

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK  
**SW596 (Fall 2021)**  
**SW 447B (Spring 2022)**  
**SW 447C (Summer 2022)**  
**Advanced Standing Field Education**

**Faculty**

**Eugenia Correia Knight, MSW, LICSW**- Director of Field Education & Associate Professor of Practice  
**Celia Arias Pina, MSW** – Field Specialist & Assistant Professor of Practice  
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**Suzanne Hecker, MSW, LICSW** - Asst. Director of Field Education & Associate Professor of Practice  
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**Diane Zipoli, MSW, LICSW** - Asst. Director of Field Education & Associate Professor of Practice

**Course Description**

Field 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.

First-term 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 Field Manual is available online at: <http://internal.simmons.edu/students/ssw/msw-students/field-education/field-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/#/logon>. Logins and passwords for Tevera will be emailed to students and Field 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
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<p><b>Competency 1: 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 #3</p>
<p><b>Competency 2: 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>Use process recordings and supervision to examine and enhance self-awareness of one’s own attitudes and beliefs regarding stereotyping,</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #1, Assignment #2, Assignment #3</p>

	<p>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: 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, Assignment #3</p>
<p><b>Competency 4: 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>Formulate an evaluation plan designed to improve client outcomes, and/or programmatic efforts, with attention to potential areas for social action</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #2, Assignment #3</p>
<p><b>Competency 5: Engage in Policy Practice</b></p>	<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>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings,</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>		<p>Assignment #2, Assignment #3</p>
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Consistently demonstrate active listening, attending, and reflecting skills</p> <p>Consistently demonstrate the patience that is required to build trust 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>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Demonstrate the effective use of a mental status exam in the appropriate context</p>	<p>Knowledge, Skills, Affective and cognitive processes.</p>	<p>Assigned internship activities, Process recordings</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><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Demonstrate the effective use of a mental status exam in the appropriate context throughout the intervention process</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #3</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>Demonstrate an understanding of the ways in which oppression, structural and systemic challenges pose barriers to treatment planning</p>		
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	Use supervision to explore challenges in the intervention and treatment planning process		
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<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>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process recordings, Assignment #3

### **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 960 hours in the Advanced Standing Program. This includes hours for the fall, spring and summer semester. 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, Field Liaison Advisor and the Field

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 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 Tevera) 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.

### **Honor Policy and Academic Integrity**

A vital part of the collegiate experience at Simmons University, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the University community has based the Simmons Standards of Conduct. The Simmons University Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

### **Honor Code of Responsibility**

The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- Each member of the Simmons University community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official University publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the University.

### **Academic Integrity**

Each student is expected to read, understand, and observe the policies outlined in the Simmons University Statement on Cheating and Plagiarism.

Any student who violates the standards of the Honor System must accept the consequences of their behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act

honorably.

### **Intellectual Property**

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons University courses – 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.

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 instructor's 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.

### **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 follow appropriate APA citation format. 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.**

### **Title IX and The Simmons University Gender-Based Misconduct Policy**

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons University has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines University protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here: [Gender-Based Misconduct Policy](#). Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the University, teacher's assistants, and supervisors at internship/field placement sites.

Simmons University encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

**Simmons University Title IX Coordinator, Gretchen Groggel Ralston, *Associate VP & Associate General Counsel* (for faculty/staff concerns):**

Office Location: Main College Building (MCB), Suite A-200 / Phone Number: (617) 521-2768

Click here to view the most updated list of coordinators: [Title IX Coordinator and Deputy Title IX Coordinators and other members of the Title IX team.](#)

**Simmons University Public Safety**

Office Location: Lobby of the Palace Road Building – Suite B-104

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

**Statement on Office of Accessibility Services (AOS)**

Students who wish to receive academic accommodations for this course must first register due to a documented diagnosis/disability with the *Office of Accessibility Services (OAS)*. The most commonly requested accommodations are *extended time for testing* and *use of the OAS Testing Center*. OAS will provide eligible/registered students with an *Academic Accommodations Authorization* form to share with each instructor to confirm the student's authorized accommodations. The OAS is located on the 1st floor of Lefavour Hall in the Center for Student Success and is open from 8:30 am to 4:30 pm Monday through Friday. For more information about the services and accommodations available through the *Office of Accessibility Services* please, review the following link: [simmons.edu/access](http://simmons.edu/access).

**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 Lefavour Hall You can sign-up for an appointment online at <https://www.simmons.edu/your-simmons/student-support-resources/writing-support> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at [terry.muller@simmons.edu](mailto:terry.muller@simmons.edu) or (617) 521-2471.

**Library Resources**

Anastasia Collins ([anastasia.collins@simmons.edu](mailto:anastasia.collins@simmons.edu)) and other library staff ([reference@simmons.edu](mailto:reference@simmons.edu) and [simmons.edu/library](http://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*, 6th Edition (2009). 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 or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

### **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.”

### **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 to make up missed work. Please refer to the *Student Policy Handbook* for further clarification of school policies regarding observance of religious holidays.

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## **ASSIGNMENTS FOR FALL SEMESTER**

### **Fall Semester 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
- Beginning assessment, interviewing, and intervention skills

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

#### **Process Recordings**

*Students are to complete ten process recordings over the course of their semester in their field placement.* Process recordings are due weekly starting no later than October 8th, in consultation with the Field Liaison Advisor, and the field instructor. You may begin earlier if desired. Process recordings 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 three column verbatim process recording format and that they receive written feedback from their Field Instructors. It is recommended that all process

recordings are to be a minimum of 5 pages in length. The process recording outline is available online at:

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

(All Students are expected to complete **10 process recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters, and for the summer 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.**)

The Field Liaison Advisor will review 2 of these recordings prior to the field site visit.

### **Due: Friday 10/1**

#### **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 Tevera (instruction on how to access Tevera will be provided). Once signatures are submitted in Tevera, the assigned Field Liaison Advisor will review and contact the Field Instructor and/or student with changes as needed.

### **Due: Friday 10/8**

#### **Process Recording #1**

The first process recording must be submitted to your field instructor by this date. All subsequent process recordings are due each Friday through December 10th.

#### **Written Assignment #1:**

##### **Deepening Your Awareness about Diversity**

Submit a one-page paper to your Field Liaison Advisor. It should capture the following topic as described below:

- Comment on your awareness of difference between you and one of your client(s), colleague(s), supervisor(s) that may impact your understanding of their experiences, as well as your work together.
- Describe your social location and comment on what types of power and privilege this may or may not generate.
- Describe some of the complexities of working across difference that influence your effectiveness as a social worker. Identify which of them are: 1) personal; 2) environmental; 3) structural (policy); 4) cultural.

- Identify questions you will raise (or have raised) in supervision.

**Due: Friday 11/5**

**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 12/10**

**Fall Field Evaluation**

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form on Tevera (<https://simmons.tevera.app/#/logon>).

**Process Recordings**

All 10 process recordings are due to your field instructor by this date.

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**ASSIGNMENTS FOR SPRING SEMESTER**

**Spring Semester Learning Goals Include:**

- 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 to complete ten process recordings over the course of their semester in their field placement.* It is best practice to submit process recordings weekly starting no later than January 14th, in consultation with the Field Liaison Advisor, and the field instructor. You may begin earlier if desired. Process recordings 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 three column verbatim process recording format and that they receive written feedback from their Field Instructors. It is recommended that all process recordings are to be a minimum of 5 pages in length. The process recording outline is available online at:

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

(All Students are expected to complete **10 process recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters, and for the summer 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.**)

The Field Liaison Advisor will review 2 of these recordings prior to the field site visit.

**Due: Friday Jan 14th**  
**Process Recording #1**

The first process recording must be submitted to your field instructor by this date.

**Due: Friday 2/11**

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

Submit a one-page paper to your Field Liaison Advisor. It should capture the following topic as described below. 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 3/25**

**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 4/15**

**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 on Tevera (<https://simmons.tevera.app/#/logon>).

**Process Recordings**

All 10 process recordings are due to your field instructor by this date.

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**ASSIGNMENTS FOR SUMMER SEMESTER**

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

**Process Recordings**

*Students are to complete ten process recordings over the course of their semester in their field placement.* It is best practice to submit process recordings weekly starting no later than May 20th, in consultation with the Field Liaison Advisor, and the field instructor. You may begin earlier if desired. Process recordings 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 three column verbatim process recording format and that they receive written feedback from their Field Instructors. It is recommended that all process recordings are to be a minimum of 5 pages in length. The process recording outline is available online at:

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

(All Students are expected to complete **10 process recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters, and for the summer 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.**)

The Field Liaison Advisor will review 2 of these recordings prior to the field site visit.

**Due: Friday May 20th**

**Process Recording #1**

The first process recording must be submitted to your field instructor by this date.

**Due: Friday 6/3**

**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 #3:**

**Organizational Context Analysis**

Submit a one-page paper on one of the process recordings submitted to your Field Liaison Advisor. It should capture the following topic as described below:

You worked in a different organizational setting in your BSW internship:

- Describe how the organizational context of your current 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 intervention 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 6/24**

**Final Field Evaluation**

Last student evaluation should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form on Tevera (<https://simmons.tevera.app/#/logon>).

**Process Recordings**

All 10 process recordings are due to your field instructor by this date.



*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.*