

SW-596-01

Fall Advanced Standing Practicum Education

5 Credits

Faculty Information

Name: Olivia Montgomery, LICSW (she/they)

Associate Professor of Practice & Practicum Education Specialist

Email: olivia.montgomery@simmons.edu

Office: C-420-B

Office Hours: Available by appointment; please email.



Course Description

Welcome to SW596! Advanced Standing Practicum Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in their social work practice class. In addition to the supervised learning of clinical practice 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. This is a 5 credit course.

In addition to practicum, this course requires active class engagement each week, including attending live sessions (via Zoom) every other week, and responding to discussion boards posted on the “wall” on Moodle. Students may miss no more than two of these weekly engagements in order to successfully pass the course. See below for specific dates.

Zoom Link: <https://simmons.zoom.us/j/93386421455>

Course Objectives/Outcomes

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

CSWE Competencies

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
<p>Competency 1: Demonstrate Ethical and Professional Behavior</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, Practicum agency, and professional codes</p> <p>Use values and frameworks of the profession to effectively engage in inter-professional partnerships and collaborations</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>
<p>Competency 2: Engage Diversity and Difference in Practice</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</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>

	<p>and beliefs regarding stereotyping, bias and power-imbalances in practice client systems</p> <p>Commit to raising their social consciousness in the interest of challenging the structures of racism and other forms of oppression</p>		
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Identify and analyze social justice issues impacting the provision of client services</p> <p>Participate in agency or community level policy practice or social action strategies to promote human rights and social, economic, and environmental justice policies and services</p> <p>Consistently identify and practice targeted advocacy strategies and serve to improve client outcomes at applicable levels</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2</p>
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</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 Practicum 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</p>
<p>Competency 5: Engage in Policy Practice</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</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>		Recordings, Assignment #2
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</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>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>
<p>Competency 8: Intervene with Individuals, Families, Groups,</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</p>

<p>Organizations, and Communities</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		
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>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings

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 Materials

The Practicum Manual is available online at:

<https://internal.simmons.edu/students/academics/ssw/msw-students/practicum-education/resources>

Course Schedule

The course schedule appears below. Please review the [Simmons University academic calendar](#) for information about holidays, add/drop periods, and other important information.

Week	Date/Time	All Assignments Due for both 24 hour and 16 hour students, unless otherwise specified
WEEK 1:	<i>Practicum Begins 9/3/24</i>	<i>Practicum Liaison will contact students between week 1 and 3 to schedule an initial meeting</i>
WEEK 2:	Attend Live Zoom Session: Monday, 9/9/24 - 6:00-7:20 PM	Due to Practicum Liaison on Friday 9/13: Written Assignment #1: Deepening Your Awareness About Diversity
WEEK 3:		Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 9/20
WEEK 4:	Attend Live Zoom Session: Monday, 9/23/24 - 6:00-7:20 PM	

WEEK 5:		<p>Due to Practicum Instructor on Friday 10/4: Process Recording #1 (24 hr students)</p> <p>AND</p> <p>Due to Practicum Liaison on Friday 10/4: Learning Plan</p> <p>AND</p> <p>Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 10/4</p>
WEEK 6:	Attend Live Zoom Session: Monday, 10/7/24 - 6:00-7:20 PM	<p>Due to Practicum Liaison on Friday 10/11: Written Assignment #2: Organizational Context Analysis</p>
WEEK 7:		<p>Due to Practicum Instructor on Friday 10/18: Process Recording #2 (24 hr students)</p> <p>AND</p> <p>Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 10/18</p>
WEEK 8:	Attend Live Zoom Session: Monday, 10/21/24 - 6:00-7:20 PM	
WEEK 9:		<p>Due to Practicum Instructor on Friday 11/1: Process Recording #3 (24 hr students)</p> <p>OR</p> <p>Due to Practicum Instructor on Friday 11/1: Process Recording #1 (16 hr students)</p> <p>AND</p> <p>Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 11/1</p>
WEEK 10:	Attend Live Zoom Session: Monday, 11/4/24 - 6:00-7:20 PM	
WEEK 11:	<i>Veterans Day 11/11</i>	<p>Due to Practicum Instructor on Friday 11/15: Process Recording #4 (24 hr students)</p> <p>OR</p> <p>Due to Practicum Instructor on Friday 11/15: Process Recording #2 (16 hr students)</p>

		<p>AND</p> <p>Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 11/15</p> <p><i>Virtual Site Visits (with Practicum Liaison, Practicum Instructor, and student) begin this week, may go until week 14 - your Liaison will reach out to schedule</i></p>
WEEK 12:	Attend Live Zoom Session: Monday, 11/18/24 - 6:00-7:20 PM	
WEEK 13:	<i>Thanksgiving Recess 11/27 - 11/29</i>	Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 11/29
WEEK 14:	Attend Live Zoom Session: Monday, 12/2/24 - 6:00-7:20 PM	<p>Due to Practicum Instructor on Friday 12/6: Process Recording #5 (24 hr students)</p> <p>OR</p> <p>Due to Practicum Instructor on Friday 12/6: Process Recording #3 (16 hr students)</p> <p>AND</p> <p>Due to Practicum Liaison on Friday 12/6: Mid Year Evaluation</p>
WEEK 15:	<i>Practicum Ends for Fall on 12/13</i> <i>Winter Break 12/23 - 1/3</i>	Respond to Moodle Wall Post, and reply to at least one classmate - Due Friday, 12/13

Course Assignments

Assignment	Percentage of Grade
Completion of Process Recordings	20%
Completion of Writing Assignments	20%
Completion of Learning Plan	5%
Completion of Mid Year Evaluation	5%
Performance in Practicum	50%

Total	100%
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Process Recordings

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

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

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

Due Friday, September 13th

Written Assignment #1: Deepening Your Awareness about Diversity

Submit 1-3 pages to your Practicum Liaison: 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:

- 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?
- Which parts of your social identity confer privilege?
- How is anti-racism and anti-oppressiveness reflected in your practice?
- What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?
- How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

Due Friday, October 4th

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 and 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 plan will reflect the learning opportunities the agency can offer, along with the School's expectations for the 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, October 11th

Written Assignment #2: Agency Context Analysis

Submit a 1-3-page paper to your Practicum Liaison: Please think about your agency's systems and structures, using the following prompts:

- How does your agency's funding sources, policies, or mission affect your clients?
- How does your agency's funding sources, policies, or mission affect your treatment approach/plan with clients?
- If your agency's funding sources, policies, or mission were different, would that change your treatment approach? How so?
- In what ways do these structures serve and/or not serve marginalized groups and/or persons from marginalized groups?
- How are conversations about these issues a part of supervision? Please describe.

Due Friday, December 6th

Mid-Year 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. Students must initiate this process in Tevera and then send to their Practicum Instructor for completion.

Course Grading

Practicum Education is a central component of a graduate social work education. Practicum Education 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

Assignments are due on the date noted in the syllabus; any exception must be discussed in advance with your Practicum Liaison and could be grounds for a Marginal Pass (MP) or Fail (F). Failure to complete assignments as scheduled will impact the student's grade for the term.

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)
Engagement and Performance of Duties	
Unprofessional behavior includes but is not limited to excessive absences,	Unethical behavior (including but not limited to violations of NASW Code of Ethics,

<p>tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of Process Recordings as required), lateness with paperwork, inadequate documentation, etc.</p>	<p>Standards for Professional Practice, or Simmons Code of Conduct), or if unprofessional behavior is discussed with the student and the students' behavior fails to adhere to professional standards</p> <p>If a student stops attending placement (without Practicum Instructor and Department approval)</p> <p>If a student does not complete any of the work associated with the course</p>
<p>Learning Goals</p>	
<p>Insufficient progress toward learning goals, as documented in the Evaluation</p>	<p>Insufficient progress toward more than half of the student's learning goals, as documented in the Evaluation</p>
<p>Communication</p>	
<p>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>	<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>
<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</p>	<p>Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek</p>

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

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.

Our Classroom Community

At Simmons University, faculty and students work together to build a respectful, inclusive learning environment. Our aim is to create and maintain a positive and supportive classroom atmosphere where the diversity, backgrounds, and perspectives of all members are valued and respected. The following guidelines will help us work toward this goal and clarify expectations for engagement in this course and with each other.

Attendance and Participation

Practicum education is a central component of your graduate education. Students are required to be in Practicum for 720 hours in the Advanced Standing Program. This includes hours for the fall and spring 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:

1. **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.

2. **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.

Additional notes on attendance and participation in practicum are as follows:

Schedule: 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. Students are expected to be present at practicum during a portion of Simmons academic term breaks. See the practicum calendar, posted on the course Moodle wall (and Simmons website), for the practicum calendar.

Vacation: 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 not, the student is expected to report to their practicum.

Inclement Weather: Students also follow agency protocol in the event of inclement weather.

Unexpected Schedule Adjustments: Students who intend to adjust their practicum schedule after the start of the term must receive approval from their Practicum Instructor, Practicum Liaison, and Practicum Education Department.

Delayed Practicum Start: Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised schedule should be reviewed with and approved by both the Practicum Instructor and Practicum Liaison.

Missed Days: Advanced standing students are allotted three (3) sick days (24 hours) throughout the academic year for absences from practicum that do not need to be made up. Any absences beyond those three (3) permitted days must be made up. Agencies are required to assist the student in scheduling additional time to make up those missed hours.

Reaching Hours Goal Early: Students must continue in their practicums until the end of the academic term (per practicum calendar), even if the minimum required hours are completed before the end of the final term.

Online Etiquette

All students are expected to demonstrate the same professional behavior and mutual respect for

teachers and colleagues in the online environment as they would demonstrate face-to-face. Here are some general guidelines:

- **Under no circumstances are you allowed to join the class session if you are operating a vehicle. This includes joining by phone only.**
- **Copying, sharing or posting recordings of live class sessions is not allowed and will result in disciplinary action.**
- Do not use or misuse substances during class time. This includes alcohol and tobacco.
- Respect the privacy and confidentiality of your peers, clients, and agencies. Please refrain from disclosing overly sensitive private information about yourself that might not be appropriate in a teaching-and-learning environment.
- Embody the behaviors and skills of an advanced-degree social work student. This includes being honest and respectful in all communication with students and faculty. If you are feeling upset, be sure to review the content and tone of your messages prior to sending (e-mail or chat). Remember that the use of bold typeface, emojis, and capital letters may not represent your best professional self.
- Be mindful of how you present in the live session. This includes being in a private space with minimal distractions, ensuring that your camera and room lighting allows others to see your full face, muting yourself unless you are speaking, limiting the frequency with which you pause your video, and making sure you are muted *and* your video is paused when you step away from the camera.

Navigating Moodle

[Simmons Moodle](#) is the University's Learning Management System (LMS) and can be accessed by signing in with your Simmons username and password.

Please [access this Moodle Guide](#) for information about how to manage your Moodle profile, access and navigate your courses, find and review your course grades, and more.

Technical Support for this course can be reached using the following methods:

- Call: 617-521-2222
- Email: moodle@simmons.edu

University Resources and Policies

Please review the [Syllabus Policies webpage](#) for all syllabus policies including: Academic Integrity, Resources for Students, Accessibility Services, Sexual Harassment Policy, Absence Due to COVID-19 Diagnosis as well as the Student Code of Conduct and Course Catalogs.

<https://internal.simmons.edu/students/academics/syllabus-policies>

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 2023” or “presenting complaint began about eight years ago when client was 10” (vs. “in 2016”).

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.

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

Syllabus Statement

This syllabus is not a contract. The instructor reserves the right to alter course requirements and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives.