

GEORGE WARREN
BROWN
SCHOOL

—|| of Social Work ||—

NEXUS
THE PRACTICUM NEWSLETTER



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■ Visit brownschool.wustl.edu for the latest news and events, plus access to field instructor resources.

New ELA Highlights

The field education staff has drafted multiple versions of the Educational Learning Agreement (ELA) to reflect and measure the 10 CSWE Social Work Competencies and the Brown School's evidence-based practice FLAIR model. The Fall 2010 version included three distinct changes:

1) Concentration-Specific ELAs—We have customized the ELAs to allow the student and field instructor to focus on tasks and activities more relevant to the student's primary areas of interest. They can be used as tools to help shape the practicum into an experience that will firmly support the student's career goals.

2) Student Self-Evaluation—About two weeks prior to the end of a student's practicum experience, the student is required to complete a Self-Evaluation. This is an opportunity for the student to reflect on and document performance. The student is to submit a copy to the field instructor who will review it prior to completing the Final Evaluation online.

The Self-Evaluation contains the following elements:

- Evaluation of each practice behavior
- Evaluation of each competency
- Summary of activities and tasks where student demonstrates each competency
- FLAIR (concentration practicum ONLY)

3) Five Evaluation Data Points—We are striving for consistency across the curriculum, so there are now 5 data points to evaluate each practice behavior at mid-semester and in the Final Evaluation. While "Acceptable" and "Unacceptable" will still be used for overall competency, you will have the opportunity to rate each practice behavior using the following scale:

- 5 = Consistently exceeds expectations
- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Progressing (below expectations)
- 1 = Failing to meet expectations (comments required)

If you have any questions about the ELA changes, please contact the Office of Field Education at (314) 935-6602 or ofe@wustl.edu. ■

Field Education Called "Signature Pedagogy" by Accrediting Body

The Council on Social Work Education (CSWE), the accrediting body for social work programs, considers field education the "signature pedagogy," or signature style of instruction, for social work programs. Because of the importance of the field experience, it is no surprise that that CSWE has significantly elevated the standards for a student's practicum experience.

As one of the first schools adopting CSWE's new standards, we have made numerous changes to our Educational Learning Agreements (ELAs) and evaluation tools. Feedback from field instructors, students, faculty, and staff has been vital to this effort.

These changes, along with curricular changes designed to reflect competency-based education, our signature evidence-based practice model (aka FLAIR), and evaluation tools, were submitted to CSWE as part of our reaccreditation package. You can read more about all of these changes in past issues of Nexus. ■

Over 200 Social Work Professionals attend EBP Trainings

In less than a year over 200 field instructors have attended “Developing Skills in the Evidence-Based Practice Process: Training for Field Instructors.” This training is offered to enhance field instructors’ knowledge of the evidence-based practice (EBP) process. The training also provides field instructors the ability to support students as they apply the EBP process in their field placements.

Lorien Carter, MSW lecturer, and Monica Mathieu, PhD and research assistant professor, teach the course.

Upon completion, participants are able to:

- Describe the historical overview of EBP
- Explain the FLAIR steps in the EBP Process
- Implement the EBP Process in their practice, including: formulating a practice or policy question; locating the best available evidence; assessing the best available evidence; integrating the best available evidence with your professional judgment, the persons involved and the social context; and reviewing the process and outcomes
- Understand how the EBP process is consistent with the ethics and values of social work
- Identify the practical barriers to utilizing EBP and potential solutions for maximizing the benefit of this process in practice settings

Registration Details

We require all local field instructors supervising MSW students to complete this training. If you haven’t attended, please register soon. You must complete both sessions in order to receive CEUs for this training, and you must register for each part separately.

The **Part 1** session is offered: (choose one)

- Friday, March 4, 2011, 8 a.m.–12 noon
- Friday, March 4, 2011, 1 p.m.–5 p.m.

The **Part 2** session is offered: (choose one)

- Friday, April 29, 2011, 8 a.m.–12 noon
- Friday, April 29, 2011, 1 p.m.–5 p.m.

Register via the links above. We will confirm your registration via email no later than two days before the training. If you have any questions, email us at:

BrownEBPtraining@wustl.edu. ■

ANNOUNCEMENT

If you are changing jobs, please notify the Brown School Office of Field Education. If you want to be a field instructor at your new site, you have to wait one year before submitting your new affiliation application and agreement.

First Cohort of MPH Students Complete Practica



First group of MPH graduates: Cora Drew, Ryan Cook, Jenny Morgan, and Lindsey Horton graduated in December 2010.

Last summer, 28 members of the Brown School’s inaugural Master of Public Health (MPH) class completed their public health practica.

All MPH students must complete 360 (or 3 credit hours) of field work related to public health. Placements to date have represented a variety of practice areas based on each student’s personal career goals and interests including, research, environmental health, public policy, health education, and international health. And the placement sites were just as varied with 12 locally-based practica, 6 out-of-state, and 10 in India, Kenya, Ecuador, and Columbia.

Like in our MSW program, the practicum is an integral part of an MPH student’s educational experience. Another hallmark of the two-year, 45 credit-hour program is its transdisciplinary focus, which exposes students to the perspectives of a range of disciplines, such as economics, communications, public policy, business, and education, to understand the root of and potential solution to specific public health problems, such as obesity, smoking, medical reform, diabetes, or global climate change.

The first full graduating class will receive their diplomas in May, however, several students, including MSW/MPH dual-degree students received diplomas at a special University recognition ceremony in December.

Interested in working with our public health students? Want to become a practicum site for our public health program? Contact Chandra Bailey-Todd, our MPH field site coordinator, at chandra_bailey-todd@wustl.edu or (314) 935-6303.

What does our new class look like?

Below are some stats on our Fall 2010 MPH classes.

MPH Class—69 students, including dual-degree students

- 55% come from outside Missouri
- 7% come from outside the United States
- 22% are service corps alumni
- 80% have 1 + years of work experience
- 42% have 4+ years of work experience

* data from August 2010

Field Education in the Global Arena

The Office of Field Education wants to highlight the learning experiences of some of the students who completed practicum out-of-state or abroad. In the past academic year, students participated in practicum in 11 states, the District of Columbia and in 13 countries. The following stories provide a sense of the Brown School's broader impact on the world.

Community Development in Ecuador

Student: Amelia Brandt

Agency: Yanpuma Foundation

Location: Ecuador

This past summer I completed my concentration practicum at the Yanapuma Foundation, an Ecuadorian NGO working in sustainable community development in several communities in Ecuador. I am a dual degree MSW/MPH student interested in international social work and global health. This practicum allowed me to utilize both my social work and public health education and experience.



Amelia Brandt,
MSW/MPH, May 2011

Yanapuma is working on several projects with this coastal community of Estero de Plátano, such as supporting the Women's Group, Artisan's Group, and Community Bank. Currently, Yanapuma is focused on a scholarship program. There is no secondary education in the community and students must travel one to two hours to reach the nearest school.

The weekly transportation alone is \$5 per student, which is out of reach for many families that make less than \$40 per week. Yanapuma provides scholarships to 10 students that pay for transportation, uniforms, and school supplies.

My primary responsibility was to manage this program. I spent half of my time living in the community and getting to know the students and their families. I monitored the program, keeping in close contact with the students' schools and parents, and addressing issues as they arose. We encourage students to become leaders in the community. I took advantage of my time there to begin a sexual and reproductive health program with the scholarship students. Yanapuma continues to support this program.

I enjoyed the freedom that Yanapuma gave me to take initiative. I felt like an integral part of the staff and was able to apply knowledge from my classes in my practicum experience. I plan to return to Yanapuma to finish my practicum in May and perhaps continue my work as an employee.

Fighting Tuberculosis in Liberia

Student: Margaret Hower

Agency: United States Agency for International Development (USAID)

Location: Washington DC

I will be completing my MSW/MPH dual degree in May 2011. This past summer I had the opportunity to synthesize my focus on international development and global health working at the United States Agency for International

Development (USAID) in Washington DC. Through the Global Health Fellows Program I was placed as an intern on the Tuberculosis Team in the Health, Infectious Disease, and Nutrition division of the Global Health Bureau.



Margaret Hower,
MSW/MPH May 2011

This experience allowed me to see and be a part of international efforts to treat, prevent and reduce the burden of tuberculosis throughout the world. I gained firsthand knowledge of how countries, agencies and global working groups come together to improve health conditions in the developing world. My background in social work and public health both proved to be of value as our team completed a situational analysis of tuberculosis in Liberia. We interacted with rural health care practitioners, community health workers and health ministers as we assessed tuberculosis prevalence, care and prevention. The opportunity to contribute in this meaningful way reinforced the importance of my field education experiences.

Food Policy at USDA

Student: Mary Beth Jagar

Agency: American University's Washington Internships for Native Students

Location: Washington DC

At the Brown School, my concentration is in social and economic development, specifically macro-level policies that affect Native American communities. I am one of the Kathryn M. Buder Scholars and a member of the Citizen Potawatomi Nation. During the summer of 2010, I was selected to participate in American University's Washington Internships for Native Students. The program brings together graduate and undergraduate Native students from across the country to live together, work in federal agencies, and take classes at American University. For the summer I worked in the Policy Branch of the Food Distribution Division, of Food and Nutrition Services of the United States Department of Agriculture. In short, I worked at the branch that oversees the policy and regulations of the commodities food programs.



Mary Beth Jagar, MSW,
December 2010

I participated in macro policy making and implementation in various ways. I helped prepare testimonial material for a US Congressional Hearing and analyzed public comments on program regulations written by fellow co-workers. I also assisted in the facilitation of The Emergency Food Assistance Program Infrastructure Grant Program. The grant program had been allocated six million dollars to award to qualifying emergency feeding organizations. This experience strengthened my understanding of policy. ■

ANNOUNCEMENT

The Dr. Clara Louise Myers Outstanding Practicum Student Award and the Shirlee Fink Kahn Award for Volunteerism **nominations** are due March 15.

Stress Management and Self-Care Tips

The work field instructors do is often very stressful, and students are not immune to this stress. They often spend their days learning, processing, analyzing, questioning, and memorizing with little “escape” for a breather. Some field instructors model good self-care for students—exercising regularly, eating a healthy diet, enjoying hobbies outside the field; however, many social workers find it difficult to find the balance.

During the Foundation Practicum Integrative Seminar the students and instructor discuss the importance of **stress management**. Perhaps these discussions have prompted students to ask you about how you manage work-related stress, balance work and personal issues, and take care of yourself.

Our hope is that you’re modeling good self-care techniques for our students, but if you need a little refresher, here are some **resources** shared in the seminar:

Stress Reduction

- Mindful Meditation
- Exercise
- Progressive Muscle Relaxation
- Deep Breathing
- Visualization
- Psychotherapy
- Massage for Relaxation

Favorite Seminar Activities

- **Journaling**—Have students create a journal entry using a medium of their choice (photos, drawings, writing, poetry, music) to process a big event or challenging situation.
- **Making Collages**—Bring out the crayons, markers, construction paper, old magazines, and scissors and let students go to town during one of your supervision sessions to spark discussion.
- **Mixing it up**—On a nice day, go for a walk during supervision or meet outside at a picnic bench.

If some of these activities don’t work with your student who exhibits signs of stress, contact the **Office of Field Education** for information about on-campus resources or call (314) 935-7849. ■

Electronic EBP Resource Area

Last year, we reorganized our evidence-based practice (EBP) resource area. This online database provides you with access to area of practice research articles and journals. The database is maintained by the Office of Field Education and Brown School Library staff. We are regularly adding new articles and journals, so we encourage you to visit often.

In an effort to comply with copyright laws, the resource area is password protected. The current username and password can be obtained by contacting the Office of Field Education at (314) 935-6602 or ofe@wustl.edu. You can locate the site in the **Field Instructor Resources** section of the Brown School website under Community Resources. ■

Tips for Supervising Millennials

For the first time in history, four generations are together in the workplace, each with different viewpoints, attitudes, expectations, and motivations. While this variety can make for an exciting and vibrant professional environment, it can also bring challenges related to supervision and management.

Last year, the Office of Field Education held a special workshop to shed light on these generational differences, with a specific focus on the unique characteristics, communication styles, and learning preferences of what demographers have termed the Millennial Generation or those born between 1980 and 2000. Why focus on the Millennials? The average age of our master’s students is 28, squarely in this demographic.

Much has been written about the Millennials, also known as Generation Y. Unlike previous generations, their work styles and habits have been shaped by structured, activity-filled lives; very devoted and engaged parents; and experiences within more global, diverse, and technology-driven communities. As a result, this generation is generally characterized by being confident, hopeful, driven, and tech-savvy—ideal traits for the next generation of social work and public health leaders. They want meaningful and challenging work, and to know that they are making a contribution.

Recommendations

- **Provide structure** by clearly stating goals and defining assignments and expectations.
- **Give feedback often.** Students want to learn from you and want to understand how their work fits into the overall goal of a project or the larger picture of your organization.
- **Encourage their confident, can-do attitude.**
- **Encourage students to join teams, as appropriate.** This generation is used to working collaboratively.
- **Keep them busy.** This generation excels at multi-tasking and enjoys juggling many projects.
- **Take advantage of their electronic literacy and strength in networking.** Texting, email, and social networking sites are all preferred and routine forms of communication. This generation has already profoundly changed the way we communicate and collaborate, take this opportunity to learn from them.

You can brush up on your social networking skills at the **Field Instructor Appreciation Day** workshop on March 18.

It is important to note, that these **recommendations** are based on general characteristics of this generation and likely do not uniformly apply to every student. As always, we advise asking each student for their expectations around communication, feedback, and learning. ■

Social Work Month Celebration Field Instructor Appreciation Day Friday, March 18—Register Today!

8:30 a.m. Continental Breakfast and Registration

9:00 a.m. Award Ceremony

The St. Louis Social Work Field Education Collaboration will recognize Joseph Scalise, the 2010 Recipient of the Heart of Social Work Award for Excellence in Field Instruction.

9:45 a.m.–11:45 a.m. The Effect of Crime on the St. Louis Community (2 CEUs)

This presentation will compare retributive and restorative justice, look at desired and measurable outcomes, and show the impact of incarceration and the possibilities of community justice.

12:00 -12:50—Lunch in Brown Lounge

The afternoon workshops are offered in rotation and may be attended in any order. Workshop times are 12:50, 1:50, 2:50, and 3:50 pm: 1 CEU is available for each workshop.

Session 1: Practitioners Should Publish

This session will provide an overview for social worker and public health professionals who would like to publish. Learn about publishing options and strategies for bringing your practice experience and wisdom to others.

Session 2: Beyond Today: Tools for Professional Transitions

Are you building capacity and confidence for a new role in your organization, in your field, or beyond? How can you convey your contributions for professional growth? Bring your resume, even if it is dusty.

Session 3: Ethics in Supervision

Students regularly encounter ethical dilemmas and value-conflicts in the field. This workshop covers a brief look at ethical reasoning to address ethical dilemmas in supervision.

Session 4: Social Networking for Professionals

This session will cover best practices for maintaining a professional appearance and privacy with colleagues and students on Facebook. Topics also include identifying appropriate connections and when to give or request recommendations on LinkedIn. ■

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MSW and MPH students apply their new Geographic Information Systems (GIS) skills to conduct analyses for area agencies. Students shared the findings with their "clients" during special poster presentation sessions. The students' work will be used to help agencies with program development and evaluation efforts.

FIELD EDUCATION CALENDAR

Spring 2011

March

14-18 Spring Break

15 Dr. Clara Louise Myers Outstanding Practicum Student Award nominations due
Shirlee Fink Kahn Award for Volunteerism nominations due

18 Social Work Month Celebration
Appreciation Day Workshops at Brown School

Note: March is Social Work Month, sponsored by the National Association of Social Workers

April

4-10 National Public Health Week, sponsored by the National Public Health Association

11 Mid-Semester Evaluation of Practicum due

May

5 Final Evaluation of Practicum due

20 Commencement

Summer 2011

May

23 Practicum Registration Form due

June

6 Educational Learning Agreement (ELA) due

July

25 Mid-Semester Evaluation of Practicum due

August

31 Final Evaluation of Practicum due

Join the Brown School Community on   

Welcome New Certified Field Instructors

Congratulations to all our field instructors who have been attending the Field Instruction Certification series. The Collaborative Social Work Field Education Project partners (UMSL, St. Louis University, and the Brown School), offer the program to masters level social workers who wish to become field instructors. The sessions provide support to field instructors and cover the following topics.

- Introduction to Field Instruction
- Successful Beginnings
- Ethical Decision Making
- Cultural Competence
- Field Instructor as Teacher, Mentor, and Supervisor
- From Practicum Student to Professional Social Worker

If you are interested in attending sessions to complete a certification, please visit the [collaborative website](#).

The following field instructors have completed the Field Instructor Certification series:

Debi Bianchi	Centre Point Hospital
Lisa Bicket	St. Louis Crisis Nursery
Andrea Boaz	St. Louis Public Schools
Senoria Brown	VA Medical Center, Jefferson Barracks
Sarah Copeland	St. Anthony's Medical Center
Michelle Crain	Rockwood School District
Katrina Fairbanks	Department of Children and Family Services
Judy Goedeker-Sulz	People Resources
Angie Hayes	The National Children's Cancer Society
Mary Hellwig	Community Conflict Services of Metro St. Louis
Shamele Hill	CASA of St. Louis County
Laura Hodges	Barnes Jewish Hospital
Julie Humphrey	Alton School District #11
Kathleen Jakobsen	VA Medical Center, Jefferson Barracks
Cynthia James	Healthcare USA
Liam Charles Janski	Project ARK
Sarah Johnson	St. Elizabeth Hospital
Rochelle Johnson	St. Louis Public Schools
Cassandra Kaufman	United Way of Greater St. Louis
Kelly Lachajczyk	Discovering Options
Cathy Lander-Goldberg	St. Louis Behavioral Medicine
Christine Leeper	The National Children's Cancer Society
Elizabeth Lowder	Safe Connections
Julie Lurkins	Children's Home and Aid Society of Illinois
Darcy McKeown	BJC Behavioral Health
Linda McQuary	Children's Advocacy Services of Greater St. Louis
Erica Oakley	Progressive Youth Connection
Natalie Ray	St. Louis Office for Developmental Disability Resources
Lee Richards	St. John's Mercy Hospice

Poli Rijos
Cara Saunders
Melissa Schmidt
John Stevenson
Geraldine Stewart
Amy Stoppelman
Courtney Vallade

Julie Wilson
Darryl Wise

Joan Wolchansky

Health Care for Kids
Barnes Jewish Hospital
Kids in the Middle
BJC Behavioral Health
Kingdom House
Planned Parenthood
Alton Community Unit School District #11
Barnes Jewish Hospital
Annie Malone Children and Family Center
Central Agency for Jewish Education

Professional Development Workshops for Supervisors

We offer a 40% fee discount to Brown School field instructors and most of our classes are eligible for Missouri & Illinois Social Work continuing education units (CEUs).

Job Performance Evaluation and Corrective Action (3 CEUs)

FRIDAY, MARCH 11, 2011

8:30–11:30 A.M.

Discover how to provide constructive employee feedback with good evaluation instruments. Learn about how to establish performance standards and apply them across an organization or department. Participant will practice giving performance evaluations and establishing corrective action plans.

Evidence-Based Public Health & Social Work: New Tools for the Practitioner (3 CEUs)

FRIDAY, APRIL 1

8:30–11:30 A.M.

This workshop will provide an overview of the principles of evidence-based approaches in public health and social work. It will include both the scientific basis for evidence-based approaches as well as the practical challenges of implementation. We will explore types and quality of evidence, resource tools, and barriers to evidence-based approaches.

Personnel Management for Excellence (3 CEUs)

FRIDAY, APRIL 8, 2011

8:30–11:30 A.M.

This workshop focuses on the characteristics of a quality organization and the manager's role in fostering this environment. Participants will learn skills and techniques for managing and motivating personnel.

How to Manage During Times of Crisis and Change (3 CEUs)

FRIDAY, APRIL 29, 2011

8:30–11:30 A.M.

Every organization experiences a time of crisis; how managers choose to navigate the rough waters has huge implications for their organizational results and the stress experienced by their staff. This workshop will explore personal responses to crisis and change, theories of organizational change, and management strategies during times of crises.