I. COURSE DOMAIN AND BOUNDARIES

The Integrative Foundation Field Practicum Seminar is a fundamental component of the foundation practicum curriculum and provides an opportunity for students to apply theoretical models in the practice setting. The purpose of the seminar course is to integrate what students are learning in their curriculum and practicum settings through an experiential applied learning process. Students are encouraged to share their experiences and demonstrate professional development through the recognition of skills, competencies and evidenced based practice models.

The seminar provides a supportive environment that facilitates professional social work practice through increased self-awareness, and emphasis on the application of social work knowledge and skills. Students will build competence in areas of self-awareness, social work practice, diversity, challenges, ethical issues, decision making and professionalism.

This seminar will strongly emphasize a student’s ability to:

- Develop a “generalist” perspective, and reflect on its relevance to leadership development in social work.
- Integrate empirical and practice-based knowledge and develop professional competence.
- Enhance professional development through the recognition of knowledge, skills and attitudes.
- Appreciate the value of diversity in practice with a strong emphasis on social justice and utilizing an equity lens in practice settings.
- Demonstrate evidence-based practice through professional judgment and decision-making models.
- Demonstrate the acquisition of the Council on Social Work Education (CSWE) Core Competencies.
- Document the field education experience by completing and submitting the required documentation for the Office of Field Education (OFE). This includes the Educational Learning Agreement (ELA), self-evaluation, timesheet, and practicum assessment.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown: Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.
Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the aforementioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

All required readings are listed on Blackboard and organized by session number. Supplemental documents can also be found on Blackboard in the Supplemental Documents folder.

COMMON PEDAGOGICAL ELEMENTS

- **Application of Learning**: Students integrate and apply their didactic (classroom) learning in their practicum setting. This learning is processed through written reflection and verbal discussion.

- **Educational Learning Agreement (ELA)**: Students, along with their field instructors, are required to plan and develop their learning agreement to demonstrate how their task, activities and goals will meet the social work competencies, and guide their foundation-level practicum experience.
• FLAIR Integration (EBP Project): Students are expected to apply the evidence-based practice process, FLAIR, at their practicum sites: Formulating an empirically relevant question, Locating the best available evidence, Assessing the quality of the evidence found, Integrating the evidence with professional judgment, client factors, and social context, and Reviewing the process. This integration requires to connect professional decision making and judgment with the NASW Code of Ethics.

• Reflection Assignments: Students develop and submit 3 (personal, professional and career-focused) reflections to assist them in integrating their learning from classroom to practice. Reflection assignments also provide an opportunity for students to reflect on their learning in the practicum settings and well as their professional development.

• Evaluation of Professional Practice: Students will arrange a professional development (one on one) meeting with their seminar instructor. These meetings are designed to facilitate dialogues with students about their personal and professional development. Students will choose from a menu of field advisement options prior to the meetings.

VI. ORGANIZATION OF SEMINAR

The seminar meets for two hours, eight times during the semester and may consist of facilitated discussions, guest speakers, presentations, educational videos, activities and group projects. Students must be accumulating practicum hours at an affiliated field site with an affiliated field instructor and have an approved Educational Learning Agreement (ELA) in order to attend the seminar.

VII. ROLE OF SEMINAR INSTRUCTOR AND STUDENTS

Integrative Seminar Facilitator/Role of Field Advisor
The Integrative Seminar Facilitator (also known as the Field Advisor) will provide a supportive learning environment that includes information via readings, lectures, facilitated discussions and practical examples. The facilitator will introduce material on which to base student case discussions and will conduct the mid-point site visit to monitor student progress in the field. The Integrative Seminar Facilitator/Field Advisor will hold weekly office hours and also be available to students by appointment.

Role of Students
Seminar discussions will be guided by the readings, assignments, and practicum experiences of students; therefore, attendance and participation at all class sessions is vital and required. Participation is defined as: being prepared for seminar by completing required readings; active involvement in seminar discussions; and timely and thorough completion of written assignments – including the ELA (See assignment details).

Class Attendance and Participation: Attendance and participation are required in this course. Attendance is defined as being on time and present throughout seminar. Participation is defined as preparation for seminar by completing required readings, active involvement in seminar discussions and timely and thorough completion of written assignments – including the Educational Learning Agreement (ELA). In the event of an illness or emergency that will prohibit attendance or participation in seminar, students should contact the instructor as soon as possible. 2 absences will result in failure of the seminar course.

Students are expected to consider how the various seminar topics relate to their foundation practicum experience, contribute relevant comments and engage in discussion pertinent to the topic. Participation in seminar discussions is an essential aspect of integrating classroom and field knowledge. Emphasis will be placed on the quality and relevancy of student engagement, and those students not prepared for in-seminar exercises and discussions will lose participation points.
**VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Cognitive Processes, Skills</td>
</tr>
<tr>
<td>Critical Reflections (3)</td>
<td>C1, C2</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Agency Site Presentations</td>
<td>C2, C3, C4</td>
<td>Knowledge, Cognitive Processes, Skills</td>
</tr>
<tr>
<td>EBP Project (FLAIR)</td>
<td>C4, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Mandate Reporter Online Training</td>
<td>C1, C3, C6, C7, C8</td>
<td>Knowledge, Skills, Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class discussions related with integration theory and practice</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Cognitive and Affective Processes, Skills</td>
</tr>
<tr>
<td>In class activity: Case Study on Ethics</td>
<td>C1, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>In class activities: EBP Question and Literature review</td>
<td>C4, C6, C7, C8</td>
<td>Knowledge, Cognitive and Affective Processes, Skills, Values</td>
</tr>
</tbody>
</table>

**IX. ASSIGNMENTS AND GRADING CRITERIA**

Assignments for this seminar will consist of in-seminar exercises, reflection assignments, ELA submissions, and the EBP Project. Your grade in this course (Pass/Fail) will be based on:

- the quality of your seminar participation and the depth of understanding demonstrated
- the clarity of your expression and the organization of your ideas, both in seminar discussion and also in written work
- completion of assigned work in a timely and thorough manner

A “Pass” grade in seminar requires **successful completion of the following**

- Educational Learning Agreement (ELA) – Draft/Final: 10 points
- Reflection assignments (3): 15 points
- Agency Site Presentation: 10 points
- One on One meeting: 5 points
- Mandated Reporter Online Training: 5 points
- EBP Project (FLAIR): 15 points
- Attendance/Participation (8 seminars @ 5 points per seminar): 40 points

**Assignment Details:**
The Educational Learning Agreement (ELA) is a learning contract between the student, the field instructor and the school which provides an overview of your field work/practicum responsibilities and outlines the process for meeting the specific practice behaviors outlined for each social work and/or public health competency. The content of this learning agreement should be written in conjunction with your field instructor.

**ELA Draft:** A draft of your ELA is due: a) before you complete 40 hours of practicum or b) at the latest on **Thursday, February 1, 2018. You can submit your draft via Blackboard.** The draft will be returned with comments (via Blackboard) within one week of submission. This will provide students with the opportunity to make revisions before submitting the Final ELA. If revisions are suggested by the instructor, these will need to be reviewed and approved by the instructor prior to the final submission of the ELA on Blackboard.
ELA Final: Students will submit the final ELA (once the revisions of the ELA draft have been addressed) via Blackboard as a completed in fillable MS Word document with electronic signatures by the due date of Thursday, February 15, 2018.

Reflection Assignments (3): The purpose of the reflection assignments is to provide students the opportunity to help students articulate and describe their thoughts, observations, insights, and perspectives about their field placement. Students can use reflections to explore their learning including but not limited to challenges, diversity, social justice, ethical considerations, faith and spirituality, self-awareness and the integrate of theory and practice. Each reflection assignment should be a minimum of one page and can be written in first person narrative using freeform writing, letter writing, poetry, collage art, drawing or other creative expression to describe your reflections of your practice experience. If students submit an artistic reflection assignment, a one-page summary should accompany the piece to provide the facilitator with context and/or commentary. A list of possible topic prompts is located on Blackboard as part of each Reflection assignment.

Reflection assignment #1: Due Thursday, March 8, 2018; Reflection assignment #2: Due Thursday, March 29, 2018; Reflection assignment#3 Due Thursday April 19, 2018

Agency Site Presentations: Each student will present their field practicum agency to their classmates in the seminar class. Agency presentations will require use of an approved format from their seminar instructor within two weeks of the scheduled presentation date. Additional presentation guidelines are located on blackboard. The presentation should include the following:

I. Name and location of the organization
II. Agency’s mission, goals, objectives, organizational structure and context within the community
III. The impact of social conditions as it relates to the client population
IV. Implications for the social work discipline

Due February 22, 2018 in class. The rubric will be distributed on Blackboard and creativity is strongly encouraged.

Mandated Reporter Online Training: Students will complete a self-paced online mandated reporter training. This online training is designed to provide students with the necessary information, procedures, policies and requirements for mandated reporters in Missouri. Students will provide a hard copy of their certificate of completion to their instructor by Thursday, April 5, 2018.

Professional One on One Meeting: Students will arrange a professional development (one on one) meetings with their seminar instructor by February 2, 2018. These meetings are designed to facilitate dialogues with students about their personal and professional development. Students will choose from a menu of field advisement options prior to arranging meetings. A signup sheet for the professional meeting will be distributed during the first seminar class.

EBP Assignment: The EBP assignment consists of completing the Decision-Making Guide which addresses each of the four circles of the EBP model. The assignment (including the FLAIR packet) is electronically available as a Word document on Blackboard. More specific details of the assignment will be posted on Blackboard and discussed in class. Due May 3, 2018.

Assignment will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBP question &amp; Review of Literature (at least 5 sources)</td>
<td>5</td>
</tr>
<tr>
<td>Decision Making/Implementation</td>
<td>5</td>
</tr>
<tr>
<td>Review of the EBP Process and Outcomes/Reflection</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>15</td>
</tr>
</tbody>
</table>

LATE ASSIGNMENTS: Late assignments will be deducted 1 points for each day late. Please see the instructor in advance of the due date if there are extenuating circumstances (e.g., injury, illness, birth or death in the family).
X. COURSE OUTLINE

Session 1: January 25, 2018
Introduction to the Seminar

A. Topics:
   - Introduction to Seminar (Introductions and overview of the class structure and content, explanation of assignments)
   - Developing the Educational Learning Agreement (ELA)

B. Readings:
   1. The Office of Field Education Handbook


C. Assignments:
   - ELA: Complete your first draft of your Educational Learning Agreement (ELA) in cooperation with your agency field instructor or task instructor by February 1, 2018.
A. **Topics:**
   - Discuss ELA drafts (drafts will be reviewed and electronically returned for revisions, revisions must be reviewed and approved by instructor prior to submission to OFE.)
   - Exploring the stages of practicum

B. **Readings/Videos**
   1. How to use others' feedback to learn and grow
      a. [https://www.youtube.com/watch?v=FQNbaKkYk_Q](https://www.youtube.com/watch?v=FQNbaKkYk_Q)
   2. Soup-Kitchen Volunteers Hate College-Application-Padding Brat

C. **Assignments:**
   - ELA (final) due February 15th.

**Session 3: February 22, 2018**
Theory and practice: Where is the Evidence Based in the Field?
Agency Presentations

A. **Topics:**
   - *Agency Presentations*
   - What are agencies' organizational structure and context?
   - What different ways are there to communicate agency descriptions?

B. **Readings**: (Located on Blackboard)

**Session 4: March 8, 2018**
Diversity in the Practice Setting
*Cultural humility and EBP*

A. **Topics:**
   - How can I be intentional and careful when working with diverse identities, perspectives, and values at the practicum site?

B. **Readings/Videos:**
   1. Waiting for unicorns: The supply and demand of diversity and inclusion
   2. Trauma and racism: (pp.1-18)

   **Assignments:**
   - **Reflection Assignment** (See Reflection topics in Assignment and Grading Criteria section of syllabus)

**Session 5: March 22, 2018**
Stress Management: Self-care, burnout, reflection
*Guest Speaker Career services*

A. **Topics:**
   - Self-Care, and Self Improvement: Preventing Burnout
   - Connecting to your why
   - Developing resiliency
B. Readings:

2. Mindfulness: 10 Lessons in Self-Care for Social Workers

3. 7 self-care tips for nonprofit professionals

C. Assignments:
- **Reflection assignment due March 29** (See Reflection topics in Assignment and Grading Criteria section of syllabus)

Session 6: April 5, 2018
Ethics and Values
How to negotiate ethics in the work place?

A. Topics:
- Applying the NASW Code of Ethics: discussion of student ethical issues at practicum
- Social Work Values and Personal values
- Frameworks for ethical dilemmas

B. Readings/Videos:

C. Assignments:
- Missouri Online Mandated Reporter Training: [http://conta.cc/2fmp6XI](http://conta.cc/2fmp6XI)

Session 7: April 19, 2018
Social, Economic, and Environmental Justice

A. Topics:
- Approaches to integrating social, economic and environmental justice in practice settings
- What is the landscape in St. Louis area?
- How can agencies collaborate around these larger issues?
- What is my role in social change?

B. Readings:

2. Environmental Justice: RFT article: 10 Racist things about St. Louis

C. Assignment
- **Reflection Assignment** (See Reflection topics in Assignment and Grading Criteria section of syllabus)

Session 8: May 3, 2018
Pulling the experience forward

A. Topics:
- FLAIR assignment: reflecting on the process and product
- Review ELA
• Review Seminar Course
• Conclusion of Seminar
• Concentration Practicum: thinking ahead and being proactive!

B. **Readings:**
   None

C. **Assignments:**
   • FLAIR Integration Assignment DUE via Blackboard by start of class