
GEORGE WARREN
BROWN
SCHOOL

— || of Social Work || —

NEXUS
THE PRACTICUM NEWSLETTER

*Providing news, supervisory topics and resources
to our valued instructors in the field.*

 Washington University in St. Louis

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

Mandated Reporting: Is Everyone Clear?

Many of our field instructors and nearly all of our students fall under Missouri's definition of a mandated reporter. Recent events have stirred many state legislatures to revisit their laws on mandated reporting, and the academic institutions training professionals to ensure they are communicating expectations accordingly. Here's a brief overview of what we're teaching our students:

WHO

Any...

- Physician,
- medical examiner,
- coroner,
- dentist,
- chiropractor,
- optometrist,
- podiatrist,
- resident,
- intern,
- nurse,
- hospital or
- clinic personnel

that are engaged in...

- the examination,
- care,
- treatment or
- research of persons,
- and any other...**
- health practitioner,
- psychologist,
- mental health
- professional,
- social worker,
- day care center worker
- or other child-care worker,

- juvenile officer,
- probation or parole officer,
- jail or detention center
- personnel,
- teacher,
- principal or other
- school official,
- minister as provided by
- section 352.400, RSMo,
- peace officer or
- law enforcement official, or
- other person with the
- responsibility for the
- care of children

WHEN

There is reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect.

Abuse is defined as: "Any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody, and control, except that discipline including spanking, administered in a reasonable manner, shall not be construed to be abuse."

Neglect is defined as: "Failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for the child's well-being."

HOW

A report may be made to any law enforcement agency or juvenile office, although this does not take the place of making a report to the Children's Division via the state's reporting hotline.

☞ **Our mandate is to report – not to investigate or prove.**

**Missouri
Children's
Division Hotline**
(800) 392-3738

The information presented above is based on current Missouri statute 210.115.1 RSMo. Mandated reporting should always be done in accordance with the most recent local and state laws applicable to the location of the subject abuse/neglect.

Social Media Use Doesn't Mean Unfriending #Ethics

As professionals with ethical mandates regarding confidentiality, boundaries and conduct, we can not ignore the complexities in dealing with social media.

However, we can use the NASW Code of Ethics in conjunction with agency policies and supervision to navigate the digital landscape.

With respect to the information we choose to put on-line, a single sentence in 4.03 provides a clear mandate: "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." Even with finely tuned privacy settings, online content ultimately has the potential to reach anyone. Combined with the lack of context that might skew a random post or photo, we should be confident that any of our online content represents us both personally and professionally.

➔ *The NASW sections on Informed Consent (1.03), Conflicts of Interest (1.06) and Privacy and Confidentiality (1.07) provide the overarching principles we use to protect the populations we serve.*

➔ **Use the following discussion guide with your colleagues, supervisors and students to establish a culture for handling social media.**

*Should you ever 'friend' a client?
Now that the opportunity exists, is it
harmful to the professional relationship
to decline?*

*Is it ethical, for example, to include some
of the outline of a client interaction in
a post?*

*Should we be allowed to blog or post or
tweet about our organizational life, including
frustrations with our practice settings?*

*Given the viral nature of social media use
(reposting, tagging, etc.), are there truly ways
to receive informed consent from our clients
for their participation?*

Questions adapted from Melinda K. Lewis at www.melindaklewis.com

Skills-based Learning: The Evolution of “Doing”

Historically, students have had difficulty describing their practicum experiences in the context of applied learning and resorted to listing the tasks they did.

Office of Field Education & Community Partnerships (OFE&CP) is aiming to change that by incorporating the use of skills-based language in field advisement, integrative seminar and the mid-point site visit. Students will regularly be asked to describe their field experience drawing from a word bank of skills and work characteristics.

As we integrate the language of skills based learning into the fabric of the practicum experience, students can use it to communicate strengths, interest areas and growth opportunities as well as to monitor and evaluate their learning.

Field Instructors will be a key part of the skills based learning process as students communicate using this language on their Educational Learning Agreements and during weekly supervision.

The mid-point site visit will be an opportunity for OFE&CP staff, the Field Instructor and the student to assess progress and re-focus remaining skill-building activities as needed.

“Students need a common language not only to share their experiences with each other but to represent their skills consistently in field experiences, on resumes and in job interviews.”

Nicole Brueggeman,
Associate Director of Applied Learning

➔ **Incorporate the skills and work characteristics the student identifies into your weekly supervision as an agenda item. This is another means of monitoring applied learning outcomes.**

Student Impact: Notes from the Field

Student: Caroline Olstad, MSW/MPH, 2014 | Agency: INTERSOS | Location: Nairobi, Kenya



Describe your practicum experience.
My practicum was with INTERSOS, an Italian humanitarian aid organization that works worldwide

What was your role as a social work & public health professional?
A large part of my role was to assist with the remote

management of a hospital and five health clinics in Somalia. I drafted two program proposals, prepared a workshop, evaluated health and nutrition programs, reported outcomes to donors and created communication materials.

in areas of conflict and disaster to provide social services to vulnerable populations. I worked in their Kenya office which remotely manages their aid programs in Somalia.

management of a hospital and five health clinics in Somalia. I drafted two program proposals, prepared a workshop, evaluated health and nutrition programs, reported outcomes to donors and created communication materials.

How did you make change happen?
One of the proposals I crafted was for a feeding program for tuberculosis patients in a Somali hospital, and the other proposal was to support HIV/AIDS programs serving women and children in high-incidence areas of Kenya. The workshop I created was for all the health and nutrition staff in the Somali capital of Mogadishu.

How did this experience influence you as a professional?

Working with INTERSOS gave me international experience planning, implementing and evaluating community health programs. Somalia experienced much instability this summer including the attack on the U.N. compound in Mogadishu, a polio outbreak and Doctors Without Borders abruptly ending all their programs in the country. Although situations like these made working on health programs in Somalia challenging, they were also a great lesson in being adaptable when working with difficult scenarios abroad.

Student: Andrew Sheeley, MSW '14 | **Agency:** BJC HealthCare | **Location:** St. Louis, Missouri

Field Instructor: Deborah Mays, MS, *Director of Emergency Preparedness & Safety, BJC HealthCare*

ANDREW SHEELEY

Describe your practicum experience.

In order to support BJC's workplace violence prevention program, my practicum involved research on effective workplace violence prevention interventions, evaluating BJC's current program, designing new evidence-based training and producing this training in the form of an interactive video and group session.

How are you making change happen?

I developed an evidence-based approach to be adopted through training by professionals at BJC Healthcare, drafted a proposal for its development and I am working across the organization to produce and implement this new training.

How did this experience influence you as a professional?

The person-in-the-environment perspective has proved essential in my ability to successfully investigate and research workplace violence. Designing and producing the de-escalation training has afforded me a better understanding of navigating a large organization like BJC Healthcare.



DEBORAH MAYS

What was your primary objective with this practicum?

Andrew's final deliverable is a short video on

de-escalation techniques which will be shown to 27,000 BJC employees as a workplace violence training module. He was responsible for a literature search for current information and best practices, observation in high risk areas, development of the script as well as coordination with our video development team in Media Services.

What is unique about the social work perspective Andrew brings?

Andrew's social work perspective allows him to objectively look at the situations that we have in health care with acutely ill patients, worried family members and integrate it into a product that also recognizes the concern for safety on the part of the health care worker.

How is Andrew making change happen?

With Andrew's help on this project, it will allow our employees to have some critical information on de-escalation in order to minimize the potential for physical altercations within the health care environment. His work will allow this training to be done both economically and in a timely manner.

Nominate your public health student for the **MPH Outstanding Practicum Student Award** by **March 7, 2014**

Student: Rachel Smidt, MPH '14 | **Agency:** Washington University in St. Louis
Location: Cap Haitien, Haiti and Meds & Food for Kids



What was your role as a public health professional?

Working on this study allowed me to do first-hand data collection and conduct surveys as well as to enhance my data entry and data cleaning skills.

How did you make change happen?

During this practicum, I worked on a formative research project looking at the benefits of a peanut butter paste supplement to pregnant women in an urban community in Cap Haitien. I had the opportunity to write and administer my own qualitative survey.

Describe your practicum experience.

I was part of the joint research study between Dr. Lora Iannotti from the Brown School and Meds & Food for Kids. The study focused on the efficacy of a new peanut butter-based food supplement, Vita Mamba, for school aged children. The study aims to measure improvements in height and weight as well as decreased anemia rates and school absences.

PRACTICUM AWARDS NOMINATIONS

The **Dr. Clara Louise Myers Outstanding Practicum Student Award nominations** are due **March 7, 2014**.

This award is given to recognize one outstanding student in the MSW program from each of the following concentration areas:

- Children, Youth & Families
- Mental Health
- Gerontology
- Health
- Social Economic Development
- Individualized

Students who are completing a concentration-level practicum and graduating December 2013, or May/August 2014 are eligible candidates. These students should demonstrate initiative, self-awareness and commitment to the ethical values of the social work profession.

Professional Development Workshops

**When the Digital World Takes Over:
Compulsivity and Technology** – 3 CEUs
Friday, February 21, 2014; 1:00-4:00 p.m.

This workshop will examine compulsivity as it relates to technology. We will address the most common areas in which use of technology can become extreme and problematic, including pornography and cybersex, gambling and auctioning, shopping, and social media.

**Re-engineering Your Leadership Approach:
Building from Strengths for Maximum Results** – 6 CEUs
Friday, February 28, 2014; 8:30-11:30 a.m.

This interactive workshop will focus on 5 essential skills of Appreciative Leadership – Inquiry, Illumination, Inclusion, Inspiration and Integrity – preparing leaders to practically apply these concepts within their teams.

**Nuts & Bolts of Data Management: Tools & Techniques
to Prove Your Effectiveness** – 6 CEUs
Fridays, February 28 AND March 7, 2014; 1:00-4:00 p.m., both days

Learn essential elements of survey design to improve the quality of your data. Participants will be introduced to software tools (such as MS Access) and learn their key advantages to enable you to meet

funder reporting requirements, year after year. The class will also learn about the role of employee training to ensure that these tools are used properly and implemented successfully.

**Coaching: Improving Your Ability to Give and
Receive the Feedback Needed to Excel** – 3 CEUs
Friday, April 4, 2014; 1:00-4:00 p.m.

This session will provide an understanding of the major types of coaching and feedback on your current ability to coach others. A structured approach to coaching will be presented, along with a discussion of coaching pitfalls. This class will increase your comfort and skill discussing your own performance strengths and weaknesses, as well as those of other people.

We offer a 40% discount to Brown School field instructors. Most of our classes are eligible for Missouri & Illinois Social Work continuing education units (CEUs). For complete course information and to register, visit brownschool.wustl.edu/profdev.

News at the Brown School

OFE&CP



Jason Ecker, LMSW, '11, CRAADC, joined the Office of Field Education & Community Partnerships this November as an applied learning facilitator - responsible for conducting Integrative Seminar, supporting students in their practica, conducting site visits and completing special projects.

Jason holds both Bachelor of Science in Business Administration and Master of Social Work degrees from

Washington University and before returning to graduate school in 2009, Jason spent 13 years as a management and technology consultant with Accenture where he helped large organizations to implement business process best practices and new technology.

Prior to this staff appointment, Jason served the Brown School as a teaching assistant, field instructor and adjunct professor. He spent the last three years in direct practice as a substance abuse and mental health counselor at the Harris House Foundation. His professional social work interests lie in the treatment of co-occurring disorders and the proliferation of high quality mental health service offerings accessible to the LGBTQ population.

Matt Kreuter Named Associate Dean for Public Health



Matthew W. Kreuter, PhD, professor, has been named associate dean for public health. The appointment was effective July 1, 2013. In this role, Kreuter will oversee all aspects of the MPH degree program – an innovative curriculum that uses transdisciplinary problem-solving approaches to help students apply principles to improve population health, particularly among vulnerable populations.

Public Health Adds Specializations

As the Brown School's MPH program continues to evolve, specializations in Global Health and Epidemiology & Biostatistics are being introduced to best prepare interested students for some of the most complex public health challenges. Associate Dean Kreuter reports, "Student interest has been high not only among current students, but also new applicants to the MPH program for next fall."

New Building Groundbreaking

The Brown School has launched an exciting expansion project on Washington University's Danforth Campus set to open in Summer 2015. A new building, as well as renovations to Brown Hall and Goldfarb Hall, will support the growth of social work, public health, and public policy at the school.

➔ brownschool.wustl.edu/Building

Field Instructor Appreciation Day

Friday, March 14, 2014 | 8:00 a.m. – 3:00 p.m.

Brown School at Washington University in St. Louis
Registration deadline: Friday, February 28

8:00 – 9:30 a.m. Continental Breakfast

Early Bird Workshop – 1.5 CEUs

Barriers and Pathways to Implementing Empirically Supported Treatments in Human Service Organizations

Dr. David A Patterson Silver Wolf
(Adelv unegv Waya)
*Assistant Professor, Brown School
at Washington University in St. Louis*

9:30 a.m. General Conference Registration

9:45 – 11:45 a.m. Keynote Speaker – 2 CEUs
Implementing Recovery-Oriented Practices in the Real World: Notes from the Field

Michael A. Mancini, *PHD, MSW*
*Associate Professor, School of Social Work
Saint Louis University*

12:00 – 1:00 p.m. Lunch,
Brown Lounge

1:15 – 3:15 p.m. Afternoon Workshop – 2 CEUs

Empowering Mandated Reporters to Protect Children

Cherisse Thibaut, *MSW, LMSW*
Missouri Kids First

–OR–

Mindfulness Practices for Self-Care and Awareness

Leah Nguyen, *MSW '08*
Wellness Coordinator, Brown School of Social Work
Rachel Green, *MSW Candidate '14*
Mindfulness Instructor, Brown School of Social Work

[Click here to register.](#)

FIELD EDUCATION AND COMMUNITY PARTNERSHIPS CALENDAR

SPRING 2014		SUMMER 2014	
FEBRUARY	MARCH	MAY	JUNE
7 *Session 4: Cultural Competence in Supervision A.M. at UMSL	7 MPH Outstanding Practicum Student Nominations Due	1 Final Evaluation of Practicum Due (spring semester)	2 ELAs due (summer semester)
7 *Session 4: Cultural Competence in Supervision P.M. at UMSL	7 Dr. Clara Louise Myers Outstanding Practicum Student Award Nominations Due	2 * Session 5: Field Instructor as Teacher, Mentor & Supervisor A.M. at Fontbonne	
10 ELAs Due (spring semester)	10-14 Spring Break	2 * Session 5: Field Instructor as Teacher, Mentor & Supervisor P.M. at Fontbonne	
	15 Field Instructor Appreciation Day (Registration ends February 28)	16 Commencement	
		19 Summer Semester Begins – First Day of Classes	
		19 Practicum Registration Due (summer semester)	
		30 *Session 6: Evidence-based Practice and Field Instruction P.M. at Brown School	

* Collaborative Training Sessions

A.M. sessions –are from– 9:00 a.m.-12:00 p.m.

P.M. sessions –are from– 1:00 p.m.-4:00 p.m.

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