach in teaching advanced social work skills with diverse client

populations. Three instructors jointly developed a case scenario in which cultural beliefs

differed strongly between clients who were a biracial couple. Instructors found that the

simulation offered an opportunity for students to create an inquiring, respectful, and

supportive environment for the couple to resolve their dilemmas. Students were able to

engage, assess and intervene in a way that increased their skill and confidence, while

responding to the needs of this couple in a culturally sensitive manner.

Logie, C., Bogo, M., Regehr, C., & Regehr, G. (2013). A critical appraisal of the use of standardized

client simulations in social work education. *Journal of Social Work Education*, *49*(1), 66–80.

https://doi.org/10.1080/10437797.2013.755377

Reliable and valid methods to evaluate student competence are needed in social work

education, and practice examinations with standardized clients may hold promise for social

work. The authors conducted a critical appraisal of standardized client simulations used in

social work education to assess their effectiveness for teaching and for evaluating social work

students' competence. Following a comprehensive search, 18 studies, including 515 social

work students, were examined. The authors extracted data from these studies and study methods and assessed the results. This review found that studies vary in methodological quality; however, using standardized client simulations is well-received by students. Consistent implementation methods and reliable, valid assessment measures are needed to advance this evaluation method for social work.

McKinney, J. S. (2019). Teacher as client therapy (TACT): A model for simulated learning for traditional and online delivery models. *Journal of Teaching in Social Work*, *39*(4-5), 429–439. https://doi.org/10.1080/08841233.2019.1640339

The movement towards competency-based education in social work has required a shift in delivery to more experiential learning opportunities for students. Looking forward, the Council on Social Work Education [CSWE] has instituted a Futures Task Force, exploring roles social workers may play in the future, with particular attention to the evolution and revolution in technology. It is clear that social work programs will need to consider opportunities for ensuring the development of competency in an ever-changing digital landscape. This article presents the evolution of a simulation model for use in various delivery models, including traditional face-to-face campus-based offerings, off-campus satellite classes, and hybrid or fully online courses. It documents the origin of the model in an off-campus format, highlighting the attributes afforded with its application on a traditional campus, and proposes an online solution to the resource dilemma endemic to many off-campus satellite models.

Mishna, F., Levine, D., Bogo, M., & Van Wert, M. (2013). Cyber counselling: An innovative field education pilot project. *Social Work Education*, *32*(4), 484–492. https://doi.org/10.1080/02615479.2012.685066

With the ascendancy of the cyber world, client demand for online counselling has increased and is expected to continue to increase dramatically in the coming years. The purpose of this

article is to describe an innovative pilot practicum project in which social work graduate

interns offered cyber counselling within a university to undergraduate students. In this paper,

we describe the key elements of this project, including those that are unique and those that

follow typical practicum processes, along with the challenges identified. Implications for

practice and social work education are offered.

Moak, S. C., Walker, J. T., Earwood, M., & Towery, G. (2020). Using re-entry simulations to promote

changes in attitude toward offenders: Experiential learning to promote successful re-entry.

American Journal of Criminal Justice, *45*(1), 126– 144. https://doi.org/10.1007/s12103-019-

09500-9

This research examines the viability of using re-entry simulations as a tool for influencing

changes in participants' perspectives about the realities of coming back in the community

after a period of incarceration. Using both quantitative and qualitative methodologies, we

investigated changes in attitudes toward offenders after participants completed a re-

entry simulation designed to replicate the experience of the first four weeks in the life of a

person attempting to re-enter society after incarceration. Participants were 27 students

enrolled in a community corrections course that was cross listed and co-taught between

criminal justice and social work. Participants completed a quantitative pre- and post-test that

assessed attitudes toward prisoners as well as a reflection assignment about the simulation

experience. Wilcoxon Signed Rank Test was used to analyze scores from pre- and post-tests.

Qualitative analysis of the reflection papers identified and analyzed themes. Both quantitative

and qualitative analysis indicate that simulations humanize perspectives toward former

offenders and develop a better understanding of their situation. This understanding creates

empathetic feelings that can reduce discrimination and stigma, thereby creating an

environment more conducive to successful reintegration. Based on the results of this study,

use of simulation-based training is recommended with audiences including criminal justice personnel, service providers, court practitioners, judges, and legislators as a way to more clearly articulate the realities faced by this vulnerable population.

Neuderth, S., Lukasczik, M., Thierolf, A., Wolf, H. D., van Oorschot, B., König, S., Unz, D., & Henking, T. (2019). Use of standardized client simulations in an interprofessional teaching concept for social work and medical students: First results of a pilot study. *Social Work Education*, *38*(1), 75–88. https://doi.org/10.1080/02615479.2018.1524455

Teaching concepts with standardized clients/patients (SC) had been successfully implemented in the education of health professionals. Benefits were also demonstrated for social work education. Based on former experiences with simulated clients in medical education, we developed an innovative teaching concept for social work and medical students. We focused on the training of consultations with clients suffering from a serious illness like cancer—with different learning goals for medical students (e.g. breaking bad news) and social work students (e.g. psychosocial exploration and counseling). Both groups should gain knowledge about the other professions tasks and learn to handle clients' emotional reactions. In addition to role-plays with simulated clients in small groups, the concept includes an interprofessional lecture by physicians, psychologists, social workers, and lawyers as well as a visit on the palliative care ward (for social work students only) and a research colloquium. A formative evaluation shows high satisfaction with the teaching concept. The students underline the realistic setting, interprofessional contact, authentic talks and direct feedback. The SC method and its interprofessional application proved to be a practicable and motivating way to enhance conversational skills.

Nimmagadda, J., & Murphy, J. I. (2014). Using simulations to enhance interprofessional competencies

for social work and nursing students. *Social Work Education*, *33*(4), 539-548.

https://doi.org/10.1080/02615479.2013.877128

There is an increased emphasis on interprofessional education in the healthcare field,

including social work. This paper discusses the design and implementation of an innovative

idea in teaching that brings social work and nursing students together for skill development to

do interprofessional work. Computer generated mannequin simulations have been used

extensively in teaching medical, nursing, pharmacy, and other healthcare professions, but are

a relatively new pedagogical tool in social work. Using the four interprofessional competencies

put forward by the interprofessional collaborative, the authors describe the objectives, the

cases utilized, the process of simulations, the technique of debriefing, and the themes that

emerged from these reflective observations.

O'Brien, K. H. M., Putney, J. M., Collin, C. R. R., Halmo, R. S., & Cadet, T. J. (2019). Optimizing

screening, brief intervention, and referral to treatment (SBIRT) training for nurses and social

workers: Testing the added effect of online patient simulation. *Substance Abuse*, *40*(4), 484–

488. https://doi.org/10.1080/08897077.2019.1576087

Background: Social workers and nurses are critical to the amelioration of substance misuse,

making their training in evidence-based practices such as screening, brief intervention, and

referral to treatment (SBIRT) particularly pertinent. Online patient simulation (OPS) is one

training modality that allows students to develop and practice SBIRT skills that they might not

obtain through didactic instruction, but it can be time and resource intensive. The aim of this

study was to test the effect of OPS, over and above in-person training, on students' SBIRT

attitudes, knowledge, and perceived skills. *Methods:* Social work and nursing students

(*N* = 308) were recruited from a college in the northeastern United States. Students in the

study were randomly assigned to either training as usual (TAU), which included pre-coursework videos, in-person didactic instruction, and role-plays, or the experimental condition (EXP), consisting of TAU *plus* access to self-paced SBIRT skills practice using OPS by SIMmersion. The SBIRT Attitudes, Self-perception of Skills, and Knowledge (AKS) survey was delivered at baseline, immediately post-training, and at 30-day follow-up (post-30) to assess overall changes as well as changes in the specific domains of SBIRT confidence, importance, and attitudes. Paired *t* tests were conducted to determine differences in mean scores between time points for the entire sample. Independent-samples *t* tests were conducted to test differences between EXP and TAU on AKS scores at each time point and to test differences between high and low OPS use. *Results:* Results showed a significant difference from pre- to post-training on composite AKS scores. There were no significant differences between TAU and EXP in composite scores or by AKS domain, and no differences within the EXP group for those with high and low use. *Conclusions:* Participants in EXP did not have significantly increased AKS scores, demonstrating that access to OPS did not produce an additive effect on the acquisition of self-perceived SBIRT knowledge, attitudes, and skills.

Osborne, V. A., Benner, K., Sprague, D. J., & Cleveland, I. N. (2016). Simulating real life: Enhancing social work education on alcohol screening and brief Intervention. *Journal of Social Work Education*, *52*(3), 337–346. https://doi.org/10.1080/10437797.2016.1174629

Social work students typically use role play with student colleagues to practice clinical intervention skills. Practice with simulated clients (SCs) rather than classmates changes the dynamics of the role play and may improve learning. This is the first known study to employ the SC model in substance use assessment in social work education. Social work students completed a questionnaire assessing attitudes, knowledge, and perceived skills (AKS) regarding substance misuse prior to completing an online screening, brief intervention, and

referral to treatment training, and then following role plays with SCs. Paired t-tests indicate increased confidence in substance use assessment and intervention ability, and stronger feelings that routine screening is critical to practice. Incorporating SCs with didactic learning increases students' self-perceived ability to assess and change client behaviors and reduce substance misuse.

Otters, R. V., & Hollander, J. F. (2018). The times they are a changing: Multigenerational family simulations. *Marriage & Family Review*, *54*(2), 183-208. https://doi.org/10.1080/01494929.2017.1403993

Multigenerational households are increasingly affecting both the individual and family as well as community organizations and social policies. Social work and other family studies students can profit from educational modalities that use adult learning applications through a systems life-course perspective, the whole family aging over time. Family simulation software— addressing multigenerational families, such as two or more adult generations living together— builds on a previous paper (*Marriage & Family Review,* Feb. 2015). Social class, among other demographic and environmental variables, is emphasized. Agent-based family social network simulation of multigenerational families can facilitate experiential learning. An automatically generated life events report, based on both factual data and specific family characteristics, can be used as a classroom case study for role playing and assessing.

Pecukonis, E. V. (2021). Guidelines for integrating live supervision in simulation-based clinical education: An example for teaching motivational interviewing. *Clinical Social Work Journal*, *49*(2), 151-161. https://doi.org/10.1007/s10615-021-00805-z

During the past 20 years, social work education has built a bridge between the classroom and field using client simulation to learn clinical skills. This paper outlines an innovative model of simulation that incorporates LS used to teach motivational interviewing (MI). In addition,

guidelines with specific steps for teaching MI with simulation and LS are discussed. Unfortunately, most present-day simulation models leave out methods to instruct and supervise students in real time. When implementing clinical simulations there is little opportunity to correct a trainee's behavior or to practice a new skill at the perfect teachable moment during an interview. This instruction must wait until the interview is finished and the debriefing has begun. With the addition of LS, the simulation experience is enhanced for students as the supervisor is now incorporated as an active participant in the interview. Using LS, the instructor can now direct and even model appropriate clinical responses and interventions. The use of simulation with LS is innovative and builds on social work's evolving body of simulation-based education and further strengthens this approach. Results of this model suggest that students quickly learn to appreciate the value added of LS to simulation and that clinical skills learned resist decay overtime.

Phillips, E. S., Wood, G. J., Yoo, J., Ward, K. J., Hsiao, S. C., Singh, M. I., & Morris, B. (2018). A virtual field practicum: Building core competencies prior to agency placement. *Journal of Social Work Education*, *54*(4), 620–640. https://doi.org/10.1080/10437797.2018.1486651 Providing effective services to clients with increasingly severe challenges in an era of fiscal constraints calls for schools of social work to assume greater responsibility for preparing interns for clinical practice. This article describes a virtual field practicum (VFP), an online skill-building experience designed to meet this need and reports preliminary findings. The VFP employs client simulation and other experiential activities; its intent is to foster student acquisition of core competencies prior to agency placement. Longitudinal data were collected on VFP students and their traditional counterparts across 4 semesters. Results show that VFP students performed as well, if not slightly better, on competency measures than traditional students, suggesting that this model is a viable option for educators to consider.

Putney, J. M., Levine, A. A., Collin, C.-R., O'Brien, K. H. M., Mountain-Ray, S., & Cadet, T. (2019).

Teaching note—implementation of online client simulation to train and assess screening

and brief intervention skills. *Journal of Social Work Education*, *55*(1), 194-201.

https://doi.org/10.1080/10437797.2018.1508394

Given the workforce shortage of adequately trained behavioral health professionals, schools

of social work are ideally positioned to teach empirically supported treatments for preventing

and reducing substance use, specifically, screening and brief interventions. Traditionally,

opportunities to practice screening and brief intervention skills occur in classes and field

placements; however, these opportunities are limited by class time, placement setting, and

multiple demands placed on field instructors. Online client simulation has potential to address

these limitations as an asynchronous training and assessment tool. This article details the

integration of online interactive client simulation technology in advanced level Master of

Social Work curricula. Drawing on longitudinal pre- and post-data, we present a preliminary

analysis of changes in students' screening and brief intervention skills.

Rautenbach, J. V., & Black-Hughes, C. (2012). Bridging the hemispheres through the use of

technology: International collaboration in social work training. *Journal of Social Work*

Education, *48*(4), 797–815. https://doi.org/10.5175/JSWE.2012.201100114

The social work programs of the University of Fort Hare, East London, South Africa, and

Minnesota State University, Mankato, United States, began using various technologies in 2007

to facilitate interaction. This project included conducting practicum supervision and seminars

via videoconferencing (using Breeze, Adobe Connect, and Skype) and developing peer e-mail

and Facebook partnerships to link students from both continents. This paper explores the

benefits to participating students who engaged the structured use of technology to expand

their social work and cultural knowledge while also developing international friendships.

As technology continues to advance, social work educators must be on the forefront of connecting students by bridging the hemispheres through the use of technology.

Reamer, F. G. (2018). Ethical standards for social workers' use of technology: Emerging consensus. *Journal of Social Work Values and Ethics*, *15*(2), 71-80.

Social workers are making increased use of technology to deliver services to clients, communicate with clients, gather information about clients, communicate with and about colleagues, and educate students and practitioners. The advent of technology—including Internet, text (SMS), email, video, social media and networking, cloud storage, and other forms of digital communication and software—has introduced novel and unprecedented ethical challenges. Very recently, these dramatic changes in the ways that social workers use technology have led to major efforts to develop new ethical standards in the profession. These efforts have occurred in three distinct, albeit related, domains: (1) practice standards, (2) regulatory and licensing standards, and (3) code of ethics standards. This article provides a synthesis of emerging ethical standards and consensus thinking related to social workers' use of technology. It is essential that today's social workers be thoroughly familiar with these significant developments to ensure that their practice complies with prevailing ethical standards.

Reeves, J., Green, T., Marsden, L., & Shaw, N. (2018). My Courtroom: Rosie's family go to court; the use of simulations in preparing social workers for court. *Social Work Education*, *37*(2), 234–249. https://doi.org/10.1080/02615479.2017.1391772

The role of social workers in court, how they prepare, train, write and present their reports, has been the focus of much debate. Key messages from research tell us that social workers often find court work stressful; they can lack confidence in writing reports giving evidence and being cross-examined. Pre-qualification training in this area can be patchy, with many workers

reporting they often learn 'on the job.' This article documents the journey from analysing

primary and secondary research findings, via a partnership between the University of Kent

Centre for Child Protection and Children and Family Court Advisory and Support Service

(Cafcass), to develop a training simulation for practitioners to increase their knowledge,

preparation and practice for court. The partnership turned these research findings into an

interactive, immersive simulation to give practitioners the space to reflect upon and critique

their experiences of court. Findings from an initial evaluation of the simulation were positive

with participants highly rating its usefulness in developing courtroom skills and knowledge.

Reeves, J., Drew, I., Shemmings, D., & Ferguson, H. (2015). "Rosie 2" a child protection simulation:

Perspectives on neglect and the "unconscious at work". *Child Abuse Review*, *24*(5), 346–

364. https://doi.org/10.1002/car.2362

Neglect is the most common category for abuse of children under one. It is prevalent in

large families, where there is a mother with low self-esteem and frequent changes of partner.

Because neglect is difficult to work with, the Centre for Child Protection at the University of

Kent has developed a child protection simulation – 'Rosie 2' – which is designed to train child

protection professionals. It follows a social worker and health visitor on a virtual home visit to

a family where neglect is a significant concern and offers a safe opportunity to explore

practice options. A small-scale research project has been conducted whereby highly

sensitive eye tracker technology and facial recognition software were used to examine the

emotional responses exhibited by social workers and health visitors during this 'virtual

visit'. The results indicate that the prevailing emotion exhibited by the professional group

showed a 'neutral' response. There were significant differences between the groups, with

health visitors displaying more sadness, and social workers demonstrating greater surprise

and disgust. The article discusses these findings in the context of debates on compassion

fatigue and emotional response within child protection. We conclude by discussing how the findings can enhance professionals' supervision.

Regehr, C., & Birze, A. (2020). Use of simulation methods in social work research on clinical decision-making. *Clinical Social Work Journal*. https://doi.org/10.1007/s10615-020-00778-5

While simulation has become an increasingly sophisticated and standardized method of clinical teaching and performance assessment in social work, unlike other clinical and health care fields, it is not generally used in other areas of social work research. Yet, it has the potential to address challenges and limitations in several areas of social work research. For instance, in the area of professional decision-making, research has demonstrated high variability in the conclusions of not only different professionals encountering the same case, but also in a single professional encountering a case at different times. However, research that would elucidate differences in professional decision-making is complicated by logistical and ethical constraints of real-life practice, and the fact that professional decision-making occurs outside the realm of conscious deliberation rendering the individual unable to fully articulate the process by which they arrived at their final conclusion. Simulation research methods can address some of these challenges through providing the opportunity to: observe professional decision-making in real time; reflect on the decisional process while reviewing recordings; and compare the approaches of professionals to standardized cases. This paper reviews the use of simulation research methods in clinical and health science fields and the types of simulation research. It then describes the manner in which simulation methods have been applied to a specific program of social work research that examines professional decision-making in high stakes situations, contributing to clinical practice.

Resko, S. M., Brown, S., Lister, J. J., Ondersma, S. J., Cunningham, R. M., & Walton, M. A. (2017). Technology-based interventions and trainings to reduce the escalation and impact of alcohol

problems. *Journal of Social Work Practice in the Addictions*, *17*(1-2), 114-134.

https://doi.org/10.1080/1533256X.2017.1304948

There has been a rapid increase in the development of technological innovations to reduce the escalation and impact of alcohol problems among adolescents and adults. Technology-based interventions offer the possibility of reaching individuals who otherwise might not seek treatment, (e.g., those in remote areas, those not perceiving a need for treatment, or others who might resist treatment). This article describes 4 case examples of technology-based interventions for risky drinking: (a) a freely available and interactive Web site that provides individualized feedback and information on risky drinking patterns; (b) a brief intervention for adolescents that provides individualized feedback to teens regarding their alcohol use; (c) a computer-delivered screening and brief intervention for alcohol use among pregnant women; and (d) a simulation program for training social workers in screening and brief intervention. These case examples highlight how technology could have a role in addressing the Alcohol Misuse Grand Challenge.

Roberson, C. J. (2020). Understanding simulation in social work education: A conceptual

framework. *Journal of Social Work Education*, *56*(3), 576–586.

https://doi.org/10.1080/10437797.2019.1656587

With the adoption of the 2015 Educational Policy and Accreditation Standards, the Council on Social Work Education accepted simulation as a means for students to accumulate field practice hours. However, little research exists addressing the use of simulation for social work student development. To effectively utilize simulation to develop social work competencies, more must be known about simulation and its integration into curriculum. This article presents a conceptual framework for simulation: holistic competence in social work education, curriculum as engagement, and experiential learning theory. The author integrates

the framework with research on the efficacy of simulation as pedagogy in other disciplines

and provides strategies for simulation within social work curriculum and field education

programs.

Sacco, P., Ting, L., Crouch, T. B., Emery, L., Moreland, M., Bright, C., Frey, J., & DiClemente, C. (2017).

SBIRT training in social work education: Evaluating change using standardized patient

simulation. *Journal of Social Work Practice in the Addictions*, *17*(1-2), 150-168.

https://doi.org/10.1080/1533256X.2017.1302886

A grand challenge for social work is addressing widespread public health problems of alcohol

misuse. MSW students (n = 83) received Screening, Brief Intervention, and Referral to

Treatment (SBIRT) training through didactic sessions, role plays, and pre–post videotaped

standardized patient (SP) interactions. SBIRT knowledge, self-reported practice behaviors, and

confidence were assessed at pretest, 30 days, and 6 months post-test. Videos were coded to

assess intervention-adherent behaviors. General linear mixed models analyzed changes.

Participants demonstrated increased adherence to SBIRT behaviors, and knowledge, skills, and

confidence increased post training. Findings suggest SBIRT training increases students'

capacity to implement evidence-based interventions designed to reduce alcohol misuse.

Sunarich, N., & Rowan, S. (2017). Social work simulation in the field. *The Field Educator, 7*(2). 1-9.

Holland Bloorview Kids Rehabilitation Hospital's innovative Social Work Simulation Education

Program uses trained actors in simulated scenarios to enhance the acquisition of social work

skills and competencies and engage students in higher level learning. Simulation is described

as a pedagogy using a real-world problem in a realistic environment to promote critical

thinking, problem solving, and learning. Social work simulations enable students to learn how

to integrate social work theory, knowledge, skills and values into practice. Use of this

pedagogy in the field provides students with opportunities to practice clinical skills and

actively engage in reflective practice activities so that they feel more confident and competent as they begin to provide services to clients. It also promotes learning about the organization's programs and services as well as professional practice standards and ethics.

Tortorelli, C., Choate, P., Clayton, M., Jamal, N. E., Kaur, S., & Schantz, K. (2021). Simulation in social work: Creativity of students and faculty during COVID-19. *Social Sciences (Basel)*, *10*(1), 7-15. https://doi.org/10.3390/socsci10010007

Simulation learning plays an important role in social work education, allowing students to explore how theory and practice parameters can be integrated into actual situations they are likely to experience in the field. The arrival of COVID-19 and the sudden cessation of in-field practicum opportunities raised challenges for students to gain needed practice experience. Simulation offers an opportunity to enhance learning in place of some direct experience when that is not available. This paper reports on a simulation development practicum, where students, not able to be in an agency, sought out ways to achieve learning through the development and implementation of simulation learning. This was combined with a literature review. Results showed that student-generated simulation could be used to support direct practice learning. This project also illustrated that social work simulation can be used to help students safely explore areas of practice that they may not be exposed to in practicum through scenarios that cause them to examine how to work with clients where cross-cultural needs exist, and challenge ethical dilemmas in a 'real-world' situation while being required to face their biases.

Tufford, L., Askaura, L., & Bogo, M. (2018). Simulation versus role-play: Perceptions of pre-practicum BSW Students. *Journal of Baccalaureate Social Work*, *23*(1), 249-267. https://doi.org/10.18084/1084-7219.23.1.249

Although the use of human simulation has recently gained much attention in social work education, many schools continue to rely on peer role- plays as a predominant teaching method. This qualitative study examined BSW students' perceptions of simulation versus role-play when learning interviewing skills. Individual interviews were conducted with second- year BSW students (n=17). The following four themes emerged as to how students view simulation versus role- play as an approach for developing interviewing skills: (1) the relationship in role-play versus simulation, (2) normalizing skills acquisition, (3) authenticity of simulation, and (4) seriousness of simulation. This study suggests that observational approaches within these pedagogical methods normalize the stress of learning interviewing skills and that social work educators need to find ways to increase the level of authenticity of the role- play format.

Washburn, M., Parrish, D. E., & Bordnick, P. S. (2020). Virtual patient simulations for brief assessment of mental health disorders in integrated care settings. *Social Work in Mental Health*, *18*(2), 121–148. https://doi.org/10.1080/15332985.2017.1336743

This mixed-methods pilot investigation evaluated the use of virtual patient simulations for increasing self-efficacy and diagnostic accuracy for common behavioral health concerns within an integrated care setting. A two-by-three factorial design was employed to evaluate three different simulated training conditions with a sample of 22 Masters level behavioral health students. Results support engagement in virtual patient simulation training to increase students' self-efficacy in brief clinical assessment and support the use of virtual patient simulations to improve diagnostic accuracy. Results further indicate that virtual patient simulations have sufficient levels of usability and acceptability as a tool for developing brief clinical interviewing skills, and that participants found this method of instruction to be a valuable adjunct to traditional classroom or field-based training. Future directions and next

steps for the integration of technology enhanced simulations in clinical social services education are explored.

Washburn, Micki, & Zhou, Shu. (2018). Teaching note-technology-enhanced clinical simulations: Tools for practicing clinical skills in online social work programs. *Journal of Social Work Education*, *54*(3), 554–560. https://doi.org/10.1080/10437797.2017.1404519

Technology-based simulations provide vehicles for social work students to practice clinical skills in online environments. This teaching note reviews 2 simulation tools educators may consider implementing in their training programs: virtual patients and Second Life. The current literature is presented discussing the use of these simulations in online learning programs. Suggestions for incorporating simulations into distance education programs are provided along with suggestions for future directions for research in this area. Educators are encouraged to examine these tools and further evaluate their feasibility, acceptability, and efficacy in building direct practice skills in online environments.

Washburn, M., Bordnick, P., & Rizzo, A. (2016). A pilot feasibility study of virtual patient simulation to enhance social work students' brief mental health assessment skills. *Social Work in Health Care*, *55*(9), 675–693. https://doi.org/10.1080/00981389.2016.1210715

This study presents preliminary feasibility and acceptability data on the use of virtual patient (VP) simulations to develop brief assessment skills within an interdisciplinary care setting. Results support the acceptability of technology-enhanced simulations and offer preliminary evidence for an association between engagement in VP practice simulations and improvements in diagnostic accuracy and clinical interviewing skills. Recommendations and next steps for research on technology enhanced simulations within social work are discussed.

Wastell, D., Peckover, S., White, S., Broadhurst, K., Hall, C., & Pithouse, A. (2011). Social work in the laboratory: Using microworlds for practice research. *The British Journal of Social Work*, *41*(4), 744–760.

In cognitive ergonomics, laboratory experimentation using computer-based simulations (microworlds) has played a significant role in understanding human decision making and reasoning. In this paper, we describe the design and deployment of a social work microworld (BRIGIT), which simulates the electronic recording systems now widely implemented in UK children's services. BRIGIT provides a fabricated but realistic social work environment, enabling the fine structure of professional information processing to be studied in response to experimental manipulations, such as time pressure, etc. A preliminary experiment is described here, which shows BRIGIT to provide a convincing psychological experience and a useful research tool. As well as demonstrating its face and external validity, the results highlight BRIGIT's utility as a way of probing 'practice culture' and for examining different patterns of professional sense making. We conclude that the microworld paradigm provides a valuable and innovative approach for researching social work practice. A range of possible applications are discussed, not only in fundamental research, but as a practical tool for use in the workplace, such as for supporting staff selection. There is also obvious potential for 'design research' aimed directly at improving the usability and effectiveness of electronic systems, which is important given the widely reported problems of current ICT systems in social work.

Wen, A., Wong, L., Ma, C., Arndt, R., Katz, A. R., Richardson, K., Deutsch, M., & Masaki, K. (2019). An interprofessional team simulation exercise about a complex geriatric patient. *Gerontology & Geriatrics Education*, *40*(1), 16–29. https://doi.org/10.1080/02701960.2018.1554568

Interprofessional collaboration is an essential skill to optimize the care of older adults with complex problems. We successfully developed and evaluated an interprofessional teamwork

simulation exercise for medical, nursing, pharmacy, and social work students. Pharmacy students participated via video conferencing. Before the simulation, students watched a teamwork video and reviewed the patient case. Following an icebreaker exercise, interdisciplinary faculty facilitated a discussion highlighting effective teamwork strategies. Students then collaborated to develop a discharge plan, followed by a simulated family meeting with a theater student. Interdisciplinary faculty again provided structured debriefing highlighting principles of effective teamwork. Students self-rated interprofessional practice core competencies were evaluated using a retrospective pre/post survey and analyzed using paired *t*-tests. We qualitatively examined the use of distance technology and assessed learner's satisfaction with the project. All core competency categories for all disciplines demonstrated significant improvements in mean scores. Students' qualitative comments demonstrated positive impact on learning interprofessional core competencies.

Wilson, A., Brown, S., Wood, Z., & Farkas, K. (2013). Teaching direct practice skills using web-based simulations: Home visiting in the virtual world. *Journal of Teaching in Social Work*, *33*(4-5), 421–437. https://doi.org/10.1080/08841233.2013.833578

Social work programs increasingly are engaged in deploying distance education models, yet questions remain about how to teach direct practice skills within this context. As field agency changes have limited practice opportunities for social work students, methods for helping interns develop direct practice skills in diverse field practicum settings also are needed. This paper describes a direct practice course initiative in which a virtual simulation of a home visit was developed in Second Life. Descriptions of the steps that were involved in developing and implementing this initiative, feedback from the students and instructors, and resources necessary to launch such an initiative are discussed.

Yıldırım, B., & Şahin, F. (2020). Simulation applications: A potential approach for Turkish social work

education. *Journal of Society & Social Work*, *31*(3), 1227–1247.

Social work education all over the world is reshaped within the framework of social

entrepreneurship, social innovation, the use of information and communication technologies,

role-play simulations of clients by actors, and simulation applications involving computer

based virtual reality. In social work simulation programs and applications prepared according

to certain scenarios and cases, students may be expected to observe, to make certain

decisions, to use professional skills, to measure empathic responding abilities and to evaluate

the course of professional intervention methods while working with clients. On the other

hand, although computer-based virtual reality simulations lack sincerity in face-to-face role-

playing, they have some strong benefits in traditional prevention or intervention program

formats. While accessing this technology has become easier in the world than ever, this is a

dream not yet realized in Turkey in social work education presentation. Ultimately, this article

aimed to direct social work educators to use simulation methodology and techniques.

Fortunately, there are professionals and academicians who feel the need for revision of social

work education in Turkey with new technological developments, understand the contribution

of technological knowledge and communication, and advocate the use of social

entrepreneurship, innovation and simulation techniques in education.

Zosky, D. L., & Thompson, J. (2012). Poverty simulation: An experiential learning tool emphasizing

economic justice content. *Journal of Baccalaureate Social Work*, *17*, 69–84.

The social work profession has been criticized for abandoning its mission to serving the poor

and challenging economic injustice. The authors' evaluation study examines the effectiveness

of a poverty simulation experience in an undergraduate policy class to counter the trend that

diverges from the profession's original mission. The poverty simulation was designed to

emphasize the structural contributions of poverty, dispel myths about people who live in poverty, and encourage students to remain committed to challenging social and economic injustice. Data demonstrate that the poverty simulation experience increased students' knowledge of the challenges of living in poverty.

REFERENCES

Adelman, M., Rosenberg, K. E., & Hobart, M. (2016). Simulations and social empathy. *Violence Against Women*, *22*(12), 1451–1462. https://doi.org/10.1177/1077801215625850

Asakura, K., Occhiuto, K., Todd, S., Leithead, C., & Clapperton, R. (2020). A call to action on artificial intelligence and social work education: Lessons learned from a simulation project using natural language processing. *Journal of Teaching in Social Work*, *40*(5), 501-218. https://doi.org/10.1080/08841233.2020.1813234

Asakura, K., Bogo, M., Good, B., & Power, R. (2018). Teaching note—social work serial: Using video-recorded simulated client sessions to teach social work practice. *Journal of Social Work Education*, *54*(2), 397–404. https://doi.org/10.1080/10437797.2017.1404525

Barsky, A. (2019). Technology in field education: Managing ethical issues. *Journal of Technology in Human Services*, *37*(2-3), 241–254. https://doi.org/10.1080/15228835.2019.1578326

Bogo, M., Kourgiantakis, T., Burns, D., King, B., & Lee, E. (2021). Guidelines for advancing clinical social work practice through articulating practice competencies: The Toronto simulation model. *Clinical Social Work Journal*, *49*(2), 117-127. https://doi.org/10.1007/s10615-020-00777-6

Bragg, J. E., Kratz, J., Nay, E. D. E., Miller-Cribbs, J., Munoz, R. T., & Howell, D. (2020). Bridging the gap: Using simulation to build clinical skills among advanced standing social work students. *Journal of Teaching in Social Work*, *40*(3), 242–255. https://doi.org/10.1080/08841233.2020.1757560

Cleland, A., & Masocha, S. (2020). Centring aboriginal epistemologies: Development of a 3D simulation for social work education. *Advances in Social Work & Welfare Education*, *21*(2), 8–21.

Colvin, A. D., & Bullock, A. N. (2014). Technology acceptance in social work education: Implications for

the field practicum. *Journal of Teaching in Social Work*, *34*(5), 496–513.

https://doi.org/10.1080/08841233.2014.952869

Costello, M., Huddleston, J., Atinaja-Faller, J., Prelack, K., Wood, A., Barden, J., & Adly, S. (2017).

Simulation as an effective strategy for interprofessional education. *Clinical Simulation in*

Nursing, *13*(12), 624–627. https://doi.org/10.1016/j.ecns.2017.07.008

Craig, S. L., McInroy, L. B., Bogo, M., & Thompson, M. (2017). Enhancing competence in health social

work education through simulation-based learning: Strategies from a case study of a family

session. *Journal of Social Work Education*, *5*(3), S47-S58.

https://doi.org/10.1080/10437797.2017.1288597

Dodds, C., Heslop, P., & Meredith, C. (2018). Using simulation-based education to help social work

students prepare for practice. *Social Work Education*, *37*(5), 597-602.

https://doi.org/10.1080/02615479.2018.1433158

Dombo, E. A., Kays, L., & Weller, K. (2014). Clinical social work practice and technology: Personal,

practical, regulatory, and ethical considerations for the twenty-first century. *Social Work in*

Health Care, *53*(9), 900–919. https://doi.org/10.1080/00981389.2014.948585

Driver, P., & Ferguson, V. (2018). Digitising experience: The creation and application of immersive

simulations in social work training. *Journal of Practice Teaching & Learning*, *16*(1), 81–93.

Eaton, A. D. (2019). Filmed simulation to train peer researchers in community-based participatory

research. *Social Work Research*, *43*(3), 195–199. https://doi.org/10.1093/swr/svz011

Foster, A., Chaudhary, N., Murphy, J., Lok, B., Waller, J., & Buckley, P. F. (2015). The use of simulation

to teach suicide risk assessment to health profession trainees—Rationale, methodology, and

a proof of concept demonstration with a virtual patient. *Academic Psychiatry*, *39*(6), 620–629.

https://doi.org/10.1007/s40596-014-0185-9

Gray, C., Cunningham, R., & Kolomer, S. (2020). It's time to go! Unfolding interprofessional

simulations to promote health team communications. *Advances in Social Work*, *20*(2), 338–

354. https://doi.org/10.18060/23615

Goldingay, S., Epstein, S., & Taylor, D. (2018). Simulating social work practice online with digital

storytelling: Challenges and opportunities. *Social Work Education*, *37*(6), 790-803.

https://doi.org/10.1080/02615479.2018.1481203

Hitchcock, L. I., King, D. M., Johnson, K., Cohen, H., & Mcpherson, T. L. (2019). Learning outcomes

for adolescent SBIRT simulation training in social work and nursing education. *Journal of Social

Work Practice in the Addictions*, *19*(1-2), 47-56.

https://doi.org/10.1080/1533256X.2019.1591781

Huttar, C. M., & BrintzenhofeSzoc, K. (2020). Virtual reality and computer simulation in social work

education: A Systematic Review. *Journal of Social Work Education*, *56*(1), 131-141.

https://doi.org/10.1080/10437797.2019.1648221

Katz, E. (2019). Teaching note—using simulation to teach advanced competencies in mindfulness

to social work students. *Journal of Social Work Education*, *55*(3), 602-615.

https://doi.org/10.1080/10437797.2019.1593902

Keeney, A. J., Hohman, M., & Bergman, E. (2019). Interprofessional education: A poverty simulation

with elementary teachers and social work students. *Journal of Teaching in Social Work*, *39*(2),

148–162. https://doi.org/10.1080/08841233.2019.1586808

Kourgiantakis, T., Sewell, K. M., Hu, R., Logan, J., & Bogo, M. (2020). Simulation in social work

education: A scoping review. *Research on Social Work Practice*, *30*(4), 433-450.

https://doi.org/10.1177/1049731519885015

Kourgiantakis T., Sewell K. M., Lee E., Adamson, K., McCormick, M., Kuehl, D., & Bogo, M. (2020).

Teaching note—enhancing social work education in mental health, addictions, and suicide risk

assessment. *Journal of Social Work Education*, *56*(3), 587-594.

https://doi.org/10.1080/10437797.2019.1656590

Kourgiantakis, T., Bogo, M., & Sewell, K. M. (2019). Practice fridays: Using simulation to develop

holistic competence. *Journal of Social Work Education*, *55*(3), 551-564.

https://doi.org/10.1080/10437797.2018.1548989

Lee, E., Kourgiantakis, T., & Bogo, M. (2020). Translating knowledge into practice: Using simulation to

enhance mental health competence through social work education. *Social Work Education,*

39(3), 329–349. https://doi.org/10.1080/02615479.2019.1620723

Lewis, J. B, Falk, D., & Cipolla, C. (2020). The use of simulations to teach social work practice with

diverse clients. *Journal of Teaching in Social Work*, *40*(1), 2–17.

https://doi.org/10.1080/08841233.2019.1682742

Logie, C., Bogo, M., Regehr, C., & Regehr, G. (2013). A critical appraisal of the use of standardized

client simulations in social work education. *Journal of Social Work Education*, *49*(1), 66–80.

https://doi.org/10.1080/10437797.2013.755377

McKinney, J. S. (2019). Teacher as client therapy (TACT): A model for simulated learning for

traditional and online delivery models. *Journal of Teaching in Social Work*, *39*(4-5), 429–

439. https://doi.org/10.1080/08841233.2019.1640339

Mishna, F., Levine, D., Bogo, M., & Van Wert, M. (2013). Cyber counselling: An innovative field

education pilot project. *Social Work Education*, *32*(4), 484–492.

https://doi.org/10.1080/02615479.2012.685066

Moak, S. C., Walker, J. T., Earwood, M., & Towery, G. (2020). Using re-entry simulations to promote

changes in attitude toward offenders: Experiential learning to promote successful re-

entry. *American Journal of Criminal Justice*, *45*(1), 126–144. https://doi.org/10.1007/s12103-

019-09500-9

Neuderth, S., Lukasczik, M., Thierolf, A., Wolf, H. D., van Oorschot, B., König, S., Unz, D., & Henking, T. (2019). Use of standardized client simulations in an interprofessional teaching concept for social work and medical students: First results of a pilot study. *Social Work Education*, *38*(1), 75–88. https://doi.org/10.1080/02615479.2018.1524455

Nimmagadda, J., & Murphy, J. I. (2014). Using simulations to enhance interprofessional competencies for social work and nursing students. *Social Work Education*, *33*(4), 539-548. https://doi.org/10.1080/02615479.2013.877128

O'Brien, K. H. M., Putney, J. M., Collin, C. R. R., Halmo, R. S., & Cadet, T. J. (2019). Optimizing screening, brief intervention, and referral to treatment (SBIRT) training for nurses and social workers: Testing the added effect of online patient simulation. *Substance Abuse*, *40*(4), 484–488. https://doi.org/10.1080/08897077.2019.1576087

Osborne, V. A., Benner, K., Sprague, D. J., & Cleveland, I. N. (2016). Simulating real life: Enhancing social work education on alcohol screening and brief Intervention. *Journal of Social Work Education*, *52*(3), 337–346. https://doi.org/10.1080/10437797.2016.1174629

Otters, R. V., & Hollander, J. F. (2018). The times they are changing: Multigenerational family simulations. *Marriage & Family Review*, *54*(2), 183-208. https://doi.org/10.1080/01494929.2017.1403993

Pecukonis, E. V. (2021). Guidelines for integrating live supervision in simulation-based clinical education: An example for teaching motivational interviewing. *Clinical Social Work Journal*, *49*(2), 151-161. https://doi.org/10.1007/s10615-021-00805-z

Phillips, E. S., Wood, G. J., Yoo, J., Ward, K. J., Hsiao, S. C., Singh, M. I., & Morris, B. (2018). A virtual field practicum: Building core competencies prior to agency placement. *Journal of Social Work Education*, *54*(4), 620–640. https://doi.org/10.1080/10437797.2018.1486651

Putney, J. M., Levine, A. A., Collin, C.-R., O'Brien, K. H. M., Mountain-Ray, S., & Cadet, T. (2019).

    Teaching note—implementation of online client simulation to train and assess screening

    and brief intervention skills. *Journal of Social Work Education*, *55*(1), 194-201.

    https://doi.org/10.1080/10437797.2018.1508394

Rautenbach, J. V., & Black-Hughes, C. (2012). Bridging the hemispheres through the use of

    technology: International collaboration in social work training. *Journal of Social Work*

    Education, *48*(4), 797–815. https://doi.org/10.5175/JSWE.2012.201100114

Reamer, F. G. (2018). Ethical standards for social workers' use of technology: Emerging consensus.

    Journal of Social Work Values and Ethics, *15*(2), 71-80.

Reeves, J., Green, T., Marsden, L., & Shaw, N. (2018). My Court room: Rosie's family go to court; the

    use of simulations in preparing social workers for court. *Social Work Education*, *37*(2), 234–

    249. https://doi.org/10.1080/02615479.2017.1391772

Reeves, J., Drew, I., Shemmings, D., & Ferguson, H. (2015). "Rosie 2" a child protection simulation:

    Perspectives on neglect and the "unconscious at work". *Child Abuse Review*, *24*(5), 346–

    364. https://doi.org/10.1002/car.2362

Regehr, C., & Birze, A. (2020). Use of simulation methods in social work research on clinical decision-

    making. *Clinical Social Work Journal*. https://doi.org/10.1007/s10615-020-00778-5

Resko, S. M., Brown, S., Lister, J. J., Ondersma, S. J., Cunningham, R. M., & Walton, M. A. (2017).

    Technology-based interventions and trainings to reduce the escalation and impact of alcohol

    problems. *Journal of Social Work Practice in the Addictions*, *17*(1-2), 114-134.

    https://doi.org/10.1080/1533256X.2017.1304948

Roberson, C. J. (2020). Understanding simulation in social work education: A conceptual framework.

    Journal of Social Work Education, *56*(3), 576–586.

    https://doi.org/10.1080/10437797.2019.1656587

Sacco, P., Ting, L., Crouch, T. B., Emery, L., Moreland, M., Bright, C., Frey, J., & DiClemente, C. (2017). SBIRT training in social work education: Evaluating change using standardized patient simulation. *Journal of Social Work Practice in the Addictions*, *17*(1-2), 150-168. https://doi.org/10.1080/1533256X.2017.1302886

Sunarich, N., & Rowan, S. (2017). Social work simulation in the field. *The Field Educator, 7*(2). 1-9.

Tortorelli, C., Choate, P., Clayton, M., Jamal, N. E., Kaur, S., & Schantz, K. (2021). Simulation in social work: Creativity of students and faculty during COVID-19. *Social Sciences (Basel)*, *10*(1), 7-15. https://doi.org/10.3390/socsci10010007

Tufford, L., Askaura, L., & Bogo, M. (2018). Simulation versus role-play: Perceptions of pre-practicum BSW BSW Students. *Journal of Baccalaureate Social Work*, *23*(1), 249-267. https://doi.org/10.18084/1084-7219.23.1.249

Washburn, M., Parrish, D. E., & Bordnick, P. S. (2020). Virtual patient simulations for brief assessment of mental health disorders in integrated care settings. *Social Work in Mental Health*, *18*(2), 121–148. https://doi.org/10.1080/15332985.2017.1336743

Washburn, Micki, & Zhou, Shu. (2018). Teaching note-technology-enhanced clinical simulations: Tools for practicing clinical skills in online social work programs. *Journal of Social Work Education, 54*(3), 554–560. https://doi.org/10.1080/10437797.2017.1404519

Washburn, M., Bordnick, P., & Rizzo, A. (2016). A pilot feasibility study of virtual patient simulation to enhance social work students' brief mental health assessment skills. *Social Work in Health Care*, *55*(9), 675–693. https://doi.org/10.1080/00981389.2016.1210715

Wastell, D., Peckover, S., White, S., Broadhurst, K., Hall, C., & Pithouse, A. (2011). Social work in the laboratory: Using microworlds for practice research. *The British Journal of Social Work*, *41*(4), 744–760.

Wen, A., Wong, L., Ma, C., Arndt, R., Katz, A. R., Richardson, K., Deutsch, M., & Masaki, K. (2019). An

interprofessional team simulation exercise about a complex geriatric patient. *Gerontology &*

Geriatrics Education, *40*(1), 16–29. https://doi.org/10.1080/02701960.2018.1554568

Wilson, A., Brown, S., Wood, Z., & Farkas, K. (2013). Teaching direct practice skills using web-based

simulations: Home visiting in the virtual world. *Journal of Teaching in Social Work*, *33*(4-5),

421–437. https://doi.org/10.1080/08841233.2013.833578

Yıldırım, B., & Şahin, F. (2020). Simulation applications: A potential approach for Turkish social work

education. *Journal of Society & Social Work*, *31*(3), 1227–1247.

Zosky, D. L., & Thompson, J. (2012). Poverty simulation: An experiential learning tool emphasizing

economic justice content. *Journal of Baccalaureate Social Work*, *17*, 69–84.