

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK  
SW447A  
SW 447B  
**Specialized Level Field Education II**  
**Campus Option**

**Faculty**

**Kim Harriman**—Professor of Practice

**Celia Arias** – Assistant Professor of Practice

**Nancy Blumberg**—Associate Professor of Practice

**Suzanne Hecker**—Associate Professor of Practice

**Diane Zipoli**—Associate Professor of Practice

**Course Description**

SW 447A&B Field Education is an agency-based two semester course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in the specialist level curriculum. In addition to the supervised learning of clinical practice skills with individuals, families and groups, students learn organizational level Social Work skills. Case based learning is deepened and amplified through field instruction, process recordings, and required written assignments

**Course Materials**

The Field Manual is [available online](#).

ALCEA/[IPT](#) is the website in which the learning plan and end-of-term evaluation will be completed. Logins and passwords for IPT will be emailed to students and field instructors when placement begins.

**Council on Social Work Education (CSWE) Core Competencies, Dimensions & Observable 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. The full definition of each competency (Generalist and Specialist levels) with associated practice behaviors, and the dimensions of practice embedded in the competency are documented in the field evaluation and at this [link](#). Field Education performance is a holistic demonstration of student competence. Practice behaviors are associated with each competence. Competence is informed by the dimensions of performance which are knowledge, values, skills, cognitive/affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

| Competency  | Observable Behaviors  | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments   |
|---|---|--|---|
| <p><b>Competency 1:<br/>Demonstrate Ethical and Professional Behavior</b></p> | <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, field 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>                |
| <p><b>Competency 2:<br/>Engage Diversity and Difference in Practice</b></p>   | <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 evaluation at all levels of clinical practice</p>   | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process recordings, Assignment #1, Assignment #2</p> |

| Competency   | Observable Behaviors  | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments   |
|--|---|--|---|
|  | <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>   |  |   |
| <p><b>Competency 3:<br/>Advance Human Rights and Social, Economic, and Environmental Justice</b></p> | <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> |
| <p><b>Competency 4:<br/>Engage in Practice-Informed Research and Research-Informed Practice</b></p>  | <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 field agency staff</p>                                    | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process recordings, Assignment #1, Assignment #2</p> |

| Competency   | Observable Behaviors  | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments  |
|--|---|--|--|
|  | Formulate an evaluation plan designed to improve client outcomes, and/or programmatic efforts, with attention to potential areas for social action  |  |  |
| <b>Competency 5:<br/>Engage in Policy Practice</b>   | <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 |
| <b>Competency 6:<br/>Engage with Individuals, Families, Groups, Organizations, and Communities</b> | <p>Consistently demonstrate active listening, attending, and reflecting skills</p> <p>Consistently demonstrate the patience that is required to build trust<br/>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>  | Knowledge, values, skills, cognitive and affective processes.        | Assigned internship activities, Process recordings                               |

| Competency  | Observable Behaviors  | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments  |
|---|---|--|--|
|   | 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   |  |  |
| <b>Competency 7:<br/>Assess Individuals, Families, Groups, Organizations, and Communities</b> | <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</p> | Knowledge, Skills, Affective and cognitive processes.                | Assigned internship activities, Process recordings |

| Competency   | Observable Behaviors  | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments  |
|--|---|--|--|
|  | <p>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><b>Competency 8:<br/>Intervene with<br/>Individuals,<br/>Families, Groups,<br/>Organizations, and<br/>Communities</b></p> | <p>Demonstrate the effective use of a mental status exam in the appropriate 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>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process recordings, Assignment #1</p> |

| Competency   | Observable Behaviors   | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments  |
|--|--|--|--|
|  | <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>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> |  |  |
| <p><b>Competency 9:<br/>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> | <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> |

### **Course Expectations and Evaluation of Student Performance**

Field education is a central component of your graduate education. Students are required to be in Field 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:

**Field Performance:** Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the Field 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 field each term.

**Written Assignments:** Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned Field Liaison Advisor. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned Field Liaison Advisor 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 field agency and Field 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 field placement schedule after the start of the term must receive approval from their Field Instructor and Field Liaison Advisor.
- **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 field placement.
- In rare circumstances where students need to be out of placement for more than the allowed three days, they must notify their Field Liaison Advisor and Field Instructor and receive approval from their placement agency, and make plans to make up the time missed.
- Students must continue in their field 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**

Please review the Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the *Student Handbook*. Field education will be graded each



semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

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

Please refer to the Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the Student Handbook for the policy on grievances of final grades.

### **Criteria for Grading:**

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students will be considered for a passing grade if they:

- Complete all assignments due to the agency Field Instructor and Simmons Field Liaison Advisor, 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 Field Liaison Advisor.
- Display professional behavior in all areas, including punctuality and attendance.
- Demonstrate growth in the learning process (to be reflected in the performance evaluation, located on ALCEA/IPT) consistent with a passing grade. The agency Field Instructor, in consultation with the Simmons Field Liaison Advisor, will evaluate this growth.
- Complete the field placement hours as required. These expectations can be found in the syllabus and field education calendar.

Examples of behaviors that may result in a marginal pass or fail include:

- A pattern of unprofessional/unethical behavior including excessive absences, 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.
- Insufficient progress toward learning goals
- Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff
- Consistent inability to make use of supervision, including repeated difficulty in following supervisory directions and failure to seek supervisory guidance when necessary
- Non-adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, and appropriate workplace behavior (to name a few).
- Inability to demonstrate compassion, empathy, integrity, and respect for others.
- A pattern of incomplete and/or late assignments or assignments that are of poor quality.
- Insufficient field education hours.

### **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, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates, use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

### **Office of Accessibility Services Statement**

The Office of Accessibility Services (OAS) is a strategy-based student support office, which serves qualified Simmons University undergraduate and graduate students to ensure equal access to Simmons University facilities, educational and co-curricular programs, campus activities, and employment opportunities. Students who wish to receive academic accommodations for this course must first register due to a documented diagnosis or disability with the OAS.

Following registration, OAS provides eligible students with an Academic Accommodation Authorization document to share with the faculty members of their choosing to confirm their authorized accommodations. Students are not eligible to receive or use accommodations in any course until they have provided their Academic Accommodation Authorization document to the course's instructor. Accommodations are applied on a prospective basis; students are not eligible to apply accommodations on a retroactive basis.

When the Simmons on-the-ground campus is open, the OAS is physically located on the first floor of Lefavour Hall in the Center for Student Success and is open from 8:30 am to 4:30 pm Monday through Friday. OAS services are fully available for online students via remote access. For more information about the services and accommodations available through the Office of Accessibility Services, please review the [OAS website](#) or write to OAS at [access@simmons.edu](mailto:access@simmons.edu).

### **Academic Integrity Statement**

At Simmons, we expect serious educational intent from our students, whether in person or online. Students are expected to exhibit the highest standards of honesty and personal conduct in their academic lives. All forms of academic dishonesty are considered to be serious offenses against the University Honor System and are subject to sanctions up to, and including, dismissal from the university. If you have a question as to whether something may or may not be considered an element of academic dishonesty please feel free to review the [academic integrity policy](#), contact your instructor, or contact the Director of Academic Integrity, [academicintegrity@simmons.edu](mailto:academicintegrity@simmons.edu).

## **Simmons Title IX Sexual Harassment Policy for Students, Faculty, Staff, and Visitors**

Title IX Federal law states that all students have the right to an education free of gender-based discrimination. Title IX requires Simmons to respond to reports of sexual harassment, which under the Title IX regulations includes:

- a) quid pro quo harassment of an individual by an employee;
- (b) unwelcome conduct determined “by a reasonable person to be so severe, pervasive, and objectively offensive” as to deny a person equal access to Simmons’ education programs and/or activities (including employment); or
- (c) sexual assault, dating violence, domestic violence, or stalking.

The Simmons Title IX Policy and a list of resources [can be found here](#).

Additionally, the University has a Consensual Relationships Policy prohibiting intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the University, teacher’s assistants, and supervisors at internship/field placement sites.

To make a report under our Title IX policy, please contact the Simmons Title IX Coordinator:  
Gretchen Groggel Ralston, AVP & Associate General Counsel  
[gretchen.groggelralston@simmons.edu](mailto:gretchen.groggelralston@simmons.edu), MCB C-208, 617-521-2768

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## **ASSIGNMENTS FOR FIRST 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

### **Due: 10 Process Recordings per Semester, to the agency Field Instructor**

#### **Process Recordings**

Students are required to complete ten process recordings each semester. Students should begin doing process recordings soon after the placement commences in consultation with the field liaison advisor, and the field instructor. Learning derived from process recordings includes: increased self-awareness; application of critical thinking skills, and opportunities to assess progress and areas for growth. Students should use the three column verbatim process recording format. The form can be adapted for use with individuals, families and groups. Students can choose to use the *Larger Systems* process recording template for work with organizations and communities.

Each recording includes a reflection on one or more of the following: social identity, policy, research or ethics. Specifically, students reflect on one of the following prompts. Over the course of the semester, each prompt should be addressed at least once.

1. How do aspects of your and your client's social identity impact your work with this client?
2. How might social policies impact your client? What barriers are impacting your client at the community level? How do they affect your work with the client?
3. What question do you have about this client or context that research might help you to better intervene or advocate?
4. What ethical dilemmas have arisen in this practice situation and what questions do you have?

Field Instructors are expected to give written feedback for each recording. Minimum length per recording: five pages.

The process recording outline is [available online](#).

(All Students are expected to complete **10 process recordings** (Generalist and Specialized) in the first semester and second semesters, and for the third semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

**Due: Friday 10/2/2020**

**Student Learning Plan**

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

The plan will reflect the learning opportunities the agency can offer, along with the School's expectations for field curriculum. The Learning Plan is available on [ALCEA/IPT](#) (Intern Placement Tracking) by Alcea Software, LLC (instruction on how to access IPT will be provided). Once signatures are submitted in IPT, the assigned Field Liaison Advisor will review and contact Field Instructor and/or student with changes as needed.

**Two Process Recordings, to your Field Liaison Advisor**

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

**Written Assignment #1:**

**Organizational Context Analysis**

Submit a one to three-page paper to your Field Liaison Advisor 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)?
- Are conversations about these issues a part of supervision? Please describe.

**Due: Friday 11/6/2020**

**Two Process Recordings, to your Field Liaison Advisor**

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

**Due: Friday 12/11/2020**

**First Semester Field Evaluation**

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form in [ALCEA/IPT](#).

Please complete your Hours Log at the end of the semester and gather appropriate signatures.

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## **ASSIGNMENTS FOR SECOND SEMESTER**

### **Second 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

### **Due: 10 Process Recordings per Semester, to the agency Field Instructor** **Process Recordings**

Students are required to complete ten process recordings each semester. Students should begin doing process recordings soon after the placement commences in consultation with the field liaison advisor, and the field instructor. Learning derived from process recordings includes: increased self-awareness; application of critical thinking skills, and opportunities to assess progress and areas for growth. Students should use the three column verbatim process recording format. The form can be adapted for use with individuals, families and groups. Students can choose to use the *Larger Systems* process recording template for work with organizations and communities.

Each recording includes a reflection on one or more of the following: social identity, policy, research or ethics. Specifically, students reflect on one of the following prompts. Over the course of the semester, each prompt should be addressed at least once.

1. How do aspects of your and your client's social identity impact your work with this client?
2. How might social policies impact your client? What barriers are impacting your client at the community level? How do they affect your work with the client?
3. What question do you have about this client or context that research might help you to better intervene or advocate?
4. What ethical dilemmas have arisen in this practice situation and what questions do you have?

Field Instructors are expected to give written feedback for each recording. Minimum length per recording: five pages.

The process recording outline is [available online](#).

(All Students are expected to complete **10 process recordings** (Generalist and Specialized Year) in the first and second semesters, and for the third semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

### **Due: Friday 2/12/2021**

### **Two Process Recordings, to your Field Liaison Advisor**

You should submit two process recordings with Field Instructor feedback already on them, as it is helpful to see the feedback, to your Field Liaison Advisor.

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

This one-page paper to your Field Liaison Advisor 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 by virtue of race, class or ethnicity?
- 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 3/26/2021**

**Two Process Recordings, to your Field Liaison Advisor**

You should submit two process recordings with Field Instructor feedback already on them, as it is helpful to see the feedback, to your Field Liaison Advisor.

**Due: Friday 4/16/2021**

**Spring Field Evaluation**

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form [in ALCEA/IPT](#).

Please complete your Hours Log at the end of the semester and gather appropriate signatures.

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