

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

Practicum Syllabus and Calendar

SW446A – 01 (Spring 2024)

SW 446B – 01 (Summer 2024)

Generalist Year—Practicum Education I

Faculty

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

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

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

Celia Arias Pina, MSW – Practicum Specialist & Assistant Professor of Practice

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Course Description

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

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

Course Materials

The Practicum Manual is available online at:

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

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

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

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

| Competency | Observable Behaviors | Dimension (knowledge, values, skills, cognitive/affective processes) | Assignments |
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| Competency 1: Demonstrate Ethical and Professional Behavior | <p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>Use supervision and consultation to guide professional judgment and behavior</p> | Knowledge, values, skills, cognitive and affective processes. | Assigned internship activities, Process Recordings, Assignment #1, Assignment #3 |
| Competency 2: Engage Diversity and Difference in Practice | <p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> | Knowledge, values, skills, cognitive and affective processes. | Assigned internship activities, Process Recordings, Assignment. #1, Assignment #2, Assignment #3, Assignment #4 |

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| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | <p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>Engage in practices that advance social, economic, and environmental justice</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3, Assignment #4</p> |
| Competency 4: Engage in Practice-Informed Research and Research-Informed Practice | <p>Use practice experience and theory to inform scientific inquiry and research</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #2</p> |
| Competency 5: Engage in Policy Practice | <p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #4</p> |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> <p>Use empathy, reflection, and interpersonal skills to effectively</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #3</p> |

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| | engage diverse clients and constituencies. | | |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | <p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p> | Knowledge, skills, cognitive and affective processes. | Assigned internship activities, Process Recordings, Assignment #2, Assignment #3 |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | <p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;</p> | Knowledge, values, skills, cognitive and affective processes. | Assigned internship activities, Process Recordings, Assignment #3 |

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| | <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> | | |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | <p>Select and use appropriate methods for evaluation of outcomes</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> | <p>Knowledge, values, skills, cognitive and affective processes.</p> | <p>Assigned internship activities, Process Recordings, Assignment #4</p> |

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

A. Principles of therapeutic relationships.

Course Expectations and Evaluation of Student Performance

Practicum education is a central component of your graduate education. Students are required to be in Practicum for **672 hours in their Generalist (Foundation) Year placement.** This is a course in which credits are awarded, and a grade is issued at the completion of each semester. Students are graded on a Pass/Marginal Pass/Fail basis. Evaluation of students' performance is based on:

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

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

Attendance, Attentiveness and Punctuality:

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

Grading Policy and Criteria for Grading

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

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

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

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

Criteria for Grading:

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

Students will be considered for a passing grade if they:

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

| Criteria for Determining Marginal Pass or Fail Grades in Practicum Education | |
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| 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 Practicum 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 |

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| | the Evaluation |
| Communication | |
| Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff. Students may have made efforts to resolve these issues, but there is additional improvement needed to demonstrate the student's advancement in Competency 1: Demonstrate ethical and professional behavior. The Practicum Instructor, Practicum Liaison, and Practicum Department contact are in agreement that the student demonstrates the potential to improve with additional supports. Includes, but is not limited to, inadequate or inappropriate communication with supervisors about clinical work. | <p>Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or the student's or university's relationships with other students, faculty, and staff. Depending upon the timing and nature of the behaviors, students have been made aware of problematic communication patterns and interpersonal skills and have made no effort to resolve these issues, as determined by the Practicum Liaison and/or Practicum Department.</p> <p>Fail is appropriate for instances when the Practicum Instructor, Practicum Liaison, and/or Practicum Department contact expressed concerns that the student's communication patterns and interpersonal skills may contribute to harm of clients or others in the professional setting.</p> |
| Supervision | |
| 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. | 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. |
| Codes of Ethics, Professional Practice, and Conduct | |
| Violation(s) of the NASW Code of Ethics, Simmons School of Social Work Standards | Severe (as determined by the University) and/or repeated violations of the NASW Code |

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| for Professional Practice, and/or Simmons University Code of Conduct. | 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 different conduct that further violates the Standards for Codes. |
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UNIVERSITY RESOURCES AND POLICIES

Writing Center

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

Library Resources

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

Citations for References Used in Written Work

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

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

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

Statement on Plagiarism

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single-spacing and must be accompanied by appropriate

APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

HIPAA Guidelines/Client Confidentiality

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

Intellectual Property

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

PRACTICUM CALENDAR

SW 446A and SW 446B - Accelerated Program Year I

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| January | 4 | First Day of Practicum for Accelerated Program students |
| | 12 | Due: Writing Assignment #1 |
| | 15 | HOLIDAY - Martin Luther King, Jr. Day* |
| | 26 | Due: Writing Assignment #2 |
| | TBD | Individual Practicum Liaison meetings via Zoom (date/time of meetings TBD between students and Practicum Liaisons) |
| February | 2 | Due: First Process Recording should be submitted by this date |
| | 9 | Due: Learning Plan |
| March | 4 - 8 | HOLIDAY - Spring Break* |
| | 11 | Practicum Resumes after Spring Break |
| March - April | | Spring Practicum Visit via Zoom (Practicum Liaison will review at least 3 Process Recordings prior to the visit) |
| April | 15 | HOLIDAY - Patriot's Day* |
| | 19 | Due: Mid-Year Evaluation Due: Five Process Recordings should be submitted by this date |
| May | 3 | Practicum ends for the Spring Semester (unless otherwise determined with the placement and approved by the Practicum Department) |
| | 13 | Summer Practicum Placements Resume** |
| | 27 | HOLIDAY - Memorial Day* |
| June | | Summer Practicum Visit via Zoom (Practicum Liaison will review at least 3 Process Recordings prior to the visit) |
| June | 7 | Due: Writing Assignment #3 |
| | 19 | HOLIDAY - Juneteenth* |

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| | 28 | Due: Writing Assignment #4 |
| July | 4 | HOLIDAY - Independence Day* |
| | 19 | Due: Final Evaluation Due: Five Process Recordings should be submitted by this date |
| August | 16 | Last Day of Practicum (unless otherwise determined with the placement and approved by the Practicum Department) |

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

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

Students and Practicum Liaisons should schedule individual advising meetings during January 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 3 – May 13, 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 2023-2024 calendar is subject to change due to the COVID-19 pandemic and/or other circumstances

ASSIGNMENTS FOR SPRING SEMESTER

Spring 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 446A

Completion of Writing Assignments: 2 x 10% = 20%

Completion of Learning Plan: 5%

Completion of Process Recordings: 20%

Completion of Mid-Year Evaluation: 5%

Performance in Practicum: 50%

TOTAL = 100%

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

Process Recordings

Students are to complete five (5) Process Recordings over the course of each semester in their Practicum placement. At the discretion of your Practicum Instructor, you may be expected and required to complete more than five. Process Recordings are due every other week starting no later than February 2nd, in consultation with the Practicum Liaison and the Practicum Instructor. You may begin earlier if desired or if required by your Practicum 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 Practicum 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/Practicum-education/Practicum-education-forms>

All students are expected to complete at least **five (5) Process Recordings** (Generalist/Foundation and Specialized/Advanced Year) each semester.

The Practicum Liaison will review three (3) Process Recordings prior to the Practicum 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, January 12th

Written Assignment #1:

The Impact of Social Identity on Clinical Practice

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

Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. Particular attention must be paid to social identity, intersectionality and the dynamics of power and privilege. While there are areas of similarity, there are also areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients.

Consider your own experience with social identity and answer the following questions:

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?
4. How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

Due: Friday, January 26th

Written Assignment #2:

Engage in Practice-Informed Research and Research-Informed Practice

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

As you become oriented to your new Practicum placement, speak with Practicum Instructors and others in your setting about the population(s) served by the agency/institution. This includes individual and community characteristics and representative presenting concerns. Choose one of the more common presenting issues, and spend time researching the types of practices and interventions (including any evidence-based practices) that are most commonly used in working with clients affected by this concern. Include in your assignment the link to an article or policy you discovered in your research that addresses this concern.

Due: Friday, February 2nd

Process Recording #1

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

Due: Friday, February 9th

Student Learning Plan

The Practicum Instructor and student work together to design a Learning Plan during the first three to four weeks of Practicum placement. Caseload and other assignments will be reflected in the Learning Plan. A Learning Plan is created to focus the Practicum education experience on the required competencies. It guides the student, Practicum Instructor, (and task supervisor when

appropriate) in achieving these competencies. The Practicum Liaison and Practicum Instructor must approve the Learning Plan. This document should be reviewed and amended as necessary, and students should retain copies.

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

Due: Friday, April 19th

Mid-Year Year I Practicum Evaluation

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

Due: Friday, April 19th

Process Recordings

All five (5) Process Recordings should be submitted to your Practicum 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

Summer Semester Learning Goals Include:

- Students should be fully adapted to the agency procedures and policies and be more confident in the social work role.
- Progress in conceptualizing client issues, intervention strategies, and your individual learning needs should be evident.
- Students should be more knowledgeable about the needs and issues of a particular client population and the agency's ability to meet those needs.
- Goals should also include specific second semester plans outlined in your mid-year Evaluation.

Grading Weight for SW 446B

Completion of Writing Assignments: $2 \times 10\% = 20\%$

Completion of Process Recordings: 20%

Completion of Final Evaluation: 10%

Performance in Practicum: 50%

TOTAL = 100%

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

Process Recordings

Students are to complete five (5) Process Recordings over the course of their semester in their Practicum placement. At the discretion of your Practicum Instructor, you may be expected and required to complete more than five. Process Recordings are due every other week in consultation with the Practicum Liaison and the Practicum 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 Practicum Instructors. It is recommended that all Process Recordings are to be a minimum of five (5) pages in length. The Process Recording outline is available online at: <http://internal.simmons.edu/students/ssw/msw-students/Practicum-education/Practicum-education-forms>

All Students are expected to complete at least **five (5) Process Recordings** (Generalist/Foundation and Specialized/Advanced Year) each semester.

The Practicum Liaison will review three (3) Process Recordings prior to the Practicum 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 7th

Written Assignment #3:

Biopsychosocial Assessment Assignment, to your Practicum Liaison

Please write a biopsychosocial assessment on one of the clients that you have worked with at your placement. If you have completed a narrative assessment of your client in agency format, it would be acceptable to submit that document with all identifying information removed before submission. If you do not have an assessment in agency format, please use the following template. This assignment is for the purpose of practicing an essential skill of assessment formulation with accompanying feedback from your Practicum Liaison. You are also encouraged to share this assignment with your Practicum Instructor. The maximum length should be 2-3 pages, single-spaced. Please be sure to include all headings so that the information is presented in an organized fashion. The reader of your finished assessment should be left with a good sense of the client, client's history, and needs for intervention. Please, as always, use a strengths-based voice.

BIOPSYCHOSOCIAL ASSESSMENT

I. AGENCY & STUDENT'S ROLE

II. IDENTIFYING INFORMATION

- Age, sex, gender, race, ethnicity, relationship status, student/employment status, living situation, environmental context, etc.

III. PRESENTING PROBLEM

- What – how does the client define the problem?
- When – when did the problem begin and how often is it currently occurring?
- Where – where (physically) does the problem occur?
- Why (now) – why is this problem happening to the client at this time?
- Exceptions – when was the problem not happening, or happening differently?

IV. CURRENT AND HISTORICAL INFORMATION

- History of Presenting Problem
- Family History
- Social History
- Medical History
- Psychiatric History
- Trauma History
- Substance Use
- Legal Involvement
- Cultural Issues
- Religion and Spirituality

V. RISK & PROTECTIVE FACTORS

- Personal – strengths, adaptability, coping, interests
- Social – family, communities
- Financial, institutional, housing, environmental

VI. MENTAL STATUS EXAM

- Appearance
- Reaction to the interview
- Motor Behaviors
- Speech
- Mood/Affect
- Thought Processes
- Thought Content
- Somatic Functions
- Cognitive Functions
- Insight and Judgment

VII. FORMULATION

- Strengths-based integration of observation/information, grounded in theoretical understanding. Multi-layered to include biological, intrapsychic, family, social/cultural, and environmental factors. The goal of the formulation is to synthesize all of the information you collected in the assessment to answer the question of why this problem is happening at this time for this client. Risk level and treatment implications should be considered.

VIII DIAGNOSIS

- List DSM-5 Diagnoses, including diagnostic code.

Due: Friday, June 28th

Written Assignment #4:

Social Policy: Implications for Practice

Submit a one-page paper to your Practicum Liaison. It should capture the following topic as described below. Please be prepared to discuss this during your Practicum visit.

Comment on specific social welfare or public policies that affect the well-being of your clients.

- Describe how these policies help or hinder your own social work practice and/or that of your agency.
- Comment on the type of change that would be needed to reduce any negative effects related to the policy or why a policy is important to keep and sustain.
- Note any differences in how the policy affects your clients based on race, ethnicity, class, gender, and other diversity traits.
- Comment on what type of evidence would be needed, and that your agency might be able to provide, to support policy change.

Due: Friday, July 19th

Final Year I Practicum Evaluation

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

Due: Friday, July 19th

Process Recordings

All five (5) Process Recordings should be submitted to your Practicum 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 Practicum Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.