

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK  
**Practicum Syllabus and Calendar**  
**SW446A – 01 (Spring 2025)**  
**SW 446B – 01 (Summer 2025)**  
**Generalist Year—Practicum Education I**

**Faculty**

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

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

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

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

**Olivia Montgomery, MSW, LICSW** – Practicum Specialist & Associate Professor of Practice

**Course Description**

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

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

**Course Materials**

The Practicum Manual is available online at:

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

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

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

The 2022 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. This course will address and assess the attainment of all competencies and observable behaviors:

Competency	Observable Behaviors	Dimension (knowledge, values, skills, cognitive/affective processes)	Assignments
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<p>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</p> <p>Demonstrate professional behavior; appearance; and oral, written, and electronic communication</p> <p>Use technology ethically and appropriately to facilitate practice outcomes</p> <p>Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3</p>
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	<p>Advocate for human rights at the individual, family, group, organizational, and community system levels</p> <p>Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment. #1, Assignment #3, Assignment #4</p>
<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b>	<p>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <p>Demonstrate cultural humility by applying critical reflection, self-awareness, and self-</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2, Assignment #3, Assignment #4</p>

	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.		
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	<p>Apply research findings to inform and improve practice, policy, and programs.</p> <p>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.</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #2
<b>Competency 5: Engage in Policy Practice</b>	<p>Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #4
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<p>Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</p> <p>Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	Knowledge, values, skills, cognitive and affective processes.	Assigned internship activities, Process Recordings, Assignment #3, Assignment #4

<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p> <p>Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #2, Assignment #3, Assignment #4</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #3, Assignment #4</p>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Select and use culturally responsive methods for evaluation of outcomes</p> <p>Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #4</p>

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

*A. Principles of therapeutic relationships.*

**Course Expectations and Evaluation of Student Performance**

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

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

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

**Attendance, Attentiveness and Punctuality:**

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

**Grading Policy and Criteria for Grading**

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

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

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

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

**Criteria for Grading:**

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

Students will be considered for a passing grade if they:

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

<b>Criteria for Determining Marginal Pass or Fail Grades in Practicum Education</b>	
<b>Marginal Pass (MP)</b>	<b>Fail (F)</b>
<b>Engagement and Performance of Duties</b>	
<b>Unprofessional</b> behavior includes but is not limited to excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about	<b>Unethical</b> 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

<p>clinical work (including non-completion of Process Recordings as required), lateness with paperwork, inadequate documentation, etc.</p>	<p>student and the students' behavior fails to adhere to professional standards</p> <p>If a student stops attending placement (without Practicum Instructor and Department approval)</p> <p>If a student does not complete any of the work associated with the course</p>
<p><b>Learning Goals</b></p>	
<p>Insufficient progress toward learning goals, as documented in the Evaluation</p>	<p>Insufficient progress toward more than half of the student's learning goals, as documented in the Evaluation</p>
<p><b>Communication</b></p>	
<p>Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff. Students may have made efforts to resolve these issues, but there is additional improvement needed to demonstrate the student's advancement in Competency 1: Demonstrate ethical and professional behavior. The Practicum Instructor, Practicum Liaison, and Practicum Department contact are in agreement that the student demonstrates the potential to improve with additional supports. Includes, but is not limited to, inadequate or inappropriate communication with supervisors about clinical work.</p>	<p>Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or the student's or university's relationships with other students, faculty, and staff. Depending upon the timing and nature of the behaviors, students have been made aware of problematic communication patterns and interpersonal skills and have made no effort to resolve these issues, as determined by the Practicum Liaison and/or Practicum Department.</p> <p>Fail is appropriate for instances when the Practicum Instructor, Practicum Liaison, and/or Practicum Department contact expressed concerns that the student's communication patterns and interpersonal skills may contribute to harm of clients or others in the professional setting.</p>
<p><b>Supervision</b></p>	
<p>Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary),</p>	<p>Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary),</p>

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.	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.
<b>Codes of Ethics, Professional Practice, and Conduct</b>	
Violation(s) of the NASW Code of Ethics, Simmons School of Social Work Standards for Professional Practice, and/or Simmons University Code of Conduct.	Severe (as determined by the University) and/or repeated violations of the NASW Code of Ethics, Simmons School of Social Work Standards for Professional Practice, and/or Simmons University Code of Conduct, including, but not limited to, instances where the student has been told to cease the conduct in question but continues to engage in the some or all of the conduct or engages in different conduct that further violates the Standards for Codes.

## UNIVERSITY RESOURCES AND POLICIES

### Writing Center

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

### Library Resources

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

### Citations for References Used in Written Work

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



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

- Simmons Library Guide to Citations for Social Work  
<https://simmons.libguides.com/c.php?g=371789&p=2515087>
- Purdue OWL  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

### **Statement on Plagiarism**

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single-spacing and must be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

### **HIPAA Guidelines/Client Confidentiality**

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

### **Intellectual Property**

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

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the University. Only the instructor and/or the University has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructors' lectures. Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the University, including lecture notes, is a violation of

both the Simmons Honor Code and the federal Copyright Act.

**Simmons School of Social Work Policy on Observance of Religious Holidays**

If the University is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you regarding missed work. Please refer to the [Student Policy Handbook](#) and Program Information for further clarification of school policies regarding observance of religious holidays.

See [here](#) for University Policies on the following:

- Academic Integrity
- Accessibility Services
- Sexual Harassment
- Student Code of Conduct
- Course Catalogs
- COVID Absence Policy

**PRACTICUM CALENDAR**

**SW 446A and SW 446B**

January	
Individual Practicum Liaison meetings via Zoom (date/time of meetings TBD between students and Practicum Liaisons)	
6	First Day of Practicum for Accelerated Program students
10	Due: Writing Assignment #1
20	HOLIDAY - Martin Luther King, Jr. Day*
24	Due: Writing Assignment #2
February	
7	Due: Learning Plan Due: Completed Process Recording #1
28	Due: Completed Process Recording #2
March	
Begin Spring Practicum Site Visits via Zoom	
3 - 7	HOLIDAY - Spring Break*

10	Practicum Resumes after Spring Break
21	Due: Completed Process Recording #3 Due: Spring Progress Report (completed by the Instructor)
April	
Finish Spring Practicum Site Visits via Zoom	
4	Due: Completed Process Recording #4
18	Due: Completed Process Recording #5
21	HOLIDAY - Patriot's Day*
25	Due: Mid-Year Evaluation
May	
2	Practicum Ends for the Spring Semester - unless otherwise determined with the placement and approved by the Practicum Department
12	Summer Practicum Placements Resume**
26	HOLIDAY - Memorial Day*
30	Due: Process Recording #6
June	
Summer Practicum Site Visits via Zoom	
6	Due: Writing Assignment #3
13	Due: Completed Process Recording #7
19	HOLIDAY - Juneteenth*
27	Due: Writing Assignment #4 Due: Completed Process Recording #8
July	
4	HOLIDAY - Independence Day*
11	Due: Completed Process Recording #9
25	Due: Final Evaluation Due: Completed Process Recording #10

August	
8^	Last Day of Practicum - unless otherwise determined with the placement and approved by the Practicum Department

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

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

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

**\*\*Students in Placements Over the Summer (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**

## ASSIGNMENTS

### Process Recordings

Process Recordings (PRs) are required, as they help increase students' awareness of self, improve critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the four column verbatim PR format and that they receive written feedback from their Practicum Instructors. It is recommended that all PRs are to be a minimum of five (5) pages in length. The PR outlines are available online at: <http://internal.simmons.edu/students/ssw/msw-students/Practicum-education/Practicum-education-forms>

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

**A completed Process Recording includes both the student AND the Practicum Instructor's portions.**

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

## **SPRING SEMESTER**

### **Spring Semester Learning Goals Include:**

- Adaptation to the social work role in your agency
- The development of self-awareness of your own feelings, strengths, and learning needs
- The ability to conceptualize and articulate both the client's and your own issues
- The ability to use supervision
- Awareness of social identity and the dynamics of power and privilege
- Beginning assessment, interviewing, and intervention skills

### **Grading Weight for SW 446A**

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

Completion of Learning Plan: 5%

Completion of Process Recordings: 20%

Completion of Mid-Year Evaluation: 5%

Performance in Practicum: 50%

**TOTAL = 100%**

### **Due: Friday, January 10th**

- **Written Assignment #1: The Impact of Social Identity on Clinical Practice**  
Submit a one to three-page paper to your Practicum Liaison that captures the following topic as described below:  
Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. Particular attention must be paid to social identity, intersectionality and the dynamics of power and privilege. While there are areas of similarity, there are also areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients.

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

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. How is anti-racism and anti-oppressiveness reflected in your practice?

4. What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?
5. How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

**Due: Friday, January 24th**

- **Written Assignment #2: Engage in Practice-Informed Research and Research-Informed Practice**

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

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

**Due: Friday, February 7th**

- **Student Learning Plan**

The Practicum Instructor and student work together to design a Learning Plan during the first three to four weeks of Practicum placement. Caseload and other assignments will be reflected in the Learning Plan. A Learning Plan is created to focus the Practicum education experience on the required competencies. It guides the student, Practicum Instructor, (and task supervisor when appropriate) in achieving these competencies. The Practicum Liaison and Practicum Instructor must approve the Learning Plan. This document should be reviewed and amended as necessary, and students should retain copies.

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

- **Process Recording #1**

**Due: Friday, February 28th**

- **Process Recording #2**

**Due: Friday, March 21st**

- **Process Recording #3**
- *Spring Progress Report (completed by the Practicum Instructor)*

**Due: Friday, April 4th**

- **Process Recording #4**

**Due: Friday, April 18th**

- **Process Recording #5**

**Due: Friday, April 25th**

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

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**SUMMER SEMESTER**

**Summer Semester Learning Goals Include:**

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

**Grading Weight for SW 446B**

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

Completion of Process Recordings: 20%

Completion of Final Evaluation: 10%

Performance in Practicum: 50%

**TOTAL = 100%**

**Due: Friday, May 30th**

- **Process Recording #6**

**Due: Friday, June 6th**

● **Written Assignment #3: Biopsychosocial Assessment Assignment, to your Practicum Liaison**

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

**BIOPSYCHOSOCIAL ASSESSMENT**

I. AGENCY & STUDENT'S ROLE

II. IDENTIFYING INFORMATION

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

III. PRESENTING PROBLEM

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

IV. CURRENT AND HISTORICAL INFORMATION

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

V. RISK & PROTECTIVE FACTORS

- Personal – strengths, adaptability, coping, interests
- Social – family, communities



- Financial, institutional, housing, environmental

#### VI. MENTAL STATUS EXAM

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

#### VII. FORMULATION

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

#### VIII. DIAGNOSIS

- List DSM-5 Diagnoses, including diagnostic code.

#### **Due: Friday, June 13th**

- **Process Recording #7**

#### **Due: Friday, June 27th**

- **Process Recording #8**

- **Written Assignment #4: Social Policy: Implications for Practice**

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

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

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

**Due: Friday, July 11th**

- **Process Recording #9**

**Due: Friday, July 25th**

- **Final Year I Practicum Evaluation**

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

- **Process Recording #10**

*This syllabus is not a contract. The Practicum Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.*