

Simmons
UNIVERSITY

School of Social Work

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On Ground Practicum Education Department

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**PRACTICUM EDUCATION
MANUAL**

2024-2025

On Ground Edition

circumstances such as illness or vacation take students away from their placements temporarily.

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 the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when disclosing, discussing, or writing about clients in the classroom or in assignments or Process Recordings.

Confidential Communication (Massachusetts Law for Licensed Social Workers)

The following is a statement from the section on confidential communication from the Massachusetts General Laws. The Massachusetts Board of Registration and the Massachusetts Chapter of NASW have reviewed the confidentiality law but have come to different conclusions regarding protections for social work interns and their clients. Since there is no case law on this issue, NASW's lawyer recommends that interns use an informed consent form adapted for interns. Simmons recommends that training directors review agency confidentiality and informed consent policies with social work staff and interns.

No person licensed under M.G.L. c. 112, pages 130 through 137, or an employee of such person may disclose any information he/she may have acquired from the person consulting him/her in his/her professional capacity, except:

- 1. With the written consent of the person or, in the case of death or disability, of his/her own personal representative, of any other person authorized to sue, or of the beneficiary of an insurance policy on that person's life, health, or physical condition.*
- 2. That a licensed certified social worker, including those engaged in independent clinical practice, and those practicing as licensed social workers or as licensed social work associates, shall not be required to treat as confidential a communication that reveals the contemplation or commission of a crime or a harmful act.*
- 3. When the person waives the requirement of confidentiality by bringing charges against the licensed certified social worker, the independent clinical practitioner, the licensed social worker, or the licensed social work associate.*
- 4. If the licensee has reasonable grounds to suspect that a child has been abused or neglected.*
- 5. Communications made in the course of a social work examination ordered by a court of competent jurisdiction when the client has been informed before the examination that any communications made during the communication would not be privileged.*

Practicum Instruction (Supervision)

Students are expected to prepare for and participate in supervisory meetings and to bring to the attention of the Practicum Instructor any obstacles they see as interfering with the learning process. Students and instructors are encouraged to consult with the Practicum Liaison as needed.

Other Student Rights and Responsibilities

Students and liaisons are expected to be in contact at regular intervals during the academic year to discuss both practicum and academic course work. This includes:

- An introductory meeting in the Fall.
- A conversation (in-person or otherwise) prior to each practicum visit.
- A discussion about concerns or problems in practicum or academic course work.
- A planning meeting (in person or telephonic) for Specialized Year placement (Generalist Year students only).
- An optional meeting to review post-graduation plans (Specialized Year students).

PRACTICUM EDUCATION PLACEMENT PROCESS

In our commitment to provide the best possible learning arrangements for students, the School is committed to affiliations with a broad spectrum of training sites serving a diverse population of clients and representing various professional practice settings, problem areas, geographical regions, and communities. A comprehensive and collaborative placement process aims to assure a good match between the student and practicum setting. In developing and vetting new practicum sites, the School utilizes intake paperwork and a verbal discussion to evaluate the potential learning environment. The goal is to ensure that the site will provide opportunities for students to engage in comprehensive learning that enables them to gain mastery in all nine CSWE competencies. At the end of each academic year, practicum sites are assessed by the assigned liaison, and concerns are reviewed by the Practicum Education Department to determine future viability for student learning. Agencies deemed unsuitable are added to a “do not use” list for future reference.

GENERALIST PLACEMENT PROCESS

A Practicum Faculty member interviews full-time incoming students and extended students in the spring/summer prior to the beginning of the academic year. Interviews also include educating students about the range of social work roles and options available for Generalist Year placements, as well as clarifying the student’s professional interests. The process then begins to match students with a broad-based first year experience.

After a student interviews at an agency, the agency determines fit and either accepts or rejects the student for the placement. If the student is rejected, their resume will be sent to other agencies. In the event a student is unable to secure a placement, please see section on Failure to Secure a Placement.

SPECIALIZED PLACEMENT PROCESS

The process of placing students into second year placements begins with student/liaison collaborations. During the Fall, a Practicum Faculty member will visit students’ Practice Classes (SW 421A) to describe the placement process. Students will learn how to assess their own learning needs and goals as a first step in selecting prospective placements. Students have access to an online database to assist in identifying ***examples of internships*** that would meet a variety of their needs and interests. After the classroom visits, students will be emailed a link to the practicum application.

Once the practicum application is submitted, students meet with a Practicum Faculty member (the “Faculty Placement Advisor”) to discuss their professional goals and interests and explore the range of placements that

might meet their learning needs. After the meeting, beginning in January, the student will submit up multiple applications per the Centralized Application Process with the Practicum Department. Practicum Faculty will screen application materials via this submission process, then send students' applications to the respective agencies. If an agency is interested, the student will be invited to interview. After a student interviews at an agency, the agency determines fit and either accepts or rejects the student for the placement. If the student is rejected, they will be allowed to submit another application to another agency. In the event a student is unable to secure a placement, please see Failure to Secure a Placement.

PRACTICUM GUIDELINES FOR CERTIFICATE PROGRAMS

MSW with Certificate in Healthcare students will be placed in a healthcare setting for their Specialized Year. Their Generalist Year placement may or may not be in a healthcare setting. Please see appropriate program plan for coursework requirements while in practicum.

MSW with School Social Work/School Adjustment Counselor Certificate students must be placed in a school for either their Generalist or Specialized years; and in an agency that serves children and families for the other practicum. Alternatively, students may consider placement in two schools, each with a different specialty or serving children of a different age. Please refer to the School Licensure Handbook for all policies related to this program of study.

MSW with Trauma Certificate students will be placed in a setting where they will be exposed to clients who have experienced trauma in various forms. It is expected that there are very few settings where this population would not be represented.

MSW Clinical Practice with Active Service Members, Veterans, and Families students will have an opportunity to develop the knowledge and skills necessary to engage in effective and culturally-sensitive clinical practice with service members, veterans, and their families.

MSW with Public Policy Certificate students will gain an understanding of policy systems and theory, methods of policy analysis, and subject matter knowledge in two major policy arenas.

PRACTICUM IN THE STUDENT'S PLACE OF EMPLOYMENT (EMPLOYMENT-BASED PLACEMENT)

In certain situations, usually due to the student's financial need, the School and Practicum Education Department permit students to use a paid social work position to fulfill the Practicum Education requirement for one practicum. Generally, this arrangement is made for the Generalist Year practice placement. *A student should not be in the same agency for two internships.*

Students who wish to use their place of paid employment as a placement must complete an application and Agency Agreement for Employment-Based Placement by the stated deadline. The application includes a plan agreed upon by agency administration, the proposed supervisor, and the student. Each application will be carefully reviewed and decided upon within the framework of CSWE (Council on Social Work Education) and School standards and expectations. To be approved, the agency and student must agree to adhere to the criteria for such placements, which include the following:

In the hours (24 or 16) designated to receive Practicum Education credit, it is expected that the student will be *assigned to a different department or program area* and have the opportunity to gain knowledge

and skill in new methods, modalities, and interventions. The student should have the opportunity to work with different client populations and problem areas.

The agency must assign a *new Practicum Instructor to supervise the school related practicum work*, a person other than the student/employee's current job supervisor. The Practicum Instructor and agency must agree to collaborate with the School and follow educational expectations and objectives. The Practicum Instructor must be an MSW licensed at the LICSW level.

The student/employee must be recognized as a social work student and thus be a part of the agency's social work training program for at least the portion of activity designated to receive Practicum Education credit. The agency must provide learning assignments that are different from the student's regular work.

An application for a workplace internship and agency agreement form must be submitted to the Practicum Education Department for approval (Appendix D).

As with all agencies, a Practicum Faculty member works with the student and agency staff to design a placement plan based on an assessment of learning needs, agency resources and School requirements. A signed written agreement confirms the School/Agency/Student agreement.

TRAVEL TO PRACTICUM PLACEMENTS

As a general guideline, students may be asked to travel up to one hour, each way, for their practicum. This pertains to students who drive and those who use public transportation. It is, however, hard to predict variations from this guideline as the School is located in an area that is known for congested traffic. **Students are responsible for all expenses related to their commute to practicum, including parking.**

FAILURE TO SECURE A PRACTICUM PLACEMENT

In the event of three unsuccessful placement interviews, the Practicum Education Department reassesses the student's appropriateness for a placement. Planning for another placement may not begin until a Level 2 Review is held or other steps are taken as determined by the Practicum Education Department. It is at the discretion of the Director of Practicum Education, in consultation with the MSW Director as needed, to recommend dismissal from the program if an appropriate graduate level clinical social work internship does not appear to be obtainable.

If a student does not accept a qualified placement following an interview and refuses subsequent agencies that meet their criteria, a Level 2 Review will be convened. Based on the committee's review, one of the following outcomes will be stipulated:

1. In consultation with the placement team, the student will be given one additional opportunity to secure a placement;
2. Student will postpone practicum until the following year (re-entry review required).

Failure to obtain a placement has implications for a student's progress toward completion of the MSW.

STUDENT LEARNING IN PRACTICUM: FRAMEWORKS AND CURRICULUM

The SSW is committed to continuous examination and improvement of student learning outcomes within the framework of the nine CSWE competencies. The SSW has developed a structure for systematically gathering evidence of student learning, and for regularly assessing the implicit curriculum (learning environment). Student learning is assessed by course based embedded measures and through the practicum evaluation. Implicit curriculum is assessed by an annual survey. Assessment findings are reported to and analyzed by faculty and administrators and are used to inform curricular revisions, to address changes in the learning environment, and to make changes to our evaluation methods. Built into our assessment plan is a continuous feedback loop that is foundational to our capacity to strengthen student learning. Our stakeholders are included in this feedback loop and include our students, our practicum agencies, our faculty and our staff. We also post our annual findings on the SSW website for the larger public.

CSWE COMPETENCIES

The Council on Social Work Education (CSWE) has delineated nine core competencies for all social work students. Embedded in each competency are the dimensions of practice (knowledge, values, skills, cognitive and affective processes). Observable behaviors *associated* with each competency provide opportunities for students to demonstrate abilities within each competency. Evaluation of practicum performance will be based on students' ability to demonstrate the observable behaviors. At the completion of the MSW program, students are expected to achieve competence through their Practicum Education and coursework in the following areas.

The nine CSWE competencies at the Generalist and Specialist levels with the associated observable behaviors are listed below.

GENERALIST YEAR COMPETENCIES AND OBSERVABLE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of

Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of white supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting

research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, 2022 Educational Policy and Accreditation Standards 11 implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients

and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying 2022 Educational Policy and Accreditation Standards strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with

individuals, families, groups, organizations, and communities.

SPECIALIZED YEAR COMPETENCIES AND OBSERVABLE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers consistently demonstrate the key values of the social work profession; they have knowledge of, and critically apply to practice, the laws, policies, and regulations that are pertinent to clinical practice. Clinical social workers recognize ethical dilemmas and apply ethical decision-making frameworks to reach reasoned and principled decisions. They manage their emotional reactions, communication, behavior, and boundaries in all professional interactions. Clinical social workers understand the importance of interprofessional practice and are able to establish effective collaboration with others. They apply ethical and legal frameworks to evaluate the effective use of social media and emerging technology in clinical practice. Social workers:

- 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)
- anticipate, identify, and attend to ethical tensions and apply a framework rooted in the NASW Code of Ethics to guide decisions in clinical practice
- understand and manage one's own emotional responses in the best interest of the client system
- 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
- use values and frameworks of the profession to effectively engage in interprofessional partnerships and collaborations

Competency 2: Engage Diversity and Difference in Practice

Clinical social workers apply knowledge of the dimensions of diversity, difference, discrimination, marginalization, social and economic exclusion, and oppression to the engagement, assessment, intervention and evaluation phases of clinical practice. Clinical social workers understand the link between social factors and well-being and how pervasive inequities associated with gender, sexual orientation, disability, race, ethnicity, immigration status, poverty, exposure to violence, inadequate housing, and transportation impact overall well-being and access to effective services. Clinical social workers utilize intersectional analysis across multiple practice settings, paying particular attention to racism and its historical context in this country. They initiate and engage in professional interactions with cultural humility, and address oppression at the individual, community, and policy levels. Clinical social workers use and apply research knowledge of diverse populations to enhance client well-being and to work effectively with diverse populations. Social workers:

- consistently identify the impact of inequities, diversity, difference, and oppression upon life experiences and the provision of services
- 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
- 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
- commit to raising their social consciousness in the interest of challenging the structures of racism and other forms of oppression

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Using knowledge and frameworks of the dynamics of institutional racism, oppression, and discrimination, and their intersections, clinical social workers develop and design strategies to promote human rights, and social, economic, and environmental justice. Clinical social workers understand the critical use of theories and evidence in designing and developing social action strategies. Utilizing the National Association of Social Workers Code of Ethics and the United Nations Universal Declaration of Human Rights, students analyze how these dynamics manifest on the local, state, national, and global level and violate basic human rights of fairness, equity, equality, and social justice. Clinical social workers take action to advance human rights and social, economic, and environmental justice individually, collaboratively, and in coalitions. They develop their capacities to move into political arenas in a way that develops their own self-empowerment as change agents and allies of client systems. Of significant importance is the development of capacities to help others to empower themselves. Their practice is bolstered by mastery of advocacy and social action strategies that can then be incorporated into practice behaviors and skills, and applied at the micro, mezzo, and/or macro level of practice to effect change. Social workers:

- identify and analyze social justice issues impacting the provision of client services
- 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
- consistently identify and practice targeted advocacy strategies and serve to improve client outcomes at applicable levels

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Clinical social workers integrate research into practice and consider how to evaluate issues drawn from their current practice. They critically review the empirical evidence for clinical interventions. They acquire skills to perform evidence-informed interventions. Clinical social workers assess ethical implications of practicing and implementing evidence-informed practices. They critically assess, identify, and work to address gaps in evidence-informed practice, policy and service delivery to improve client outcomes, the service delivery process, and program outcomes. Social workers:

- locate, identify, and select evidence-informed practices
- demonstrate evidence-informed practice in one's own direct clinical practice and system of service delivery
- 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
- formulate an evaluation plan designed to improve client outcomes, and/or programmatic efforts, with attention to potential areas for social action

Competency 5: Engage in Policy Practice

Clinical social workers develop specialized knowledge about social welfare and economic policies at the agency, organizational, community, local, state, national, or international levels that have impacts on the clients they serve, and on the larger society or global community in terms of availability of resources, service delivery, legal protections, and income supports. They understand the steps of policy practice necessary to improve the delivery of and access to social welfare services and benefits for individuals and families. They analyze the effects of policies on marginalized and oppressed groups within a social, economic, and environmental justice context.

They understand and utilize research to inform and evaluate social policy. They articulate outcomes they would like to achieve that would be congruent with developing and implementing new policies, blocking harmful policies, modifying existing policies. To do so, they must draw from specific strategies for policy change, such as advocating, educating, testifying, mobilizing, monitoring, collaborating, and becoming active in coalitions. These activities can have an impact on the client, agency, organization, community, larger society, and/or the global community. Social workers:

- evaluate social welfare or economic policies that are relevant to clinical social work practice and assess the impact on individuals or families
- analyze advocacy needs within a clinical setting and propose a plan for implementation.
- articulate a deeper understanding of how social welfare policies can either improve or negatively impact client well-being
- develop a plan to apply skills in policy practice with aim of achieving policy change

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Clinical social workers have the ability to demonstrate genuineness, empathy, and respect in order to form trustworthy and collaborative alliances with client systems, as the helping relationship evolves over time. Furthermore, clinical social workers use these skills to engage with client systems that have been disenfranchised and marginalized as a result of racism, sexism, heterosexism, ableism, classism, homophobia, poverty, and other forms of structural and institutional oppression. Clinical social workers develop an awareness of professional use of self and an ability to critically self-reflect in order to form more client-centered relationships. They demonstrate an appreciation for the unique roles, cultures, and interpersonal dynamics of individuals, families and groups and use this awareness to inform the creation of client-centered relationships. They use psychodynamic, behavioral, social constructionist, and trans-theoretical theories to inform the engagement process over the course of the helping relationship with diverse client systems. This approach is commensurate with the core values of the profession. Social workers:

- consistently demonstrate active listening, attending, and reflecting skills
- consistently demonstrate the patience that is required to build trust
- create a collaborative working alliance before moving into problem solving
- identify and utilize one's own social identity to enhance the engagement process
- seek supervision and mentorship to enhance effective use of self in practice
- 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

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Clinical social workers use genuineness, empathy, and respect throughout the assessment process. They demonstrate attention to matters of safety and the immediate well-being of client systems. They use an ecologically informed approach to consider the impact of disenfranchisement and marginalization on client systems and their current functioning. They demonstrate an awareness of the ways in which personal bias and social identities may influence the assessment process. They demonstrate a commitment to social work ethics and values when examining the nature of problems. Clinical social workers demonstrate an enhanced ability to use psychodynamic, behavioral, social constructionist and reciprocal interactionist theories to inform the assessment process over the course of the helping relationship with diverse client systems. This approach is commensurate with the core values of the profession. Social workers:

- demonstrate the effective use of a mental status exam in the appropriate context
- demonstrate the use of evidence-based assessment tools to assess for safety and well-being
- demonstrate confidence in the ability to explore all domains of client systems' life and functioning
- demonstrate the capacity to develop an evidence-informed hypothesis of client functioning based on social work paradigms
- 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
- demonstrate an ability to identify the ways in which their own biases and social identities impact the assessment process
- 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
- demonstrate knowledge of distinct practice approaches in formulations
- write a clear and concise assessment that reflects multi-dimensional understanding of the client/client system

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Clinical social workers use empathy, genuineness, and respect throughout the intervention process. They have the ability to attend to matters of safety and immediate well-being among client systems throughout the intervention process. They use an ecologically informed approach that considers the impact of disenfranchisement and marginalization on client systems and their current functioning when co-creating interventions with client systems. They demonstrate an awareness of the impact of personal bias and social identities and the ways they influence the intervention process. They demonstrate a commitment to social work ethics and values by considering the ever-changing nature of assessment of client risks and protective factors throughout the intervention process. They demonstrate an enhanced ability to use distinct, client-centered interventions from various practice approaches that are consistent with the values of the profession. They understand the theoretical perspectives, empirical generalist/foundations, and treatment strategies associated with intervention methods they employ and can describe the strengths and limitations of those methods. Social workers:

- demonstrate the effective use of a mental status exam in the appropriate context throughout the intervention process
- demonstrate the skills necessary to effectively manage and attend to crises
- use evidence-informed practices for interventions that are consistent with client systems' needs, strengths, and challenges
- use information established during the engagement phase, and learned in the assessment phase, to inform interventions
- determine ongoing treatment needs, access resources, and facilitate referrals as needed
- remain attentive to eco-systemic factors that influence the treatment planning process
- consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment
- engage client systems in a process that honors their thoughts, values, and beliefs with regard to developing mutually agreed upon approaches to treatment
- collaboratively create treatment plans with client systems that accurately reflect needs, challenges, strengths and eco-system factors
- 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
- demonstrate an understanding of the ways in which oppression, structural and systemic challenges pose

- barriers to treatment planning
- use supervision to explore challenges in the intervention and treatment planning process

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organization and Communities

Clinical social workers understand that evaluation practice is an essential and ongoing component of all social work practice with, and on behalf of diverse individuals, groups, families, and organizations. Clinical social workers recognize the importance of critically evaluating evidence-informed clinical practice and programs while considering research evidence, practice wisdom and client values and preferences. Clinical social workers apply qualitative and quantitative methods of evaluation to understand clinical needs, clients' experience of service, outcomes and practice effectiveness. Clinical social workers critically analyze the effectiveness and limitations of outcome measures, including standardized assessments and client feedback. Social workers:

- create client-driven service plans that include evidence-informed, measurable outcomes
- use the evaluation process to enhance practice in the agency setting
- use evaluation findings to modify client interventions or improve program level effectiveness

ADDITIONAL COMPONENTS OF THE PRACTICUM CURRICULUM

In addition to the nine competencies, the following tools in Practicum Education assist students in successfully completing their practicum learning; tailor their learning goals to the agency mission (while linking them directly to the core competencies); and help them to integrate theoretical perspectives across the curriculum to direct practice.

PRACTICUM SYLLABUS

The practicum curriculum is best outlined in the syllabus that corresponds to the appropriate practicum course. This section will provide an overview of the various learning experiences and requirements for Practicum Education. The clinical work and accompanying assignments are designed to help students integrate their classroom learning in their direct work with clients, organizations, and communities. During the practicum orientation, the following topics will be addressed in detail.

LEARNING PLAN AND EVALUATION

At the beginning of the internship, the student and Practicum Instructor identify goals and objectives and formulate a mutually agreed upon Learning Plan based on the nine CSWE competencies. **In collaboration with their Practicum Instructors, students will identify 2 or 3 specific activities for each competency, readily available at their particular site, that will allow them to gain mastery in each of the competency areas and help them to see the connection between micro practice and larger systems (families, communities, and organizations).** The Learning Plan is a portion of a written document that becomes the basis of the students' evaluation.

The School expects that the student assignments will be as varied as the agency's service requirements permit. However, a key criterion for the selection of clients and other assignments will be their educational value. The process for developing an educational plan should include a mutual assessment of the student's present level of knowledge and skill. The student's past experience, interests, learning needs, and special talents should

be taken into consideration. The plan will reflect the learning opportunities the agency can offer, along with the School's expectations for practicum curriculum. The Learning Plan is available on Tevera (instruction on how to access Tevera will be provided).

The student and Practicum Instructor should complete the Learning Plan by week four of placement. Once signatures are submitted in Tevera, the assigned liaison will review and contact the Practicum Instructor and/or student with changes as needed.

PROCESS RECORDINGS AND PRACTICUM ASSIGNMENTS

In addition to agency documentation requirements, the School **requires** Process Recordings (Appendix B) as a major learning and teaching tool in a student's practicum instruction. For each of the semesters that students are in their practicum placements, the Practicum Liaison will review three Process Recordings prior to the practicum visit to assure that students and Practicum Instructors have established a learning exchange prior to the practicum visit to assess progress. The student will also be asked to reflect in writing on other areas of required learning as outlined in the appropriate syllabus (social identity and diversity; social policy, and social justice; research-informed practice; and larger systems learning and organizational context).

Process Recordings enable the Practicum Instructor and Practicum Liaison to more effectively perform their teaching roles and to evaluate the student's learning needs and progress. They help the student to: rethink the interview in preparation for supervision; integrate theory and knowledge; develop interview skills; and increase the student's capacity for self-reflection. Attention should be paid to content, process, and technique, as well as the development of self-awareness. Practicum Liaisons examine three of the student's Process Recordings prior to each practicum visit. This facilitates an in-depth discussion of student progress and overall performance by the Practicum Instructor, student, and Practicum Liaison.

All students are expected to complete **5 Process Recordings** (Generalist and Specialized Years) in each semester. **Please note your Practicum Instructor may require that you complete more than 5 Process Recordings. You are required to abide by their number.**

Biopsychosocial assessments and intervention plans are recommended on each client. Many agencies have a narrative format for biopsychosocial assessments. However, due to changing agency and practice demands some assessment outlines for permanent records are very brief. Students need to develop good skills in history taking, organization of data, and formulation as a basis for thoughtful interventions. Assessment material is often used to prepare for case conferences, and as the basis for class assignments. It is recommended that students complete at least one detailed, narrative assessment each semester even if the agency does not require formal assessments or uses abbreviated forms. It is also expected that supervisors will discuss intervention plans for each client, family or group with their interns regardless of whether a formal plan is required by the agency.

Care should be taken to disguise identifying information in Process Recordings and assessments seen by Practicum Liaisons or used in class assignments in accordance with HIPAA regulation:

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. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in Process Recordings.

Students will be contacted by their Practicum Liaison periodically throughout the year. This helps the student

and Practicum Liaison to track caseload and supervision requirements, and to identify potential problem areas. Students and Practicum Instructors should not wait for the Liaison to initiate contact if they have a concern.

PRACTICUM INSTRUCTION

Learning through supervision is central to the development of practice knowledge and skill. **The School expects one hour of individual supervision by a primary supervisor (an MSW who is an LICSW, or an LCSW who is LICSW eligible).** Variations to these requirements may be implemented at the discretion of the Director of Practicum Education.

The Practicum Instructor is expected to meet with the student in private, regularly scheduled, minimally interrupted conferences. **Process Recordings should be reviewed, and comments added, prior to the meeting.** Practicum instruction includes teaching content specific to the agency's area of practice, populations, and larger issues of social justice and oppression. Practicum Instructors supervising their first MSW student are required to take the Seminar in Practicum Instruction (SIPI).

The Practicum Instructor will ensure the student receives an orientation to agency programs, policies, procedures and social work role expectations. **Additionally, an orientation to safety policies and procedures will be provided.**

DIRECT PRACTICE EXPERIENCE AND OTHER AGENCY ASSIGNMENTS

IN PERSON CONTACT WITH CLIENTS

Respectful of the wide variation in service requirements in the spectrum of Simmons affiliated placement agencies, the Liaison works with individual agencies to set expectations for the number and types of practicum assignments.

In general, the School expects that students' education will address the broad needs of the agency's population with attention to diversity in race, ethnicity, age, gender, special needs, and issues of social justice and oppression. The agency should provide an introduction to the agency system, its place in the larger system of services, and the larger social context.

Two to three clients should be available for assignment to students within two weeks of students' arrival at the agency. Direct practice experiences and other assignments should increase as the year progresses. **The School expects that student practicum work assignments will develop steadily up to 50% of direct contact with individuals, groups or families.** Assigned community projects, agency organizational projects, and social action efforts reduce these numbers. In the Specialized Year, it is expected that the student will have a core of direct practice that can include individuals, dyads (parent-child, couples), families, and larger systems. Simulations of social work practice within the practicum setting do not count toward practicum hours.

The agency should include the student in staff meetings and in-service training. Appropriate space and materials should be provided. Students should be given time during placement hours to do required agency written work. If the student has additional time available, Process Recordings may be completed at the discretion of the Practicum Instructor.

LARGER SYSTEMS LEARNING

Social Work practice with individuals, families and groups is embedded in an organizational and community context, thus students are expected to have practice opportunities with organizations and communities through a wide array of agency-based experiences. Within the practicum agency these practice opportunities should include: accessing agency services and resources, participating on an agency task force or committee, making referrals, identifying gaps in services and collaboration with other workers and other agency units. Students should also have the opportunity to work on behalf of clients *across* agencies, that is, with other community agencies, institutions, and organizations. Depending on a student's practicum placement this could include collaborative work with a school, court, public defender office, child welfare agency, nursing home, mental health clinic, or health clinic.

As determined by each agency setting, students should be active participants in interprofessional teams and on committees and task forces. In addition, students are expected to learn about their practicum agency's organizational structure, policies, documentation requirements, and confidentiality practices. Students should also be provided opportunities to learn about the community served by the agency and/or the communities where clients reside.

Practice learning related to organizations and communities is reinforced in the learning plan which delineates student-learning activities regarding larger systems and interagency work (and supervisory responsibility for orienting the student to the agency and community context). Practice learning related to organizations and communities is also amplified in the standard weekly Process Recording format. In addition, all Specialized Year students are asked to reflect on the organizational context of agency practice during the Fall practicum visit.

STUDENT EVALUATION OF PRACTICE

Students' evaluation of their own practice is a critical component of their learning in Practicum Education. Each student is expected, in collaboration with the client, to establish clear goals to be achieved during the course of their work together. Students and Practicum Instructors will be encouraged by the faculty of the Practicum Education Department to establish observable goals, and to devise measures by which progress can be evaluated. Students are encouraged to review progress periodically with their clients. At the end of the client contract, the student should evaluate the effectiveness of their interventions integrating learning from supervision and course materials. Specialized Year students take a required course on *Evaluation of Social Work Practice*. Students are expected to apply concepts from that course to agency programs and outcome measurement policies. At the end of each year students are also asked to provide the Practicum Education Department with an evaluation of their practicum learning experience.

EVALUATION OF STUDENT LEARNING: POLICIES, PROCEDURES AND CRITERIA

Although the evaluation of practicum performance should be considered an ongoing process, there are two formal evaluations due to the Practicum Education Department as indicated on the calendar: one in December, and the final evaluation in April for 24 hour-per-week students or in June for 16 hour-per-week students and Accelerated Program students. Any concerns about a student's performance should not wait until the time of evaluation but be communicated in a prompt manner to the Practicum Liaison.

Evaluations are a mutual effort of student and Practicum Instructor, with the instructor taking responsibility for the final version submitted to the School after the student has read it and points of difference have been addressed. The measure of student performance is based on: the review of student Process Recordings, direct observation in the practice environment (by the Practicum Instructor and other members of the team), in team meetings, case presentations, administrative duties, and participation in the larger scope of the organization’s mission. The data gathered is rated at the level of observable behaviors. It is important that evaluations be balanced in presenting strengths, areas for growth, and challenges to enable student, Practicum Instructor, and the Practicum Liaison to know which areas of learning need special attention. Ideally, the evaluation is an evolving process and nothing should appear in it that has not already been discussed with the student in regular supervisory conferences. The School recommends that prior to the completion of the evaluation, at least one supervisory conference be set aside for discussion of the student's overall performance. Practicum Instructors may request that students write self-appraisals for this purpose.

The evaluation framework is derived from the CSWE competencies and the associated observable behaviors and dimensions of practice (knowledge, values, skills, cognitive, and affective processes).

GRADES IN PRACTICUM PLACEMENT

Practicum Education will be graded each semester with Pass, Marginal Pass, Fail, or Incomplete. While performance in the practicum (and accompanying evaluation) is weighted most heavily, the semester grade also takes into consideration: attendance; written assignments (including Process Recordings); and adherence to the NASW Code of Ethics and the Simmons SSW Standards of Professional Practice. Grading weights are listed in each syllabus.

Pass: Students who receive passing grades in practicum are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including excellent attendance, no tardiness, good communication with supervisors about clinical work, timely completion of agency documentation, and appropriate communication when extensions are needed
- Ongoing progress toward learning goals
- Strong communication and interpersonal skills that enhance clinical work and/or relationships with other students, faculty, and staff
- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, and appropriate workplace behavior
- Sufficient Practicum Education hours/attendance
- Assignments of consistently good quality that meet expectations according to the course syllabus
- Ability to demonstrate compassion, empathy, integrity, respect for others; cultural humility; and to adhere to the Simmons SSW Standards of Professional Practice.

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)

Engagement and Performance of Duties	
<p>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.</p>	<p>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</p> <p>If a student stops attending placement (without Practicum Instructor and Practicum Education Department approval)</p> <p>If a student does not complete any of the work associated with the course</p>
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	
<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 Education 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 Education Department.</p> <p>Fail is appropriate for instances when the Practicum Instructor, Practicum Liaison, and/or Practicum Education 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	Consistent inability to make use of supervision (including, but not limited to, repeated difficulty

<p>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>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 different conduct that further violates the Standards for Codes.</p>

Incomplete: Practicum may be extended beyond the standard deadline with Director of Practicum Education or MSW Program Director approval.

***A Marginal Pass or Fail is assigned at the discretion of the Director of Practicum Education according to the specific nature of circumstances and the capacity of the student to reflect on, and correct, the situation.**

CONSEQUENCES OF MARGINAL PASS OR FAIL IN PRACTICUM PLACEMENT

- Students who receive a **Marginal Pass** at the end of any semester of practicum will have a Level 2 Review, engage in a performance improvement planning conference, and will be placed *on academic probation*. This **may** result in the student being asked to complete additional time in the practicum at their own expense.
- A student who is asked to complete extended time in the practicum for learning and performance needs may be required to register for an additional semester or year of placement at the student’s expense. A passing grade will be required to move on in the program.
- Students who receive two marginal passes in practicum **will be dismissed** from the program.
- **Students will be given only one opportunity to extend a placement for performance reasons.**
- Specialized and Advanced Standing students should anticipate that a grade of marginal pass in practicum would impact their graduation date.
- **A grade of F in any semester, or two MPs in practicum, will result in dismissal from the program.**
- **Candidates in the MSW with SSW/SAC are required to earn a grade of “pass” in SW446B and**

SW447B in order to be recommended for licensure through the Department of Elementary and Secondary Education (DESE). See School Licensure Program handbook for more detailed information and program requirements.

The decision to grant the student an extended or repeated year of placement is predicated on: 1) the Practicum Education Department's confidence in the student's ability to function in the professional role and; 2) a performance evaluation that demonstrates the student's ability to make progress towards the required competencies.

Continuation in classes after a student receives a MP in the practicum should be carefully considered and discussed with the Practicum Liaison (**continuation in classes is not an implicit guarantee that a student will graduate from the MSW program**).

The grievance of a grade in Practicum Education would be made in the same manner as any other grade grievance in the SSW. Please refer to the Student Handbook for further information on this process.

WITHDRAWAL FROM PRACTICUM

To withdraw from practicum after the add/drop period, students must receive approval from the Practicum Liaison and the Director of Practicum Education. Withdrawal from practicum may necessitate withdrawal from the accompanying practice class (SW421 or SW424) as it is required that they be taken simultaneously. Students who withdraw during the semester will be required to repeat the entire semester. Students' transcripts will show a "W" grade (for "withdrawn") if a student withdraws from practicum after the 4th week, and up to the end of the 8th week. No withdrawals are permitted after week eight; the instructor will then record the grade earned until that point.

PROBLEM RESOLUTION IN PLACEMENT

There may be occasions when students have concerns about aspects of their placement (e.g. amount of supervision, agency policies or number of clients). Alternately, agencies may identify concerns about a student's functioning or performance in the agency. The School requests that the student or Practicum Instructor notify the Practicum Liaison promptly regarding any concerns that arise. Following this initial contact, a **Level 1 Review** involving the appropriate parties (Practicum Liaison, student, and Practicum Instructor) will be held to assess and locate areas of difficulty. Plans are generally made to alleviate or resolve problems by carefully designed and monitored strategies. The outcome of a Level 1 Review to address student performance concerns will include a [Performance Improvement Plan](#) (Appendix C), written by the Practicum Liaison, with copies distributed to the student and Practicum Instructor. Goals set forth will be reviewed per the designated timeline. The Liaison and Practicum Instructor will remain in close communication with each other and the student throughout this process.

If it is deemed that the student is not making adequate progress at a follow-up meeting, a Level 2 Review will be held, facilitated by the Associate Director of Practicum Education or the Assistant Director of Practicum Education. The Performance Improvement Plan will be reviewed along with any additional concerns and progress noted by the student, liaison and Practicum Instructor. An additional plan of action will be determined at this point and potential replacement will be considered. **Please note that any review meetings Level 2 review will be held if the student fails to attend without notice. In such a case, the Performance Improvement Plan will be developed by those in attendance.**

If the nature of the concerns necessitates, the MSW Director will be consulted to determine the need for a Level 3 Review. This may include circumstances in which a student is dismissed from placement due to a violation of the Standards for Professional Practice, agency policy, Simmons policy, the NASW Code of Ethics, or the Practicum Instructor's direction in such a way that the safety and well-being of clients or the community is put at risk.

Please refer to the **MSW Student Handbook** for further information about the review process.

TERMINATION OF A PLACEMENT

If attempts to resolve the problem fail, it may be determined that a student can no longer remain at the current placement. If this occurs, at the discretion of the Director of Practicum Education, there are several possible outcomes:

- a) The student may be placed in a different agency.
- b) The student may be asked to extend the required practicum hours.
- c) The student may receive a Marginal Pass or an Incomplete at the end of the semester and be required to complete an additional semester of practicum and obtain a passing grade to continue (see **Grades in Practicum**).
- d) The student may be asked to take a leave of absence from Practicum Education or from the MSW program (see **MSW Student Handbook** for LOA Policy).
- e) The student may receive a failing grade ("F") and be dismissed from the program.

STUDENT GUIDELINES FOR CHANGE OF PLACEMENT

On rare occasions, a student requests a change of placement. Such requests must be made to the Practicum Liaison who will then consult with the Director or Assistant Director of Practicum Education. **Students cannot leave an agency without first speaking with their Practicum Liaison (or a member of the Practicum Education Department) and engaging in a problem resolution process, which would include a meeting with all relevant School and agency representatives to develop a plan. The following process below must be followed:**

- a) Contact the Practicum Liaison
- b) The Practicum Liaison will assess the situation and recommend a plan after conferring with the Director or Assistant Director of Practicum Education, with the goal of resolving the problem(s)
- c) If placement in a different setting is deemed necessary or appropriate, it is expected that an appropriate termination process will be planned for all clients and that a professional way of bringing closure with the agency will be followed

A student who prematurely ends a practicum, without approval of the Director of Practicum Education, risks receiving a failing grade or being referred to the Academic Standards Committee (see Policy Handbook).

All placement disruptions will be assessed to determine the extent to which the need for a replacement is due to agency or supervision issues and/or student performance issues.

If it is determined that the student will return to practicum, the Practicum Education Department will do its best

to locate an alternate placement as quickly as possible. *Please note, the ability to secure an alternate placement is impacted by many factors, most importantly the availability of an appropriate match for the student.* Therefore, this process may take some time, and in some situations may necessitate a leave from practicum. An extended separation from practicum may necessitate withdrawal from the concurrent practice class. This will be determined at the discretion of the Director of Practicum Education in collaboration with the MSW Director.

Students replaced on or after October 12, 2024 for any reason must expect to complete a minimum of 3 additional weeks in the practicum to account for time needed to orient to a new placement setting, develop a new Learning Plan, and engage new clients. This is in addition to time owed to complete the total number of practicum hours (see **Practicum Work Hours**). There may be circumstances that necessitate a student add even more time, either to address the student's learning needs or to meet agency needs.

Students should be aware that any placement disruption or replacement could have the effect of delaying graduation date. Alternate graduation dates include August, October, and January.

LEAVE OF ABSENCE FROM PRACTICUM

Students who are on a leave from practicum (mandatory, conditional, voluntary) will be asked to meet with the Director of Practicum Education and provide relevant documentation prior to approval for returning to practicum. Please see the **MSW Policy Handbook** for additional information pertaining to leave of absence policies.

PRACTICUM ADVISING

The School of Social Work is committed to maintaining a large Practicum Education Department consisting of both full and part-time faculty. **Practicum Faculty serve as advisors to students in the practicum and support professional goal setting.** Additional assistance with course sequencing, program requirements, access to available supports, course registration, change in status, choice of specializations, and routine dropping of a class is provided through the Office of Academic Advising.

The Director of Practicum Education administers the department. The Director, Assistant Directors, and Practicum Specialists are experienced social workers and are assigned to the Practicum Education Department full-time. A full-time workload includes advising students, being a liaison to practicum agencies, placement planning, teaching seminars for new Practicum Instructors, orientation for students entering practicum, development of new placement sites, program planning, and other administrative responsibilities. Adjunct faculty members are an integral part of the Department and are usually assigned fifteen advisees.

ROLE OF PRACTICUM LIAISON (PL)

The purpose of advising is to help the student integrate and optimize learning experiences in practicum and to facilitate the mastery of social work practice. The Practicum Liaison (PL) is responsible for collaborating with the Practicum Instructor, and the agency training director in evaluating student progress and learning and, when necessary, serves as a mediator in problem situations.

In the role of PL, the Practicum Faculty member monitors and evaluates the educational process, supports and mentor's students on their practice and professional development, and provides support to agencies in the form

of consultation, mediation, advocacy, problem solving, and negotiation.

The Practicum Liaison role includes:

- Assessment of agency viability;
- Involvement in the replacement process if necessary;
- Assurance of adequate caseload and other learning experiences in the practicum;
- Collaboration with the Practicum Instructor in the development of an individualized learning plan;
- Provision of liaison services between School and agency;
- Consultation around practicum related problems;
- Recommending the student's practicum grades

Early in the year, the PL meets the student in order to get acquainted with the student's background, learning style, and learning needs, as well as to explain the liaison role and the ways in which the student can access practicum advising resources. The Liaison arranges individual and/or group meetings throughout the year in response to student needs and interests. *Students should initiate a meeting with their liaison around any questions or concerns.*

To the extent possible, the PL remains assigned to the same agency from year to year in order to be knowledgeable about the agency and to maintain close working relationships with agency staff. The Director and Practicum Faculty establish strong partnerships with administrators and Practicum Instructors who work collaboratively on behalf of student learning and professional development. Students typically transition to a new liaison/advisor each year.

The academic advising relationship is a collaborative one. Students are expected to initiate contact with their liaison when they need assistance and to respond to outreach from their liaison in a timely fashion.

Students should:

- Let their liaison know immediately if problems arise. Sharing as much as one can about circumstances will enable the liaison to be more helpful.
- Respond promptly to emails and phone calls from the liaison.
- Attend and come prepared for all scheduled practicum advising meetings.

ACADEMIC ADVISING CENTER

The School's Academic Advising Center is available to all SSW students. The Center is a resource for general academic questions, concerns about course selection or sequencing, or for students who are encountering academic concerns and seeking support (after first consulting with the student's Liaison). The Associate Director of Student Support will assess the situation and may refer students to a number of resources including the Writing Center or the Center for Academic Achievement. Some students may be referred for tutoring at the discretion of the Associate Director of Student Support.

STUDENT PROFESSIONAL LIABILITY INSURANCE

The University carries a blanket insurance policy with the United Educators. The policy covers each student in practicum. The limits of liability are \$1,000,000 for each claim and \$3,000,000 aggregate. If you wish to receive a copy of our policy, please contact the Practicum Education Department at 617-521-3943 or

sswogpracticum@simmons.edu.

SEXUAL HARASSMENT POLICY, ACCESSIBILITY SERVICES, ACADEMIC INTEGRITY, AND CODE OF CONDUCT

Simmons University's Sexual Harassment Policy, information relating to Accessibility Services and Academic Integrity, the Student Code of Conduct, and other policies can be found here:

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

PRACTICUM EDUCATION RESOURCES

Practicum Education Resources

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

The Practicum Education Resources webpage contains forms and resources, including:

- Practicum Education Calendar
- Syllabi
- Competencies and Practice Behaviors
- 2022 EPAS Learning Activity Examples
- Process Recording Templates
- Employment-Based Placement Application

Tevera

<https://simmons.tevera.app/#/logon>

Tevera is the online placement platform to capture all aspects of the student's practicum experience, including:

- Written assignments
- Process Recordings
- Learning Plans
- Evaluations
- Tracking Student Hours

APPENDIX A: PRACTICUM EDUCATION CALENDAR

**Simmons School of Social Work
Practicum Education Calendar - MSW On Ground Program
2024-2025**

August	
14	Practicum Instructor Orientation - 1:00 pm – 4:00 pm
28	Practicum Orientation - 2:00 pm – 4:30 pm Mandatory (Year I & Advanced Standing Students only)

September	
3	Practicum starts (Year II and Advanced Standing)
9	Practicum starts (Year I)

October	
4	Due: Learning Plan (Year II) Due: Learning Plan (Advanced Standing)
11	Due: Learning Plan (Year I)

November	
1	Due: Fall Student Progress Report
11	HOLIDAY - Veteran's Day*
27 - 29	HOLIDAY - Thanksgiving Recess: Students are entitled to the Thanksgiving Recess from their Practicum

December	
6	Due: Mid-Year Evaluation (All Students)
13	Practicum ends for the Fall Semester (All Students)
23	HOLIDAY - Winter Break: University is closed December 23 - Jan 3

January	
6	Practicum resumes (Year I, Year II, & Advanced Standing) Practicum starts (Accelerated)
20	HOLIDAY - Martin Luther King, Jr. Day*

February	
7	Due: Learning Plan (Accelerated)
28	Due: Spring Student Progress Report (Advanced Standing and Year I & Year II 24 hour students only)

March	
3 - 7	Spring Break*
10	Practicum resumes after Spring Break (All Students)

April	
21	HOLIDAY—Patriot’s Day*
25	Due: Final Evaluation (Advanced Standing and Year I & Year II 24 hour students only) Due: Mid-Year Evaluation (Accelerated) Due: Spring Student Progress Report (16 hour students) *16 hour students do not turn in their Final Evaluation until July

May	
2	Practicum ends for the Spring Semester (Advanced Standing, Accelerated, and Year I & Year II 24 hour students only) (unless otherwise determined with the placement and approved by the Practicum Education Department)
12	Summer Practicum Placements resume (see below)**
16	Commencement
26	HOLIDAY – Memorial Day*

June	
19	HOLIDAY—Juneteenth*

July	
4	HOLIDAY—Independence Day*
25	Due: Final Evaluation (Accelerated and 16 hour students)

August	
8^	Practicum ends (Accelerated and 16 hour students)

*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 September and as needed throughout the year. Practicum Liaisons should schedule site visits with the students and Practicum Instructors for at least once each semester.

****Students in Placements Over the Summer (Accelerated and 16 hour students)**

Accelerated and 16 hours per week students are entitled to a week off from May 2 – 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).

^Summer dates have not yet been confirmed by the registrar (as of 7/31/24). These dates may be subject to change.

The 2024-2025 calendar is subject to change due to the COVID-19 pandemic and/or other circumstances.

APPENDIX B: PROCESS RECORDING OUTLINES

PROCESS RECORDING OUTLINE - INDIVIDUAL

Session #: _____ **Student's Name:** _____ **Date:** _____

Agency/Department: _____ **Supervisor Completing Observation:** _____

Introduction:

Include who participated in the session, the setting (office, home visit, phone, etc.), general impressions of client's appearance and behavior, and purpose for the meeting. (Please disguise client name and identifying information.)

Student Learning Goals:

Identify 1-2 learning goals for the session, for example, explore affect, ask open-ended questions, intervene using a cognitive behavioral approach, etc.

Recording of Interview:

Text in gray below is there to guide you as you fill in your process recording. You may delete that information after you know what is expected in each area. This section should be at least 4 pages.

Student – Client Interaction Dialogue	Self-Reflection/ Rationale for Intervention	Reflection on Diversity	Supervisor's Observations
--------------------------------------------------	--------------------------------------------------------	--------------------------------	----------------------------------

<p><i>(Beginning students should record all interactions, verbal and non-verbal. As the first year progresses students will become more selective and develop better recall of the interview and key interactions and use of words. By the end of the first year and in second year, the recordings should take less time and will focus on learning goals like diagnostic assessments, sitting with or pursuing affect, beginnings or endings, listening skills, etc.)</i></p>	<p><i>(Students share their affective and cognitive reflections about the client, the interview, and the student's use of self. This is a place to critique one's work and progress in mastering interviewing skills, planned interventions, self-awareness of countertransference feelings,) and integration of theory with observations.</i></p> <p><i>(Rationale for intervention: includes application of theory, reasons for choosing a particular intervention, use of evidence informed practice.)</i></p>	<p><i>(Use this section to reflect on different aspects of diversity (i.e. race/ethnicity, class, religion/spirituality, sexual orientation, physical ability, etc.)</i></p> <p><i>What instances during the interview/interaction did your race/ethnicity come to influence the conversation or your choice of intervention? How does power, privilege, and/or intersectionality play a role in your interactions?</i></p> <p><i>What elements of your client's experience are different from yours?</i></p> <p><i>Highlight how intersectionality, power, and privilege influence your client's behavior, choices or current state.</i></p> <p><i>How did you engage in dialogue with the client about these aspects?</i></p>	<p><i>(Supervisor's comments should be constructive and supportive. May include modeling of different ways to phrase questions or intervene.)</i></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

Impressions:

What are your impressions about how you handled the interview? What are your thoughts about your client's progress? How do you understand your role?

Reflection on Policy, Research, and Ethics:

Choose one of the following topics to reflect on for this session. Over the course of the semester, please reflect on each of the topics.

- 1. What specific public policies are currently impacting your client and how? How do they affect your work with the client?*
- 2. What data, research, or evaluation tools might be helpful in growing your work with this client?*
- 3. What ethical dilemmas have arisen in this clinical situation and what questions do you have?*

Plan:

What is the plan for future sessions?

Questions for Supervision:

Which aspects of the interview would you like feedback on? What questions do you have for your Practicum Instructor?

PROCESS RECORDING OUTLINE FOR GROUP OR FAMILY SESSION

Student's Name: _____ Date: _____

Agency/Department: _____ Supervisor Completing Observation: _____

Group Name: _____ Session #: _____

Group Facilitator(s): _____

Instructions:

Complete Section I: A two-page Process Recording on a portion of a group or family session. *(Please disguise client name and identifying information.)*

Complete Section II: Reflections on additional aspects of the group or family session.

Section I. Group or Family Session Dialogue Process Recording

Student – Client Interaction Dialogue	Self-Reflection/ Rationale for Intervention	Reflection on Diversity	Supervisor's Observations
<p><i>(Beginning students should record all interactions, verbal and non-verbal. As the first year progresses students will become more selective and develop better recall of the interview and key interactions and use of words. By the end of the first year and in second year, the recordings should take less time and will focus on learning goals like diagnostic assessments, sitting with or pursuing affect, beginnings or endings, listening skills, etc.)</i></p>	<p><i>(Students share their affective and cognitive reflections about the group or family session, the interview, and the student's use of self. This is a place to critique one's work and progress in mastering interviewing skills, planned interventions, self-awareness of countertransference feelings, and integration of theory with observations.</i></p> <p><i>(Rationale for intervention: includes application of theory, reasons for choosing a particular intervention, use of evidence informed practice.)</i></p>	<p><i>(Use this section to reflect on different aspects of diversity (i.e. race/ethnicity, age, class, religion/spirituality, sexual orientation, physical ability, etc.)</i></p> <p><i>What instances during the interview/interaction did your race/ethnicity come to influence the conversation or your choice of intervention?</i></p> <p><i>How does power, privilege, and/or intersectionality play a role in your interactions?</i></p> <p><i>What elements of your client's experience are different from yours?</i></p> <p><i>Highlight how intersectionality, power, and privilege influence your client's behavior, choices or current state.</i></p> <p><i>How did you engage in dialogue with the client about these aspects?</i></p>	<p><i>(Supervisor's comments should be constructive and supportive. May include modeling of different ways to phrase questions or intervene.)</i></p>

Section II. Reflections

Purpose of the group/family session

Who was present in the group? If the seating arrangement was relevant to the group process, please explain, including facilitator/co-facilitators' positioning. Was the group virtual or in-person?

Briefly describe what happened in the session (key issues, themes, flow of the session)

In what ways were family or group members included in the conversation? How were you responsive to both content and process (what was being said), (affect, non-verbal communication, what seemed under the surface)?

Describe the different roles that group members took on during the session.

Discuss some of the interventions you and others used or you observed in the group/session?

What data, research, or evaluation tools might be helpful in growing your work with this group?

Plans for the next session

What other questions, thoughts, concerns about facilitation/co-facilitation, did this group/session raise for supervision or class?

PROCESS RECORDING FOR LARGER SYSTEMS INTERVENTIONS

Student's Name: _____ Date: _____

Agency/Department: _____ Supervisor Completing Observation: _____

Use this form to reflect on student's involvement in systemic approach/intervention dealing with the following:

- 1) Organizational conflict(s)
- 2) Community issue(s)
- 3) Policy challenge(s)

What is the presenting issue needing to be addressed? What is the larger system's goal?

For example:

Issue: "Address the health disparities amongst the underserved Latino immigrant community in the inner city dealing with homelessness, access to affordable health insurance, language and cultural barriers."

Goal: "Improve the community health outcomes of Latino immigrants in the inner city."

Objectives of activity in relationship to goal –

For example:

"Conduct community needs assessment to gather data on the needs of community members and analyze specific social determinants of health."

Description of activity/event –

Include other relevant information about context, identifying key stakeholders.

For example:

“Meet with community members and leaders to discuss the need for a community needs assessment to target specific social determinants of health amongst the immigrant Latino community. Key stakeholders would include community members, interpreters, community health workers, and local school staff.”

Content –

What interactions occurred, roles of participants [including yourself], use of leadership roles. *(Please disguise client name and identifying information.)*

For example:

“Community members attended a community meeting to discuss the need for more bilingual and culturally sensitive community health center personnel including physicians, nurses and social workers available to assist patients at the local health center. Community health center staff discussed the limited funding to hire more trained bilingual staff and physicians. Immigrant Latino community members discussed their distrust in the health system due to language and cultural barriers, as well as not having access to affordable health insurance. Student interns helped facilitate the meeting, though at times, input from community members was not completely gathered as there was no translation available.”

Dynamics of power and difference –

Whose voice was most heard throughout the interaction? Whose voice was overshadowed or missing? What did the interaction highlight about the dynamics of the participant’s race, gender privilege, and difference?

For example:

“Community members who did not speak English did not speak up directly during the meeting. Instead, they used family members to interpret to voice their concerns. Community health leaders dominated the conversations and were oftentimes caught up in medical jargon and budgeting financial constraints related to the request for additional funding for community health workers, bilingual and culturally trained physicians and social workers. It is important to note the racial divide of the predominant white staff of the health center and the black and brown immigrant Latino community members.”

Analysis/Assessment –

Were objectives achieved? What factors contributed to a positive outcome? Which ones made it difficult to achieve objectives?

Assess student’s role in activity, impact of activity, achievement of goals and analysis of improvement for future activities and or goals.

For example:

“Language and cultural barriers made it difficult to obtain the input from community members. To further improve the next community meeting, a more structured and specific agenda can be created to help community members understand the needs and purpose for a community needs assessment with the overall goal of achieving better health outcomes for the community.”

Clinical Connections –

What individual/group clinical skills are useful in this context? How might a clinical analysis of the interactions provide additional insight and support for your work?

For example:

“Reflecting on the history of trauma in this community, many individuals may still feel hesitant to participate in systemic work. This may lead to further isolation and the potential for the continuation of harm if the root cause of the issue is not addressed.”

Plans –

What needs to happen for continued success or forward movement of the activity?

For example:

“For the next community meeting, it is important to have translation services available in order to provide culturally sensitive interpretation to better gather vital data from active community participants.”

Questions for Supervision –

Which aspects of the activity would you like feedback on? What questions do you have for your Practicum Instructor?

For example:

“What research is available regarding the most effective implementation of a community needs assessment for inner city Latino immigrant communities, in particular?”

APPENDIX C: PERFORMANCE IMPROVEMENT PLAN

(This should be completed collaboratively by the Practicum Liaison, Practicum Instructor, and the Student)

- I. Identify the specific objectives and goals for each area of improvement, including suggested supports, plan for improvement, and strategies to meet each objective/goal:

Current area in need of improvement	Improvement Goal <i>(be specific)</i>	Specific Activities to meet Goals	Role of Student, Instructor, and Liaison in achieving this goal	Timeline for improvement goals	Additional Suggested Supports

APPENDIX D: EMPLOYMENT-BASED PLACEMENT APPLICATION

Overview of Employment-Based Placement

An employment-based practicum is an internship at your place of employment where there are designated hours for your internship separate from your hours of employment. The placement must offer different learning opportunities, and also a different supervisor who is designated for practicum learning purposes only. Practicum Education is a fundamental component of social work education; it provides the opportunity to integrate classroom knowledge and practice. It is very important that an employment-based placement not be viewed as a job but as a learning experience providing a setting for the acquisition of knowledge and skills and a professional social work identity. **A placement arranged in the student's employing organization is the exception rather than the norm.** Employment-based placements allow students to complete a required internship while remaining employed.

What is the process for getting an employment-based placement approved?

These placements are approved when it is determined that new knowledge and skills can be achieved in the student's workplace. Arrangement and approval of employment-based placements require the participation of the student/employee, job supervisor, an agency administrator, potential Practicum Instructor and the Practicum Education Department. Extra attention is necessary to assure that the planned placement meets all of the school's requirements and learning objectives and does not duplicate current job tasks and responsibilities.

The student/employee must be allowed the time and opportunity to become involved in discrete learning activities with specific learning objectives, which are related to the school's learning objectives. Structural changes will likely be necessary to protect the learning environment from employment demands. For example, a student may be an employee for two days and a student for three days. The student must have a qualified Practicum Instructor who meets all of the criteria of the school and is not the student's current supervisor.

Who can serve as a Practicum Instructor?

The Practicum Instructor must have an LICSW, and must have completed (or be willing to register for) the Seminar in Practicum Instruction (SIPI) supervision seminar offered by the School. On occasion, if an LICSW is not available, other licenses may be considered if approved by the Practicum Education Department. Discuss with your Practicum Faculty member in advance of submitting the application. They must also agree to supervise the student for one hour a week and review weekly Process Recordings, complete Evaluations, and participate in site visits. The Practicum Instructor cannot be the student's job supervisor. If the agency does not have a qualified Practicum Instructor on staff they may look to other qualified social workers associated with the agency such as contract staff, volunteers, or board members. If an off-site supervisor is selected, the student should have an on-site task supervisor who, again, is not the supervisor for the employment portion of the experience.

What are the benefits of an employment-based placement?

Because the student/employee already knows and is oriented to the agency, the learning curve may not be as steep at the start of placement. The student /employee brings new learning back to the agency from the school which can enhance agency practice. The agency demonstrates commitment to professional development and retains a quality employee and protects its investment in the employee.

What are the challenges of an employment-based placement?

It can be difficult to maintain the separation of student and employee roles. It can be challenging for the student, and fellow staff, to navigate the shifting roles the student/employee occupies. A disruption in a student's job may also disrupt placement and vice versa.

What are the optimal conditions for an employment-based placement?

The most successful employment-based placements are in agencies that are supportive of social work education and workforce development, and large enough to accommodate the student's/employee's current job and a different setting for their placement. Employment-based placements work best when the agency is committed to retaining the student and the student has been employed in the agency for a significant length of time (preferably more than 2 years) and has demonstrated a commitment to the agency.

APPLICATION INFORMATION FOR EMPLOYMENT-BASED PLACEMENT AGENCY AGREEMENT AY'2024-2025

Application Process

Students must meet with a member of the Practicum Faculty ("Faculty Placement Advisor" or FPA) during the placement process to discuss the feasibility of an employment-based practicum. Once discussed, the student will email the completed application to their FPA by the due dates outlined. Students should include a copy of the proposed Practicum Instructor's resume with the application. Or, students should request the proposed Practicum Instructor email the resume directly to the student's FPA.

Application Checklist

Before proceeding, students must review the following checklist for eligibility.

1. Students must be in both good academic standing and with the employing organization. The student should not be a probationary employee or the subject of disciplinary action within the agency.
 - The identified Practicum Instructor must be an LICSW* who is not currently the employee supervisor for the student and has not previously supervised the student. The Practicum Instructor must complete and [submit the Practicum Instructor Profile online](#).
 - *On occasion, if an LICSW is not available, other licenses may be considered if approved by the Practicum Education Department. Discuss with your FPA in advance of submitting the application.
2. The Practicum Instructor must agree to provide a minimum of 1 hour of individual supervision each week. The practicum instruction must have an educational focus and incorporate Process Recordings as a learning tool. Group supervision is encouraged; however, it cannot replace the required one hour of clinical supervision/practicum instruction.
3. The Practicum Instructor should attend an Orientation offered by the Simmons University School of Social Work in August. If not previously completed, the Practicum Instructor must also participate in a [Seminar in Practicum instruction \(SIPI\) series](#) during the upcoming academic year and download and review the Simmons Campus Based [Practicum Education Manual](#).

4. The student must be assigned to a different department or program from student’s job and have the opportunity to gain knowledge and skills in new methods, modalities, interventions, and populations. The student cannot provide the same services to the same clients that they are serving in the role of employee and the role of intern during the internship.
5. The student’s educational goals should be the primary focus of the internship position.
6. Only one employment-based practicum is allowed unless the student is a participant in an approved Simmons Educational partnership or has had prior approval from the Practicum Education Department.

APPLICATION FOR EMPLOYMENT-BASED PLACEMENT

DUE DATES:

- **March of the prior academic year:** Deadline for Specialized Year (YR II) applicants
- **June of the prior academic year:** Deadline for Generalist Year (YR I) applicants

(For example, for practicum during the 2024-2025 academic year, the deadline would be during the spring semester of the 2023-2024 academic year, in March and June 2024, respectively).

Students should submit the completed application to their FPA.

The proposed Practicum Instructor must complete the [Practicum Instructor Profile form](#) embedded on the Practicum Education Department website in order to finalize this application.

APPLICATION WILL NOT BE CONSIDERED FOR APPROVAL UNTIL IT IS COMPLETED IN FULL

Student Name: _____
 Employer: _____
 Employer Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____
 Agency Website: _____
 Simmons Email: _____

CURRENT JOB: _____
 How long have you been employed by this organization? _____
 Have you satisfied your probationary period? _____
 If applicable describe other positions held in this organization:

Briefly describe your current work duties below: Identify current title/position population served and interventions utilized.

CURRENT WORK SUPERVISOR

Name: _____
Title: _____
Phone: _____
Email: _____
Unit Name: _____

NAME OF PROPOSED PRACTICUM AND NAME OF PROGRAM/DEPARTMENT:

Physical Address: _____

Specify how proposed internship activities will differ from current/regular work responsibilities. Be specific when responding to the following prompts.

Proposed learning activities:

Describe what different intervention methods you will utilize?

If applicable, describe how the placement will entail work with a different population:

Who will be providing practicum instruction/supervision for the proposed internship?

Is the proposed Practicum Instructor a different supervisor than the work supervisor?

Yes

No

PROPOSED PRACTICUM INSTRUCTOR

Name: _____
Unit/Program Name: _____
Title: _____
Telephone: _____
Email: _____
School and year MSW earned: _____
Does the Proposed Practicum Instructor have an LICSW?

Yes (LICSW #: _____)

No:

If no, when do you plan to take the examination?

Does the Proposed Practicum Instructor have additional certifications/licenses? (e.g. LICSW, SAC, etc.)

Has the Proposed Practicum Instructor completed a Seminar in Practicum Instruction (SIPI) for new Practicum Instructors?

Yes (Name of school and year: _____)

No

Note:

Practicum Instructor is required to submit the [Practicum Instructor Profile](#) form, which includes a spot to upload a resume.

PROPOSED WEEKLY SCHEDULE:

Specify planned hours in placement, work, and classes at Simmons University. Complete each section with specific times/hours, a check mark is not sufficient.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Placement							
Work							
Classes							

* Typical placements start in September and end in May.

- Year I placement days are Monday, Tuesday and Thursday for a total of 24 hours.
- Year II placement days are Monday and Thursday plus a 3rd day (excluding Tuesday) for a total of 24 hours.

* Some students request a 16 hour/week placement. These placements start in September and end mid-August.

PLACEMENT HOURS WILL BE (CHECK THE OPTION BELOW):

- Paid by the agency/employer
- Over and above paid hours
- A combination of paid/unpaid time

**EMPLOYMENT-BASED PRACTICUM AGENCY AGREEMENT
(To be reviewed and signed by all parties)**

We have discussed the use of (Agency and Department/Unit)

_____ for (Student/Employee)

_____ as a Simmons School of Social Work

practicum site during the 2024-2025 academic year. We agree that it is a feasible plan for this student/employee to complete an employment-based placement. The student will be released from regular work duties for 24-hrs/week, September-May (or 16-hrs/week; September-August, if approved) to fully attend to the internship. The student's internship time will focus on learning, not on the work demands of the agency. The Practicum Instructor/supervisor will be allowed adequate time to: attend to the student's supervision; attend the Orientation to Practicum Instruction at Simmons University School of Social Work; attend a Seminar in Practicum Instruction series (if needed); and other internship-related matters. The School's expectations can be met within this agency (for details, please refer to the attached Policy for Employment-Based Placement and the [Practicum Education Manual](#).)

REQUIRED SIGNATURES:

Agency/Program Director Signature: _____ **Date:** _____

Print name of Agency Director: _____

Email: _____

Phone: _____

Student's Current Work Supervisor Signature: _____ **Date:** _____

Print Name of Current Work Supervisor: _____

Email: _____

Phone: _____

Student's Proposed Practicum Instructor Signature: _____ **Date:** _____

Print name of Proposed Practicum Instructor: _____

Email: _____

Phone: _____

Simmons Practicum Faculty Member Signature: _____

Print Name: _____

Date Approved: _____

If you have any questions, please feel free to contact the Practicum Faculty member you are working with, or the On Ground Practicum Education Department at sswogpracticum@simmons.edu or 617-521-3943.