

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

Field Syllabus and Calendar

SW 596-01 (Fall 2022)

SW 447B (Spring 2023)

SW 447C (Summer 2023)

Advanced Standing Extended Field Education

Faculty

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

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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.

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/#/login>. 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
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, field agency, and professional codes</p> <p>Use values and frameworks of the profession to effectively engage in inter-professional partnerships and collaborations</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #3
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 evaluation at all levels of clinical practice</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2, Assignment #3

	<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>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2, Assignment #3
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 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>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #2, Assignment #3

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>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #2, Assignment #3</p>
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 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>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<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>
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<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>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>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #3</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 #3</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

Field education is a central component of your graduate education. Students are required to be in Field for 960 hours in the Advanced Standing Extended 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 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. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed

with the assigned Field 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 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, 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 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

Field education is a central component of a graduate social work education. Field 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 Field 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 Field Instructor and Simmons Field 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 Field 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 Field Instructor, in consultation with the Simmons Field Liaison, will evaluate this growth.
- Complete the field placement hours as required. These expectations can be found in the syllabus and field education calendar.

Criteria for Determining Marginal Pass or Fail Grades in Field 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.	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 If a student stops attending placement (without Field Instructor and department approval) If a student does not complete any of the work associated with the course
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 with other students, faculty, and staff.	Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or the student's or university's relationships with other

<p>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 Field Instructor, Field Liaison, and Field 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>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 Field Liaison and/or Field Department.</p> <p>Fail is appropriate for instances when the Field Instructor, Field Liaison, and/or Field 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>
<p>Supervision</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 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>
<p>Codes of Ethics, Professional Practice, and Conduct</p>	
<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 some or all of the conduct or engages in</p>

	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

Stacy Collins (anastasia.collins@simmons.edu) and other 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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FIELD CALENDAR
SW 596-01, SW 447B and SW 447C

August	30	Virtual Field Orientation 2:00pm - 4:00pm Mandatory for Year I & Advanced Standing Students
September	6	First Day of Field for Advanced Standing Students
	16	Due: Writing Assignment #1
	TBD	Individual Field Liaison meetings via Zoom (date/time of meetings TBD between students and Field Liaisons)
October	7	Due: Learning Plan Due: First Process Recording should be submitted by this date
	14	Due: Writing Assignment #2
November	23 - 25	HOLIDAY - Thanksgiving Recess Students are entitled to the Thanksgiving Recess from their field placement
November - December		Fall Field Visit via Zoom (Field Liaison will review at least 3 Process Recordings prior to the visit)
December	9	Due: Fall Evaluation Due: Five Process Recordings should be submitted by this date
	16	Last Day of Field for Fall Semester
December 23 - January 2		UNIVERSITY CLOSED
January	9	First Day of Field for Spring Semester
	16	HOLIDAY - Martin Luther King, Dr. Day*
February	10	Due: Writing Assignment #3
March	6 - 10	HOLIDAY - Spring Break*
	13	Field Resumes after Spring Break

March - April		Spring Field Visit via Zoom (Field Liaison will review at least 3 Process Recordings prior to the visit)
April	17	HOLIDAY - Patriot's Day*
	21	Due: Spring Evaluation Due: Five Process Recordings should be submitted by this date
May	16	Summer Field Placements Resume**
	29	HOLIDAY - Memorial Day*
May - June		Final Field Visit via Zoom (Field Liaison will review at least 3 Process Recordings prior to the visit)
June	30	Due: Summer Evaluation Due: Five Process Recordings should be submitted by this date
July	4	HOLIDAY - Independence Day*
August	4	Last Day of Field (unless otherwise determined with the placement and approved by the Field Department)

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

- Public school & other school placements follow the agency calendar; please consult Field Instructor for variations in placement dates.
- For holidays that occur on field days, students will follow the agency schedule.
- See Manual for policy on religious holidays.

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

**Students who are in placement over the summer (16 hours per week students) are entitled to a week off from May 8 – 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).

The 2022-2023 calendar is subject to change due to the COVID-19 pandemic and/or other circumstances

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

Grading Weight for SW 596-01

Completion of Writing Assignment: 20%

Completion of Learning Plan: 5%

Completion of Process Recordings: 20%

Completion of Fall Evaluation: 5%

Performance in Field: 50%

TOTAL = 100%

Due: Five (5) Process Recordings per Semester, to the agency Field Instructor

Process Recordings

Students are to complete five (5) Process Recordings over the course of each semester in their field placement. At the discretion of your Field Instructor, you may be expected and required to complete more than five. Process Recordings are due every other week starting no later than October 7th, in consultation with the Field Liaison and the Field Instructor. You may begin earlier if desired or if required by your Field Instructor. 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 outlines are available online at:

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

All students are expected to complete at least **five (5) Process**

Recordings (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters. Advanced Standing Extended students will complete an additional 5 Process Recordings in the Summer semester.

The Field Liaison will review three (3) Process Recordings prior to the field site visit each semester.

You are expected to submit Process Recordings on a bi-weekly basis (once every other week). **They are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.**

Due: Friday, September 16th

Written Assignment #1:

Deepening Your Awareness about Diversity

Submit a one-page paper to your Field Liaison. 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, October 7th

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 and Field 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 field 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 Field Liaison will review and contact the Field Instructor and/or student with changes as needed.

Due: Friday, October 7th

Process Recording #1

The first Process Recording must be submitted to your Field Instructor by this date. All subsequent Process Recordings are due every other Friday.

Due: Friday, October 14th

Written Assignment #2:

Organizational Context Analysis

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

Consider your BSW placement to reflect on your current MSW placement:

- 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, December 9th

Fall Field Evaluation

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

Due: Friday, December 9th

Process Recordings

All (five) 5 Process Recordings should be submitted to your Field Instructor by this date. You are expected to submit Process Recordings on a bi-weekly basis (once every other week). They are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.

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

Grading Weight for SW 447B

Completion of Writing Assignment: 20%

Completion of Process Recordings: 20%

Completion of Spring Evaluation: 10%

Performance in Field: 50%

TOTAL = 100%

Due: Five (5) Process Recordings per Semester, to the agency Field Instructor

Process Recordings

Students are to complete five (5) Process Recordings over the course of their semester in their field placement. At the discretion of your Field Instructor, you may be expected and required to complete more than five. Process Recordings are due every other week in consultation with the

Field Liaison and the Field Instructor. 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 five (5) pages in length. The Process Recording outlines are available online at:

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

All students are expected to complete at least **five (5) Process Recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters. Advanced Standing Extended students will complete an additional five (5) Process Recordings in the Summer semester.

The Field Liaison will review three (3) Process Recordings prior to the field site visit each semester.

You are expected to submit Process Recordings on a bi-weekly basis (once every other week). **They are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.**

Due: Friday, February 10th

Written Assignment #3:

Social Justice and Policy Practice

Submit a one-page paper to your Field Liaison. 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, April 21st

Spring Field Evaluation

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

Due: Friday, April 21st

Process Recordings

All (five) 5 Process Recordings should be submitted to your Field Instructor by this date. You are expected to submit Process Recordings on a bi-weekly basis (once every other week). They

are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.

ASSIGNMENTS FOR SUMMER SEMESTER

Grading Weight for SW 447C

Completion of Writing Assignment: 20%

Completion of Process Recordings: 20%

Completion of Summer Evaluation: 10%

Performance in Field: 50%

TOTAL = 100%

Due: Five (5) Process Recordings per Semester, to the agency Field Instructor

Process Recordings

Students are to complete five (5) Process Recordings over the course of their semester in their field placement. At the discretion of your Field Instructor, you may be expected and required to complete more than five. Process Recordings are due every other week in consultation with the Field Liaison and the Field Instructor. 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 five (5) pages in length. The Process Recording outlines are available online at:

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

All students are expected to complete at least **five (5) Process Recordings**

(Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters.

Advanced Standing Extended students will complete an additional 5 Process Recordings in the Summer semester.

The Field Liaison will review three (3) Process Recordings prior to the field site visit each semester.

You are expected to submit Process Recordings on a bi-weekly basis (once every other week).

They are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.

Due: Friday, June 30th

Summer Field Evaluation

Student Evaluations should be completed by the Field Instructor and reviewed and signed by the

student, Field Instructor, and Field Liaison. Please use the form in Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in Tevera and then send to their Field Instructor for completion.

Due: Friday, June 30th

Process Recordings

All five (5) Process Recordings should be submitted to your Field Instructor by this date. You are expected to submit Process Recordings on a bi-weekly basis (once every other week). They are not to be submitted all at once at the end of the semester or they will be considered late and could impact your grade.

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.