

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK
Practicum Syllabus and Calendar
SW447A – 01 (Fall 2024)
SW 447B – 01 (Spring 2025)
Specialized Year—Practicum Education II

Faculty

Eugenia Correia Knight, MSW, LICSW- Director of Practicum Education & Associate Professor of Practice

Jeannine Chester, MSW, LICSW - Associate Director of On Ground Practicum Education & Associate Professor of Practice

Erika Peter-Harp, MSW, LICSW - Asst. Director of Practicum Education & Associate Professor of Practice

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Course Description

Practicum education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in their SW Practice class. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community.

Learning goals include: Adaptation to the social work role in your agency; the development of self-awareness of your own feelings, strengths, and learning needs; the ability to conceptualize and articulate both the client's and your own issues; the ability to use supervision; awareness of social identity and the dynamics of power and privilege; and beginning assessment, interviewing, and intervention skills.

Course Materials

The Practicum Manual is available online at:

<http://internal.simmons.edu/students/ssw/msw-students/Practicum-education/Practicum-education-manual>

Tevera, the website in which the Learning Plan and end-of-term Evaluation will be completed, can be found here: <https://simmons.tevera.app/#/login>. Logins and passwords for Tevera will be emailed to students and Practicum Instructors when placement begins.

Council on Social Work Education (CSWE) Core Competencies & Practice Behaviors

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. This course will address and assess the attainment of all competencies and observable behaviors:

Competency	Observable Behaviors	Dimension (knowledge, values, skills, cognitive/affective processes)	Assignments
Competency 1: Demonstrate Ethical and Professional Behavior	<p>Seek and utilize feedback in supervision to identify and deepen areas of growth and guide professional development in clinical practice (including the use of technology)</p> <p>Anticipate, identify, and attend to ethical tensions and apply a framework rooted in the NASW Code of Ethics to guide decisions in clinical practice</p> <p>Understand and manage one's own emotional responses in the best interest of the client system</p> <p>Consistently demonstrate integrity and professional behavior in: appearance, communication (oral and written), and reliability in accordance with standards identified by the SSW, Practicum agency, and professional codes</p> <p>Use values and frameworks of the profession to effectively engage in inter-professional partnerships and collaborations</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1</p>
Competency 2: Engage Diversity and Difference in Practice	<p>Consistently identify the impact of inequities, diversity, difference, and oppression upon life experiences and the provision of services</p> <p>Apply the skills associated with cultural humility, and the knowledge of social inequality to engagement, assessment, intervention, and</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>

	<p>evaluation at all levels of clinical practice</p> <p>Use Process Recordings and supervision to examine and enhance self-awareness of one's own attitudes and beliefs regarding stereotyping, bias and power-imbalances in practice client systems</p> <p>Commit to raising their social consciousness in the interest of challenging the structures of racism and other forms of oppression</p>		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>Identify and analyze social justice issues impacting the provision of client services</p> <p>Participate in agency or community level policy practice or social action strategies to promote human rights and social, economic, and environmental justice policies and services</p> <p>Consistently identify and practice targeted advocacy strategies and serve to improve client outcomes at applicable levels</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<p>Locate, identify, and select evidence-informed practices</p> <p>Demonstrate evidence-informed practice in one's own direct clinical practice and system of service delivery</p> <p>Critically consider practice and organizational context to identify priority for process, outcome evaluation and/or needs assessment in supervision and discussion with Practicum agency staff</p> <p>Formulate an evaluation plan designed to improve client outcomes, and/or</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>

	programmatic efforts, with attention to potential areas for social action		
Competency 5: Engage in Policy Practice	<p>Evaluate social welfare or economic policies that are relevant to clinical social work practice and assess the impact on individuals or families</p> <p>Analyze advocacy needs within a clinical setting and propose a plan for implementation.</p> <p>Articulate a deeper understanding of how social welfare policies can either improve or negatively impact client well-being</p> <p>Develop a plan to apply skills in policy practice with aim of achieving policy change</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>Consistently demonstrate active listening, attending, and reflecting skills</p> <p>Consistently demonstrate the patience that is required to build trust</p> <p>Create a collaborative working alliance before moving into problem solving</p> <p>Identify and utilize one's own social identity to enhance the engagement process</p> <p>Seek supervision and mentorship to enhance effective use of self in practice</p> <p>Use the six core values (social justice, importance of human relationships, dignity and worth of the person, integrity, competence and service) of the social work profession to guide decision-making regarding approaches to engagement</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<p>Demonstrate the effective use of a mental status exam in the appropriate context</p> <p>Demonstrate the use of evidence-based assessment tools to assess for safety and well-being</p> <p>Demonstrate confidence in the ability to explore all domains of client systems' life and functioning</p> <p>Demonstrate the capacity to develop an evidence-informed hypothesis of client functioning based on social work paradigms</p> <p>Consistently practice the skills of empathy, attending, and affective exploration to elicit a client-centered picture of the strengths and challenges with which the client system interacts</p> <p>Demonstrate an ability to identify the ways in which their own biases and social identities impact the assessment process</p> <p>Assess client systems from a client-centered perspective, which honors life experiences, personal beliefs, current functioning, strengths and challenges, and barriers related to oppression and marginalization</p> <p>Demonstrate knowledge of distinct practice approaches in formulations</p> <p>Write a clear and concise assessment that reflects multi-dimensional understanding of the client/client system</p>	<p>Knowledge, Skills, Affective and cognitive processes.</p>	<p>Assigned internship activities, Process Recordings</p>
Competency 8:	<p>Demonstrate the effective use of a mental status exam in the appropriate</p>	<p>Knowledge, values, skills,</p>	<p>Assigned internship</p>

<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>context throughout the intervention process</p> <p>Demonstrate the skills necessary to effectively manage and attend to crises</p> <p>Use evidence-informed practices for interventions that are consistent with client systems' needs, strengths, and challenges</p> <p>Use information established during the engagement phase, and learned in the assessment phase, to inform interventions</p> <p>Determine ongoing treatment needs, access resources, and facilitate referrals as needed</p> <p>Remain attentive to eco-systemic factors that influence the treatment planning process</p> <p>Consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment</p> <p>Engage client systems in a process that honors their thoughts, values, and beliefs with regard to developing mutually agreed upon approaches to treatment</p> <p>Collaboratively create treatment plans with client systems that accurately reflect needs, challenges, strengths and eco-system factors</p> <p>Demonstrate awareness of the ways in which use of self, biases, and one's own social identities create a lens through which client systems are interpreted</p>	<p>cognitive and affective processes.</p>	<p>activities, Process Recordings, Assignment #1</p>
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	<p>Demonstrate an understanding of the ways in which oppression, structural and systemic challenges pose barriers to treatment planning</p> <p>Use supervision to explore challenges in the intervention and treatment planning process</p>		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>Create client-driven service plans that include evidence-informed, measurable outcomes</p> <p>Use the evaluation process to enhance practice in the agency setting</p> <p>Use evaluation findings to modify client interventions or improve program level effectiveness</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1</p>

This course also addresses the following Massachusetts Department of Elementary and Secondary Education Subject Matter Knowledge for School Social Worker/Adjustment Counselor (All Levels):

A. Principles of therapeutic relationships.

Course Expectations and Evaluation of Student Performance

Practicum education is a central component of your graduate education. Students are required to be in Practicum for **720 hours in their Specialist (Advanced) Year placement**. This is a course in which credits are awarded, and a grade is issued at the completion of each semester. Students are graded on a Pass/Marginal Pass/Fail basis. Evaluation of students' performance is based on:

Practicum Performance: Students' performance in Practicum is discussed during the Practicum visit and is documented in the Learning Plan and end of semester Evaluation, completed by both the student and the Practicum Instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of Process Recordings and supervision each week of placement. Students are expected to meet the required hours in Practicum each term.

Written Assignments: Students are expected to complete all written assignments as outlined in the Practicum syllabus and described by the assigned Practicum Liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned Practicum Liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

Attendance, Attentiveness and Punctuality:

- Students are expected to follow the schedule of the Practicum agency and Practicum Instructor and are expected to set and follow a regular schedule throughout the placement.
- **Inclement Weather:** Students follow agency protocol in the event of inclement weather.
- Students who intend to adjust their Practicum placement schedule after the start of the term must receive approval from their Practicum Instructor, Practicum Liaison, and the Practicum Department.
- **Sick Leave:** In the event of illness, students are allotted three (3) sick days for the academic year.
- **Vacations:** Vacation time generally follows the SSW calendar. In school placement settings, students follow that school's vacation schedule. Other exceptions may exist.
- **Holidays:** Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is open, the student is expected to report to their Practicum placement.
- In rare circumstances where students need to be out of placement for more than the allowed three days, they must notify their Practicum Liaison and Practicum Instructor and receive approval from their placement agency, and make plans to make up the time missed.
- Students must continue in their Practicum placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

Grading Policy and Criteria for Grading

Practicum education is a central component of a graduate social work education. Practicum will be graded each semester with Pass, Marginal Pass or Fail.

Pass (P)	Satisfactory to excellent performance
Marginal Pass (MP)	Unsatisfactory to marginal performance
Fail (F)	Failing performance

Please refer to the Practicum Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the [*MSW Student Handbook*](#) for the policy on grievances of final grades.

For further information on the school's Grading Policy, please refer to the *MSW Student Handbook*.

Criteria for Grading:

This is a course in which credits are awarded and a grade is issued at the completion of the semester.

Students will be considered for a passing grade if they:

- Complete all assignments due to the agency Practicum Instructor and Simmons Practicum Liaison, as outlined throughout the syllabus. Each assignment is due on the date noted in the syllabus; any exception must be discussed in advance with your Practicum Liaison.
- Display professional behavior in all areas, including punctuality and attendance.
- Demonstrate growth in the learning process (to be reflected in the performance evaluation, located in Tevera) consistent with a passing grade. The agency Practicum Instructor, in consultation with the Simmons Practicum Liaison, will evaluate this growth.
- Complete the Practicum placement hours as required. These expectations can be found in the syllabus and Practicum education calendar.

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)
Engagement and Performance of Duties	
Unprofessional behavior includes but is not limited to excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of Process Recordings as required), lateness with paperwork, inadequate documentation, etc.	<p>Unethical behavior (including but not limited to violations of NASW Code of Ethics, Standards for Professional Practice, or Simmons Code of Conduct), or if unprofessional behavior is discussed with the student and the students' behavior fails to adhere to professional standards</p> <p>If a student stops attending placement (without Practicum Instructor and Department approval)</p> <p>If a student does not complete any of the work associated with the course</p>
Learning Goals	
Insufficient progress toward learning goals, as documented in the Evaluation	Insufficient progress toward more than half of the student's learning goals, as documented in the Evaluation
Communication	
Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships	Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or the student's

<p>with other students, faculty, and staff. Students may have made efforts to resolve these issues, but there is additional improvement needed to demonstrate the student's advancement in Competency 1: Demonstrate ethical and professional behavior. The Practicum Instructor, Practicum Liaison, and Practicum Department contact are in agreement that the student demonstrates the potential to improve with additional supports. Includes, but is not limited to, inadequate or inappropriate communication with supervisors about clinical work.</p>	<p>or university's relationships with other students, faculty, and staff. Depending upon the timing and nature of the behaviors, students have been made aware of problematic communication patterns and interpersonal skills and have made no effort to resolve these issues, as determined by the Practicum Liaison and/or Practicum Department.</p> <p>Fail is appropriate for instances when the Practicum Instructor, Practicum Liaison, and/or Practicum Department contact expressed concerns that the student's communication patterns and interpersonal skills may contribute to harm of clients or others in the professional setting.</p>
Supervision	
<p>Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary), and student has attended supervision only 4-6 times over the course of the term, has less actively participated in supervision, and has presented challenges taking feedback from supervisor.</p>	<p>Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary), and student has attended supervision 3 or fewer times over the course of the term, has not actively participated in supervision, or argues about supervisor feedback, delays implementation or application of supervisor feedback, only partially applies supervisor feedback, or complains to co-workers about supervisor feedback.</p>
Codes of Ethics, Professional Practice, and Conduct	
<p>Violation(s) of the NASW Code of Ethics, Simmons School of Social Work Standards for Professional Practice, and/or Simmons University Code of Conduct.</p>	<p>Severe (as determined by the University) and/or repeated violations of the NASW Code of Ethics, Simmons School of Social Work Standards for Professional Practice, and/or Simmons University Code of Conduct, including, but not limited to, instances where the student has been told to cease the conduct in question but continues to engage in the</p>

	some or all of the conduct or engages in different conduct that further violates the Standards for Codes.
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UNIVERSITY RESOURCES AND POLICIES

Writing Center

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online [here](#) or over the phone at (617) 521-2479.

Library Resources

Library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the University Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

Citations for References Used in Written Work

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 7th Edition (2019). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about *what* should be cited, please contact your instructor or the librarian.

These are other helpful resources for questions on format and how to cite properly:

- Simmons Library Guide to Citations for Social Work
<https://simmons.libguides.com/c.php?g=371789&p=2515087>
- Purdue OWL
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Statement on Plagiarism

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single-spacing and must be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

HIPAA Guidelines/Client Confidentiality

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments. Ensuring client confidentiality includes not stating the name of the agency, the actual name or initials of clients and/or the actual dates of services. For example, you would use “community health center,” “small public school,” or “large teaching hospital.” In terms of dates, use terms such as “past Fall” and not “October 2021” or “presenting complaint began about eight years ago when client was 10” (vs. “in 2010”).

Intellectual Property

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons University courses through online services– which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the University; and (2) lectures by instructors and/or notes based on those lectures. Such online services include but are not limited to Coursehero, Luvo and OneClass.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the University. Only the instructor and/or the University has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructors' lectures. Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the University, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

Simmons School of Social Work Policy on Observance of Religious Holidays

If the University is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you regarding missed work. Please refer to the [*Student Policy Handbook*](#) and Program Information for further clarification of school policies regarding observance of religious holidays.

See [here](#) for University Policies on the following:

- Academic Integrity
 - Accessibility Services
 - Sexual Harassment
 - Student Code of Conduct
 - Course Catalogs
 - COVID Absence Policy
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PRACTICUM CALENDAR

SW 447A and SW 447B

September	
Individual Practicum Liaison meetings via Zoom (date/time of meetings TBD between students and Practicum Liaisons)	
3	First Day of Practicum for Year II Students
October	
4	Due: Learning Plan Due: Process Recording #1 (24 hr students)
11	Due: Writing Assignment #1
18	Due: Process Recording #2 (24 hr students)
November	
Begin Fall Practicum Site Visits via Zoom	
1	Due: Process Recording #3 (24 hr students) Due: Process Recording #1 (16 hr students) Due: Fall Progress Report (completed by the Instructor)
11	HOLIDAY - Veteran's Day*
15	Due: Process Recording #4 (24 hr students) Due: Process Recording #2 (16 hr students)
27 - 29	HOLIDAY - Thanksgiving Recess Students are entitled to the Thanksgiving Recess from their Practicum
December	
Finish Fall Practicum Site Visits via Zoom	
6	Due: Mid-Year Evaluation Due: Process Recording #5 (24 hr students) Due: Process Recording #3 (16 hr students)
13	Last Day of Practicum for Fall Semester
23	HOLIDAY - Winter Break: University is closed December 23 - Jan 3
January	

6	First Day of Practicum for Spring Semester
20	HOLIDAY - Martin Luther King, Jr. Day*
31	Due: Process Recording #6 (24 hr students) Due: Process Recording #4 (16 hr students)
February	
7	Due: Writing Assignment #2
21	Due: Process Recording #7 (24 hr students) Due: Process Recording #5 (16 hr students)
28	Due: Spring Progress Report (24 hr students) (completed by the Instructor) Due: Process Recording #8 (24 hr students) Due: Process Recording #6 (16 hr students)
March	
Begin Spring Practicum Site Visits via Zoom (24 hr students)	
3 - 7	HOLIDAY - Spring Break*
10	Practicum Resumes after Spring Break
21	Due: Process Recording #9 (24 hr students) Due: Process Recording #7 (16 hr students)
April	
Finish Spring Practicum Site Visits via Zoom (24 hr students)	
11	Due: Process Recording #10 (24 hr students) Due: Process Recording #8 (16 hr students)
21	HOLIDAY - Patriot's Day*
25	Due: Final Evaluation (24 hr students) Due: Spring Progress Report (16 hr students) (completed by the Instructor)
May	
Spring Practicum Site Visits via Zoom (16 hr students)	
2	Last Day of Practicum (24 hour students) - unless otherwise determined with the placement and approved by the Practicum Department
12	Summer Practicum Placements Resume**

16	Commencement
26	HOLIDAY - Memorial Day*
30	Due: Process Recording #9 (16 hr students)
June	
Practicum Summer Liaison Transition Site Visits via Zoom (16 hour students)	
19	HOLIDAY - Juneteenth*
27	Due: Process Recording #10 (16 hr students)
July	
4	HOLIDAY - Independence Day*
25	Due: Final Evaluation (16 hr students)
August	
8^	Last Day of Practicum (16 hour students) - unless otherwise determined with the placement and approved by the Practicum Department

*Individual arrangements with agencies may be necessary to prevent interruption of client services during holidays and recesses.

- o Public school & other school placements follow the agency calendar; please consult Practicum Instructor for variations in placement dates.
- o For holidays that occur on Practicum days, students will follow the agency schedule.
- o See [Manual](#) for policy on religious holidays.

Students and Practicum Liaisons should schedule individual advising meetings during September and as needed throughout the year.

****Students in Placements Over the Summer (16 hour students)**

Accelerated and 16 hours per week students are entitled to a week off from May 2 – May 12, between the end of Spring session and the beginning of Summer session. The week may be negotiated between the agency & student to minimize disruption to services delivered to clients (this does not pertain to students placed in school settings).

^Summer dates have not yet been confirmed by the registrar (as of 7/31/24). These dates may be subject to change.

The 2024-2025 calendar is subject to change due to the COVID-19 pandemic and/or other circumstances

ASSIGNMENTS

Process Recordings

Process Recordings (PRs) are required, as they help increase students' awareness of self, improve critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the four column verbatim PR format and that they receive written feedback from their Practicum Instructors. It is recommended that all PRs are to be a minimum of five (5) pages in length. The PR outlines are available online at:

<http://internal.simmons.edu/students/ssw/msw-students/Practicum-education/Practicum-education-forms>

Students, along with their Practicum Instructors, are to complete ten (10) Process Recordings over the course of the placement. At the discretion of the Practicum Instructor, students may be expected and required to complete additional PRs. PR due dates determined by the student's weekly internship hours (24 hours or 16 hours per week).

A completed Process Recording includes both the student AND the Practicum Instructor's portions.

The Practicum Liaison will review Process Recordings prior to the Practicum site visit each semester: at least three (3) PRs for students in placement 24 hours per week and at least one (1) PR for students in placement 16 hours per week.

FALL SEMESTER

First Semester Learning Goals:

- Demonstrate a differential use of self and an ability to think critically about practice decisions and intervention
- Begin to articulate and conceptualize theoretical perspectives informing your practice
- Develop in-depth assessments and formulations
- Develop advanced interviewing skills
- Utilize an understanding of the agency's mission, policies and procedures in service to clients

Grading Weight for SW 447A

Completion of Writing Assignment: 20%

Completion of Learning Plan: 5%

Completion of Process Recordings: 20%

Completion of Fall Evaluation: 5%

Performance in Practicum: 50%

TOTAL = 100%

Due: Friday, October 4th

- **Process Recording #1 (24 hr students)**

- **Student Learning Plan**

The Practicum Instructor and student work together to design a Learning Plan during the first three to four weeks of Practicum placement. Caseload and other assignments will be reflected in the Learning Plan. A Learning Plan is created to focus the Practicum education experience on the required competencies. It guides the student, Practicum Instructor, (and task supervisor when appropriate) in achieving these competencies. The Practicum Liaison and Practicum Instructor must approve the Learning Plan. This document should be reviewed and amended as necessary, and students should retain copies.

The Learning Plan will reflect the learning opportunities the agency can offer, along with the School's expectations for Practicum curriculum. The Learning Plan is available in Tevera (instruction on how to access Tevera will be provided). Once signatures are submitted in Tevera, the assigned Practicum Liaison will review and contact Practicum Instructor and/or student with changes as needed.

Due: Friday, October 11th

- **Written Assignment #1: Organizational Context Analysis**

Submit a one to three-page paper to your Practicum Liaison that captures the following topic as described below:

You worked in a different organizational setting last year.

- Describe how the organizational context of your new agency impacts or determines your role.
- Using one of your clients, identify how the agency funding sources, policies, or mission affect this client and your treatment approach/plan.
- In what ways do these structures serve and not serve marginalized groups and/or persons from marginalized groups (e.g. person who lack power and privilege on the basis of race, class background, sexual orientation, disability status, age)?
- How are conversations about these issues a part of supervision? Please describe.

Due: Friday, October 18th

- **Process Recording #2 (24 hr students)**

Due: Friday, November 1st

- **Process Recording #3 (24 hr students)**
- **Process Recording #1 (16 hr students)**
- ***Fall Progress Report (completed by the Practicum Instructor)***

Due: Friday, November 15th

- **Process Recording #4 (24 hr students)**
- **Process Recording #2 (16 hr students)**

Due: Friday, December 6th

- **Mid-Year Year II Practicum Evaluation**

Student Evaluations should be completed by the Practicum Instructor and reviewed and signed by the student, Practicum Instructor, and Practicum Liaison. Please use the form on Tevera (<https://simmons.tevera.app/#/login>). Students must initiate this process in Tevera and then send to their Practicum Instructor for completion.

- **Process Recording #5 (24 hr students)**
- **Process Recording #3 (16 hr students)**

SPRING SEMESTER

Spring Semester Learning Goals:

- Skill in conceptualizing, implementing and articulating your practice decisions
- Skill in analyzing and evaluating your interventions and outcomes
- Skill of integrating theory with practice

Grading Weight for SW 447B

Completion of Writing Assignment: 20%

Completion of Process Recordings: 20%

Completion of Spring Evaluation: 10%

Performance in Practicum: 50%

TOTAL = 100%

Due: Friday, January 31st

- **Process Recording #6 (24 hr students)**
- **Process Recording #4 (16 hr students)**

Due: Friday, February 7th

- **Written Assignment #2: Social Justice and Policy Practice**

This one-page paper to your Practicum Liaison should cover the following topic. Please be prepared to discuss this during your supervision.

- Please describe at least one way in which policy (at the agency, State or Federal level) advances human justice in your agency. In particular, how does policy impact access to services for those who are marginalized?
- Give an example of your practice that has been informed by research, or a piece of research that you were inclined to pursue as a result of your practice. For example, explore the practices and interventions that are commonly used within your agency for one of your client's presenting concerns.

Due: Friday, February 21st

- **Process Recording #7 (24 hr students)**
- **Process Recording #5 (16 hr students)**

Due: Friday, February 28th

- Process Recording #8 (24 hr students)
- Process Recording #6 (16 hr students)
- *Spring Progress Report (completed by the Practicum Instructor for 24 hr students)*

Due: Friday, March 21st

- Process Recording #9 (24 hr students)
- Process Recording #7 (16 hr students)

Due: Friday, April 11th

- Process Recording #10 (24 hr students)
- Process Recording #8 (16 hr students)

Due: Friday, April 25th

- **Final Year II Practicum Evaluation (24 hr students)**
Student Evaluations should be completed by the Practicum Instructor and reviewed and signed by the student, Practicum Instructor, and Practicum Liaison. Please use the form in Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in Tevera and then send to their Practicum Instructor for completion.
- *Spring Progress Report (completed by the Practicum Instructor for 16 hr students)*

Due: Friday, May 30th

- Process Recording #9 (16 hr students)

Due: Friday, June 27th

- Process Recording #10 (16 hr students)

Due: Friday, July 25th

- **Final Year I Practicum Evaluation (16 hr students)**
Student Evaluations should be completed by the Practicum Instructor and reviewed and signed by the student, Practicum Instructor, and Practicum Liaison. Please use the form in Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in Tevera and then send to their Practicum Instructor for completion.

This syllabus is not a contract. The Practicum Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.