

Self-care practices in online faculty: Strategies for professional satisfaction and program retention

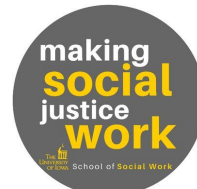
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10:00am CST

Social Work Distance Education Conference

5th Annual Social Work Distance Education Conference

Best Pedagogical Approaches to
Advance Social Justice



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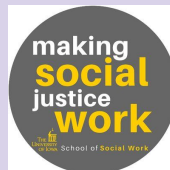
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What's in this for you?

- Participants will learn a six-pronged model of professional self care for social workers.
- Participants will share their faculty perceptions of self-care in an online teaching environment and discuss in-class modeling strategies and experience with online students.
- Participants will discuss what institutional strategies should be promoted for lower rates of burnout and what if any role does professional mentorship play in improved self-care outcomes and role satisfaction?
- Participants will have the ability to engage in a year-long practice to improve their self-care.



- Share your ideas



- Ask questions



- Add to your toolkit

AGENDA

- | | |
|---|------------------------------------|
| 1 | Welcome, agenda, and introductions |
| 2 | Self-care definitions and model |
| 3 | Self-care examples |
| 4 | Questions for you |
| 5 | Self-care accountability partners |
| 6 | Q&A and wrap up |

Introductions

- Without thinking too much about it, turn to a neighbor and share one pic on your phone that you feel will identify something about who you are
 - Alternative option: Share something about yourself (e.g. a hobby, book you've read recently, or other) that you feel will identify something about who you are

During this session: Sharing self-care techniques for online settings

Co-creating a resource for your self-care toolkits.

Please join us in adding to this Google Doc:

<http://tinyurl.com/SWDE-Self-care>

Self-care vs. Reasonable workload

Note: This presentation topic does not seek to absolve institutions of the responsibility to treat faculty with respect and establish reasonable expectations for workload.

Definitions

Self-care:

Enhances well-being and involves purposeful and continuous efforts that are undertaken to ensure that all dimensions of the self receive the attention that is needed to make the person fit to assist others (Moore, Perry, Beldsoe & Robison, 2019).

Professional self-care:

- The utilization of skills and strategies by social workers to maintain their own personal, familial, emotional and spiritual needs while attending to the needs and demands of their clients (Figley, 1995; Newell & Nelson-Gardell, 2014).
- Recognized as by the World Health Organization (2014) as the process of Promoting and maintaining health and preventing disease.

Self-care plan: “...a collection of practices that social workers can draw from when they are experiencing stress in or outside of the workplace”. (Dalphon, 2019, p 85.)

Dalphon's Model of Self Care (1/2)

- 1) Taking a personal Inventory of stressors. Dalphon suggests the Holmes & Rahe (1967) Life Stress Inventory.
 - a) Be specific about the type of stress. Don't just say "Work is stressful" ...what exactly is stressful about work? Quantify it.
- 2) Seeing one's identity beyond social work.
- 3) Personal relationships:
 - ~ The importance of having friendships outside of the field.
 - ~ What does this look like in the virtual realm?
- 4) Saying 'no': boundaries, boundaries, boundaries.

Dalphon's Model of Self Care (2/2)

5) Mindfulness:

- a. Mindfulness exercises,
- b. Mindful seeing (taking in visual stimuli without judgments about what is being seen),
- c. Body conscious exercise,
- d. Safe place guided imagery,
- e. Guided imagery scripts

6) Physical care:

- a. Activity
- b. Sleep

7) Accountability partners to help one follow through on a regular basis.

Organizational Self Care

Strategies:

- 1) Setting realistic goals with regard to workload and client care.
- 2) Actively encouraging the use of coffee and lunch breaks.
- 3) Promoting adequate rest and relaxation.
- 4) Professional colleagues and supervisors.
- 5) Social support from professional colleagues:
 - a) Concrete support such as assisting with excess clerical work or taking on a particularly difficult client.
 - b) Emotional support such as comfort, insight, comparative feedback, personal feedback, and humor (Bell, Kulkami, & Dalton, 2003; Maslach, 2003; Winnubst, 1993).

What is your setting's culture around professional burnout and secondary traumatic stress? Does your organization alleviate stigma around asking for support for self care? (Bell et al., 2003, Maslach, 2003; Maslach & Goldberg, 1988)

Special considerations for self-care online: Adults have a range of confidence in their technical skills

How confident people are in using computers, smartphones or other electronic devices to do the things they need to do online:

- 54% of internet and smartphone users said they are “very confident.”
- 32% said they are “somewhat confident.”
- 10% said they are “only a little confident.”
- 4% said they are “not at all confident.”

How well this statement describes them: “When I get a new electronic device, I usually need someone else to set it up or show me how to use it.”

- 26% said this describes them “very well.”
- 20% said it describes them “somewhat well.”
- 11% said the statement describes them “not too well.”
- 42% said this describes them “not at all well.”

Demographics: Five groups

% of U.S. adults

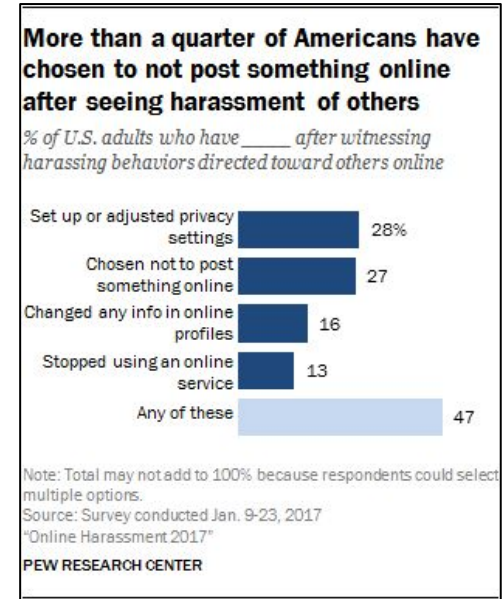
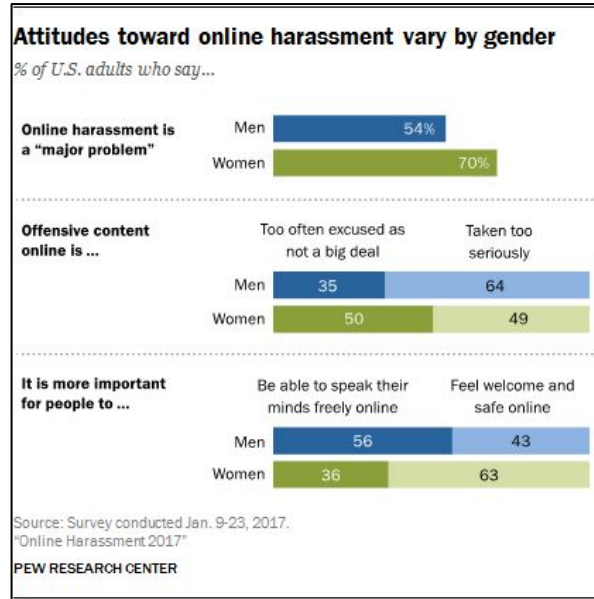
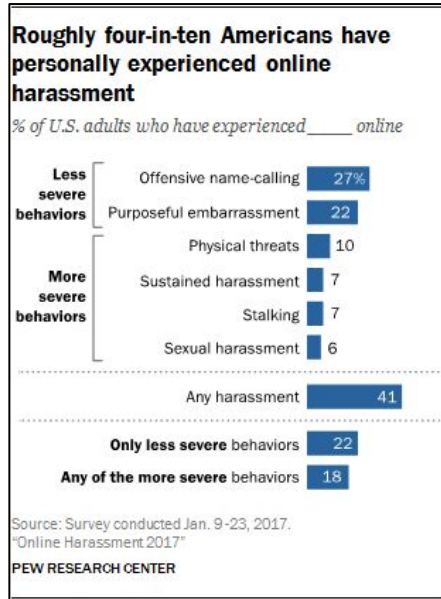
	Digitally Ready (17% of adults)	Cautious Clickers (31% of adults)	The Reluctant (33% of adults)	Traditional Learners (5% of adults)	The Unprepared (14% of adults)
Gender					
Male	49	50	53	43	42
Female	51	50	47	57	58
Parents of minor children					
Parents	37	30	26	30	25
Non-parents	63	70	74	70	75
Race/Ethnicity					
White	65	68	62	53	65
Black	12	11	12	17	10
Hispanic	13	9	20	21	18
Age					
18-29	25	28	20	14	8
30-49	48	38	28	33	24
50-64	20	22	27	36	33
65+	6	11	24	15	33
Household income					
Under \$30K	22	23	42	36	42
\$30K to \$50K	16	19	19	13	17
\$50 to \$75K	16	13	11	13	12
\$75K and over	38	37	17	27	16
Education					
High school grad or less	19	29	55	41	55
Some college	30	38	28	29	28
Bachelor's degree or more	51	33	16	30	16
Geography					
Rural	16	15	20	17	17
Urban	39	35	33	39	33
Suburban	45	50	47	44	50

Source: Survey conducted Oct. 13-Nov. 15, 2015.

“Digital Readiness Gaps”

PEW RESEARCH CENTER

Special considerations for self-care online: Online harassment is widespread and impacts behavior



Examples

- 1) University of Iowa Curriculum Enhancements
- 2) Self-disclosure about self-care
- 3) Self-care check-in
- 4) Quick breathing/mindfulness exercise

University of Iowa Curriculum Enhancements

- Building an online curriculum that scaffolds self-care
- Each course each semester features self-care content; students must complete the assignments as part of the class
- Online MSW is geared toward leadership

Example: Self-disclosure about self-care

Example:

[The Wrecking Club](#)

in NYC



Example: Self-care check-in

Example class question:

What's something you've done for self-care this week?

Example: One-minute breathing/meditation



<https://www.youtube.com/watch?v=u9Q8D6n-3qw>

(Example uses: Before class, as part of transitions between activities, during breaks, before a triggering or emotional discussion)

Social justice self-care

“Healing justice: holistic self care for change makers” ~Loretta Pyles

Working Definition: *“a framework that identifies how we can holistically respond to and intervene on generational trauma and violence and bring collective practices that can impact and transform the consequences of oppression on our bodies, hearts and minds. Through this framework we built two political and philosophical convergences of healing inside of liberation.*

A practice of attention and connection, a way of healing a sense of fracturedness or disconnection related to trauma, oppressive socio-cultural narratives and practices and the myriad ways in which humans may lose touch with each other and themselves (xix).

It is a practice that asks people to heal each other and themselves, change the way they relate to each other and organize themselves, and continually interrogate their tactics and interventions (xix)”.

At the core of healing justice:

To cultivate a relationship with stress, study the origins, acknowledge the whole self, learn about personal and collective conditioning that contributes to our dis-ease and to engage in practice that can heal and transform stress and internalized oppression for the highest good of ourselves, society and the world in which we live (pg. 17)..

Sharing self-care techniques for online faculty

Co-creating a resource for your self-care toolkits.

Please join us in adding to this Google Doc:

<http://tinyurl.com/SWDE-Self-care>

Questions

- What about teaching online is particularly fatiguing?
- How do you keep self-care from becoming just one more thing you need to do?
- What are some institutional supports for online faculty self-care that you have experienced or wished for?

Self-care accountability partners

We propose assigning self-care accountability partners for the year, for quarterly check-ins.

For those who would like to participate:

- How will you check in with each other?
Twitter? Email? Other?
- What would you like your partner to check in with you about?

Q&A

If you would like to contact us:

Beth Counselman Carpenter:

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Stephen Cummings, MSW, ACSW, LISW:

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Matthea Marquart:

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THANK YOU!



- *All of you for your fantastic session participation!*
- The Social Work Distance Education Conference team
- Kristin Garay
- Rebecca Chung
- Johanna Creswell Báez
- Steven Schinke
- Julien Teitler
- Southern Connecticut State University's School of Health and Human Services
- University of Iowa
- Columbia University School of Social Work
- Columbia University School of Social Work's Online Campus

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Collaborative Google Doc: Handout for your self-care toolkits, to co-create as a group; all are welcome to share this afterwards. Will also be posted in [Columbia University's Academic Commons](#) after the session, along with the slides.

Resources shared by the presenters

**Resources shared by session participants
(please add your name & affiliation in
parenthesis after your contributions)**

SAMPLE SELF-CARE TECHNIQUES FOR ONLINE SETTINGS

Collaborate on setting community agreements

Ask participants/students/meeting attendees to type ideas for community agreements into the chat, and come to a group agreement to follow the agreements you've created

Experiential exercises in synchronous sessions

Do short mindfulness, breathing, or stretching activities together as a group by using online videos or leading the activities on webcam

Music

Play music before webinars/classes/meetings, or during breaks, to pump up energy, build community, transition into focusing on the group

Self-disclosure about self-care

Model self-care by sharing your own self-care techniques

Self-care check-ins

Ask participants/students/meeting attendees to share something they've done for self-care recently, either in chat or via webcam/mic

Selfie-oriented activities

Ask all to share themed selfies via online discussion forums, or via email to be added to slides, to build community and incorporate a sense of fun

- self-care for me is about getting lost in the present moment of creating art. I am completely in the now, no matter what I am creating, almost allowing a type of physical meditation away from the sometimes all consuming mental life of social work academia. (Ellen Belluomini, PhD Brandman University)
- Yoga with adriene
<https://youtu.be/VpW33Celubg>
Watching Korean dramas
Going on walks in the park
(PhD R. Evans our lady of the lake university)

RESOURCES TO LEARN MORE ABOUT SELF-CARE IN ONLINE SETTINGS

Research on the benefits of watching cute animal videos: Nittono, H., Fukushima, M., Yano, A., and Moriya, H. (2012, September 26). The Power of Kawaii: Viewing Cute Images Promotes a Careful Behavior and Narrows Attentional Focus. *PlosOne*.

<https://doi.org/10.1371/journal.pone.0046362>

; Myrick, J. (2015, November). Emotion regulation, procrastination, and watching cat videos online: Who watches Internet cats, why, and to what effect? *Computers in Human Behavior* (52).

<https://doi.org/10.1016/j.chb.2015.06.001>

Marquart, M. and Counselman-Carpenter, B. (2019, February 19). *Supporting ourselves and others by encouraging self-care: Strategies that educational developers can build into courses for instructors and students (and consider using ourselves)*. Digital poster ("Showcase item") presented at the EDC-RFPES (Educational Developers Caucus – le Réseau de formateurs en pédagogie de l'enseignement supérieur) Conference & Professional Development. Online via BigBlueButton. Poster deposited in Columbia University's Academic Commons:

<https://doi.org/10.7916/d8-qh38-0057>

Marquart, M. and Nair, M. (2018, July 6). *Student wellness in online Social Work higher education: Technology-enhanced activities, programs, and services*. Poster presented at the Social Work, Education and Social Development Conference, Dublin, Ireland. Poster deposited in Columbia University's Academic Commons:

<https://doi.org/10.7916/D85M7P6D>

Marquart, M. and Nair, M. (2018, June 15). *Promoting wellness to online employees and clients via innovative technology-enhanced activities: Transferability of ideas learned from promoting student-faculty wellness in online higher education*. Workshop presented at the Network for Social Work Management Conference, San Diego State University, San Diego, CA. Slides deposited in Columbia University's Academic Commons:

<https://doi.org/10.7916/D8KH258W>

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Smyth, N. (2014, March 9). Self Care in the Digital Age. [Blog post].
<https://njsmyth.wordpress.com/2014/03/09/self-care-in-the-digital-age/>

RESOURCES TO LEARN MORE ABOUT SELF-CARE FOR SOCIAL WORKERS

Many sessions at the [Global Social Welfare Digital Summit 2019!](#)

National Association of Social Workers. (2008). Professional Self-Care and Social Work. [Policy statement].
http://cantasd.org/wp-content/uploads/CWVE18_NASW.ProfessionalSelf-Care.pdf

The New Social Worker Magazine's resources around self-care
<https://www.socialworker.com/feature-articles/self-care>

National Association of Social Workers North Carolina Chapter. Professional Wellness. [Website with linked resources].
<https://www.naswnc.org/page/358>

The University of Buffalo School of Social Work's Introduction to Self-Care
<https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html>

Jackson, K. (2014, May/June). Social Worker Self-Care — The Overlooked Core Competency. *Social Work Today* (14)3.
<https://www.socialworktoday.com/archive/051214p14.shtml>

Griffiths, A., Royse, D., Murphy, A. and Starks, S. (2019, February 13). Self-Care Practice in Social Work Education: A Systematic Review of Interventions. *Journal of Social Work Education*.
<https://doi.org/10.1080/10437797.2018.1491358>

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