

## MSW PROGRAM

Practicum Syllabus and Calendar

SW446A – 01 (Fall 2025, 5 Credit Hours)

SW 446B – 01 (Spring 2026, 4 Credit Hours)

**Generalist Year—Practicum Education I**

### Course Description

**Course type:** Required

**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

#### Required Materials

- The Practicum Manual is available online at:  
<http://internal.simmons.edu/students/ssw/msw-students/Practicum-education/Practicum-education-manual>
- The Experiential Learning Cloud (ELC) - (formerly Tevera), the website in which the Learning Plan and end-of-term Evaluations will be completed, can be found here:  
<https://simmons.tevera.app/#/login>. Logins and passwords for ELA will be emailed to students and Practicum instructors when placement begins.

For further instructions, see the handout “[From a Citation to a Full-Text Article](#),” available from your instructor or the library.

### Council on Social Work Education (CSWE) Core Competencies

The 2022 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) require and provide a competency-based framework for MSW education and educational outcomes assessment at the student and program level. Definitions of each of the nine required competencies at the generalist and specialist levels with associated observable behaviors are in the field manuals for the campus and online program options. All accredited MSW programs must assess outcomes related to the nine competencies for every student. The Simmons MSW program assesses students’ mastery of the nine competencies through two multiple choice measures: one at the generalist year and one at the specialist year.

The demonstration of competence is informed by the dimensions of practice: knowledge, values, skills, and cognitive and affective processes, including critical thinking. Overall, professional competence is multidimensional and composed of inter-related competencies. The course will primarily address and assess your attainment of the following competencies and learning objectives:

Competency	Learning Objectives	Dimensions (knowledge, values, skills, cognitive or affective processes)	Assignments
Competency 1: Demonstrate Ethical and Professional Behavior	Clinical social workers: a. Seek feedback in supervision to enhance self-awareness, challenge biases, and continually develop their practice through an anti-racist, culturally responsive lens. b. Identify and address ethical tensions with a framework rooted in the NASW Code of Ethics, upholding anti-racist and anti-oppressive principles in decision-making. c. Maintain self-awareness of their emotional responses and professional boundaries to act in the best interest of clients, integrating self-care as a core professional responsibility. d. Demonstrate professionalism in appearance, communication, and reliability, consistently aligning with the standards of the School of Social Work, agencies, and professional codes. e. Leverage social work values and frameworks to actively engage in respectful, interprofessional	Cognitive/Affective Processes Knowledge Values	Assigned internship activities, Process Recordings, Assignment #1, Assignment #3

	<p>collaborations that center client well-being.</p> <p>f. They apply ethical and legal standards to the use of social media and emerging technologies, ensuring the protection of client confidentiality and integrity of the therapeutic relationship.</p>		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<p>Clinical social workers:</p> <p>a. Identify and critically analyze social, racial, economic, and environmental justice issues impacting the delivery of client services.</p> <p>b. Actively participate in agency, community, or policy-level advocacy and social action strategies that promote human rights and advance social, racial, economic, and environmental justice.</p> <p>c. Develop and employ targeted advocacy strategies to enhance client outcomes at individual, organizational, and systemic levels.</p>	<p>Cognitive/Affective Processes</p> <p>Knowledge</p> <p>Skills</p> <p>Values</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3, Assignment #4</p>
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<p>Clinical social workers:</p> <p>a. Consistently identify the impact of inequities, racism, diversity, and oppression on the lived experiences of individuals and the provision of services, including how structural inequities shape access to care and outcomes.</p> <p>b. Apply anti-racist, culturally responsive, and equitable practices to all stages of clinical engagement, with a focus on collaboratively advancing social justice and addressing systemic barriers.</p> <p>c. Use supervision, process recordings, and self-reflection to examine and challenge personal attitudes and beliefs regarding stereotyping, bias, power imbalances, and their influence on practice with diverse client systems.</p> <p>d. Commit to continuous growth in anti-racism, diversity, equity, and inclusion (ADEI) principles, advocating for change in clinical practice, organizations, and communities to dismantle racism and promote inclusion.</p>	<p>Cognitive/Affective Processes</p> <p>Knowledge</p> <p>Skills</p> <p>Values</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #2, Assignment #3, Assignment #4</p>

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Clinical social workers: a. seek out, appraise, and utilize current, inclusive, and evidence-based practices that align with the goals and cultural contexts of their client systems b. demonstrate an awareness of ethical considerations in research, including confidentiality, transparency, informed consent, and the respectful use of client information, especially in digital spaces c. employ evidence-informed practices in direct clinical interventions and adapt methods to the unique needs, strengths, and challenges of clients d. critically examine and address biases in research and data that impact marginalized populations, ensuring interventions uphold anti-oppressive and client-centered principles e. develop a structured plan for evaluating the outcomes of clinical interventions and, as needed, adjusting approaches based on findings to improve client and program efficacy f. utilize supervision and consultation to discuss and enhance their research-informed practice skills, and integrate feedback to strengthen clinical practices	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #2
Competency 5: Engage in Policy Practice	Clinical social workers: a. Evaluate social welfare or economic policies relevant to clinical social work practice and assess their direct and indirect impact on client well-being, particularly for individuals or families from marginalized groups. b. Analyze advocacy needs within clinical settings and develop a strategic plan to address these needs through policy practice. c. Demonstrate a deeper understanding of how social welfare and economic policies can either improve or exacerbate inequities affecting client well-being. d. Develop and implement plans for applying policy practice skills, aiming to achieve meaningful policy change, improve service delivery, and promote social, economic, and environmental justice.	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #4

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>a. Consistently demonstrate active listening, attending, and reflecting skills to foster understanding and connection with clients.</li> <li>b. Exhibit the patience and commitment needed to establish trust and build strong therapeutic alliances with clients.</li> <li>c. Establish a collaborative working alliance with clients, focusing on partnership before progressing into problem-solving.</li> <li>d. Identify and leverage their own social identities to enhance the engagement process with clients from various backgrounds.</li> <li>e. Regularly seek supervision and mentorship to refine and enhance their use of self in practice.</li> <li>f. Apply the six core values of the social work profession—social justice, the importance of human relationships, dignity and worth of the person, integrity, competence, and service—to guide their decision-making and approaches to client engagement.</li> </ul>	<p>Cognitive/Affective Processes Knowledge Skills Values</p>	<p>Assigned internship activities, Process Recordings, Assignment #3, Assignment #4</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>a. Demonstrate effective use of mental status exams and other clinically appropriate assessment tools.</li> <li>b. Use evidence-based assessment methods to evaluate client safety, risks, and overall well-being accurately.</li> <li>c. Show confidence in exploring all domains of a client system's life, including personal, social, and environmental factors.</li> <li>d. Develop evidence-informed hypotheses regarding client functioning, drawing from social work theories and paradigms.</li> <li>e. Consistently apply empathy, attending, and affective exploration to elicit a client-centered picture of the client system's strengths and challenges.</li> <li>f. Identify and reflect on the ways in which their biases and social identities may influence the assessment process.</li> <li>g. Conduct assessments from a client-centered perspective, honoring the client's life experiences, personal</li> </ul>	<p>Cognitive/Affective Processes Knowledge Skills Values</p>	<p>Assigned internship activities, Process Recordings, Assignment #2, Assignment #3, Assignment #4</p>

	<p>beliefs, current functioning, strengths, and challenges, as well as barriers related to oppression and marginalization.</p> <p>h. Demonstrate knowledge of various practice approaches in developing case formulations.</p> <p>i. Produce clear, concise, and comprehensive assessments that reflect a multidimensional understanding of the client or client system.</p>		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>Clinical social workers:</p> <p>a. Demonstrate the appropriate use of a mental status exam throughout the intervention process.</p> <p>b. Apply skills to effectively manage and respond to crises within the intervention process.</p> <p>c. Use evidence-informed intervention practices that align with client systems' needs, strengths, and challenges.</p> <p>d. Leverage information gathered in the engagement and assessment phases to inform intervention strategies.</p> <p>e. Continuously assess and address ongoing treatment needs, facilitating access to resources and referrals as necessary.</p> <p>f. Remain attentive to eco-systemic factors that influence the intervention and treatment planning process.</p> <p>g. Consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment, adapting as needed.</p> <p>h. Engage client systems in a process that respects their thoughts, values, and beliefs to co-create mutually agreed-upon intervention strategies.</p> <p>i. Collaboratively develop treatment plans with client systems that accurately reflect needs, challenges, strengths, and eco-system factors.</p> <p>j. Demonstrate an awareness of how personal biases, social identities, and use of self may shape the interpretation of client systems.</p> <p>k. Identify and address barriers to treatment planning, including those related to oppression and systemic challenges.</p>	Cognitive/Affective Processes Skills Values	Assigned internship activities, Process Recordings, Assignment #3, Assignment #4

	i. Use supervision to explore and address challenges in the intervention and treatment planning process.		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Clinical social workers: a. Develop client-driven service plans that include evidence-informed, measurable outcomes. b. Use the evaluation process to inform and enhance practice within the agency setting. c. Apply evaluation findings to adapt client interventions and improve program-level effectiveness.	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #4

## 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” and not “Fenway Health Center” or “Upham’s Corner Health Center,” and so on; “urban public school” and not “Tobin Elementary School”; “larger urban teaching hospital” and not “Mass General.” In terms of dates, use terms such as “past fall” and not “October 2017” or “presenting complaint began about 8 years ago when the client was 10” and not “2017.”

## Course Organization

- On-ground Platform: Each fall and spring semester consists of 14 required live class sessions that last for 2 hours and 50 minutes. The summer semester consists of nine required live class sessions that last for 4 hours. On occasion, instructors might need to divide a live class session into two required components: asynchronous coursework and a shortened live session.
- Hybrid Platform: All courses follow the On-Ground Platform calendar and course organization. Students use Moodle to manage their on-ground coursework and Digital Campus (Canvas) to manage their online coursework. See [Navigating the LMS](#) for more details.

## Credit Hours

Per University accreditation requirements laid out by the New England Commission of Higher Education (NECHE), there are specific guidelines for how many hours of work students should expect to complete for a course. Those guidelines are as follows: for each course credit, students should spend at least 3 hours each week working on material for the course (which includes time spent in the classroom). As such, this 3-credit course is set up so that students spend 3 hours a week “in class” (either all in person, or a blend of synchronous and asynchronous time) and at least 6 hours a week outside of class time (e.g., completing readings, graded assignments, and other tasks). Please note that for courses hosted on the Digital Campus (Canvas)/online platform, some of the “out of class time” tasks (e.g., posting responses, watching external videos, completing assignment drafts) are folded into the asynchronous content.

## Assignment Grading and Expectations

### Grading System

See the SSW Grading Scale below. For further information on the school’s grading policy, particularly related to marginal and non-passing grades, please refer to the [MSW Student Handbook](#).

### Course Assignments

Assignment details are located later in the syllabus under Assignment Information. Assignment due dates can be found on the calendar at the end of the syllabus.

### Submission and Grading Policies

- Students are expected to follow the criteria outlined in the assignment description and rubric (if applicable).
- Written assignments are due when noted in the syllabus; any exceptions must be discussed in advance with instructors or will incur a penalty. Individual instructors will explain their late assignment policy and any additional expectations for written assignments.
- School policy does not allow the final to be rewritten. Please refer to the [MSW handbook](#) policy on grade grievances of final grades.

### Citations for References Used in Written Work

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

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

- Simmons Library Guide to Citations for Social Work is [here](#).



- APA style guide handouts are [here](#).

### Grading Scale for this Course

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

Grade	Percentage	Rating
Pass (P)	84% and above	Satisfactory to excellent performance
Marginal Pass (MP)	80 - 83.9%	Unsatisfactory to marginal performance
Fail (F)	79.9% or below	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

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)
Engagement and Performance of Duties	
<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 clinical work (including non-completion of Process Recordings as required), lateness with paperwork, inadequate documentation, etc.	<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 student, and the students' behavior fails to adhere to professional standards  If a student stops attending placement (without Practicum Instructor and Department approval)

	If a student does not complete any of the work associated with the course
<b>Learning Goals</b>	
Insufficient progress toward learning goals, as documented in the Evaluation	Insufficient progress toward more than half of the students' learning goals, as documented in the Evaluation
<b>Communication</b>	
Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff. Students may have made efforts to resolve these issues, but there is additional improvement needed to demonstrate the student's advancement in Competency 1: Demonstrate ethical and professional behavior. The Practicum Instructor, Practicum Liaison, and Practicum Department contact are in agreement that the student demonstrates the potential to improve with additional supports. Includes, but is not limited to, inadequate or inappropriate communication with supervisors about clinical work.	<p>Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or the student's or university's relationships with other students, faculty, and staff. Depending upon the timing and nature of the behaviors, students have been made aware of problematic communication patterns and interpersonal skills and have made no effort to resolve these issues, as determined by the Practicum Liaison and/or Practicum Department.</p> <p>Fail is appropriate for instances when the Practicum Instructor, Practicum Liaison, and/or Practicum Department contact expressed concerns that the student's communication patterns and interpersonal skills may contribute to harm of clients or others in the professional setting.</p>
<b>Supervision</b>	
Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary), and student has attended supervision only 4-6 times over the course of the term, has less actively participated in supervision, and has presented challenges taking feedback from supervisor.	Consistent inability to make use of supervision (including, but not limited to, repeated difficulty in following supervisory directions, and failure to seek supervisory guidance when necessary), and student has attended supervision 3 or fewer times over the course of the term, has not actively participated in supervision, or argues about supervisor feedback, delays implementation or application of supervisor feedback, only partially applies supervisor feedback, or complains to co-workers about supervisor feedback.
<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.
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## Our Classroom Community

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

## Class Attendance and Participation Expectations

Practicum education is a central component of your graduate education. Students are required to be in Practicum for **672 hours in their Generalist 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.

## Navigating the LMS

Depending on your program platform, you will encounter different Learning Management Systems (LMS) that can be accessed by signing in with your Simmons username and password.

## University Resources

### Simmons University Library

The [Simmons University Library](#) supports students in their coursework and scholarship by assisting them in finding, evaluating, and using information. [Librarians are available via chat, email, and by appointment](#) to provide you with research help specific to your class and assignments. You are encouraged to visit the Library's website to explore [Research Guides](#) of resources and search tools to support your studies and to [find materials](#) including course reserves, ebooks, and journals. We invite you to follow the Simmons University Library on [Facebook](#) or contact us at [library@simmons.edu](mailto:library@simmons.edu).)

### Office of Accessibility Services (OAS)

At Simmons University, we are committed to the full participation of all students in our programs and activities. The University provides reasonable accommodations based on appropriate documentation to ensure equal access and to reduce barriers to learning, programming, and events. For more information, visit the [OAS website](#).

### 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.

## University Policies and Procedures

### 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 to make up for missed work. Please refer to the [MSW Student Handbook](#) for further clarification of policies regarding observance of religious holidays.

### 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.

### 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 Course Hero, 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.

### Academic Policies and Procedures

Please review [this webpage](#) for all university policies including:

- Academic Integrity, including the use of AI
- Accessibility Services

- Sexual Harassment
- Student Code of Conduct
- Course Catalogs
- COVID Absence Policy

Simmons University prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the University's Title IX Coordinator. Please see the University's [Notice of Non-Discrimination](#) for information on how to report concerns or questions relating to sex discrimination.

### **Syllabus Statement**

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

### **Course Schedule**

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

## PRACTICUM CALENDAR

September	
Individual Practicum Liaison meetings via Zoom (All Students) (date/time of meetings TBD between students and Practicum Liaisons)	
8	Practicum starts
12	Due: <a href="#">Writing Assignment #1</a>
19	Due: <a href="#">Writing Assignment #2</a>

October	
3	Due: Completed Process Recording #1 (24 hour students only) - must include instructor feedback
10	Due: Learning Plan
13	HOLIDAY -Indigenous Peoples' Day*
17	Due: Completed Process Recording #2 (24 hour students only) - must include instructor feedback
31	Due: <a href="#">Fall Progress Report</a> Due: Completed Process Recording #3 (24 hour students only) - must include instructor feedback Due: Completed Process Recording #1 (16 hour students only) - must include instructor feedback

November	
Begin Fall Practicum Site Visits via Zoom (All Students) (Practicum Liaison will review at least 3 Process Recordings prior to the visit)	
11	Veteran's Day - (University Open)
14	Due: Completed Process Recording #4 (24 hour students only, All Years) - must include instructor feedback Due: Completed Process Recording #2 (16 hour students only, All Years) - must include instructor feedback
26 - 28	HOLIDAY - Thanksgiving Recess: Students are entitled to the Thanksgiving Recess from their Practicum

December	
Finish Fall Practicum Site Visits via Zoom (All Students) (Practicum Liaison will review at least 3 Process Recordings prior to the visit)	
5	Due: Mid-Year Evaluation (All Students) Due: Completed Process Recording #5 (24 hour students only) - must include instructor feedback Due: Completed Process Recording #3 (16 hour students only) - must include instructor feedback
12	Practicum ends for the Fall Semester (All Students)
22	HOLIDAY - Winter Break: University is closed December 22 - Jan 2

January	
5	Practicum resumes
19	HOLIDAY - Martin Luther King, Jr. Day*
23	<a href="#">Writing Assignment #3 (Year I)</a>
30	Due: Completed Process Recording #6 (24 hour students only) - must include instructor feedback Due: Completed Process Recording #4 (16 hour students only) - must include instructor feedback

February	
20	Due: Completed Process Recording #7 (24 hour students only) - must include instructor feedback Due: Completed Process Recording #5 (16 hour students only) - must include instructor feedback
27	Due: <a href="#">Spring Progress Report</a> (24 hour students only) Due: Completed Process Recording #8 (24 hour students only) - must include instructor feedback Due: Completed Process Recording #6 (16 hour students only) - must include instructor feedback

March	
Begin Spring Practicum Site Visits via Zoom (24 hour students only) (Practicum Liaison will review at least 3 Process Recordings prior to the visit)	
2 - 6	Spring Break*
9	Practicum resumes after Spring Break (All Students)
20	<a href="#">Writing Assignment #4 (Year I)</a> Due: Completed Process Recording #9 (24 hour students only) - must include



	instructor feedback <b>Due: Completed Process Recording #7 (16 hour students only)</b> - must include instructor feedback
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<b>April</b>	
<b>Finish Spring Practicum Site Visits via Zoom (24 hour students only, All Years)</b> (Practicum Liaison will review at least 3 Process Recordings prior to the visit)	
10	<b>Due: Completed Process Recording #10 (24 hour students only)</b> - must include instructor feedback <b>Due: Completed Process Recording #8 (16 hour students only)</b> - must include instructor feedback
20	<b>HOLIDAY—Patriot’s Day*</b>
24	<b>Due: Final Evaluation (24 hour students only)</b> <b>Due: <a href="#">Spring Progress Report</a> (16 hour students only)</b> <b>* 16 hour students do not turn in their Final Evaluation until July</b>

<b>May</b>	
<b>Spring Practicum Site Visits via Zoom (16 hour students only, All Years)</b> (Practicum Liaison will review at least 3 Process Recordings prior to the visit)	
1	<b>Practicum ends for the Spring Semester (All Students)</b> (unless otherwise determined with the placement and approved by the Practicum Education Department)
11	<b><a href="#">Summer Practicum Placements resume (see below)**</a></b>
15	<b>Commencement</b>
25	<b>HOLIDAY - Memorial Day*</b>
29	<b>Due: Completed Process Recording #9 (16 hour students only)</b> - must include instructor feedback

<b>June</b>	
<b>Practicum Summer Liaison Transition Site Visits via Zoom (16 hour students only)</b>	
19	<b>HOLIDAY– Juneteenth*</b>
26	<b>Due: Completed Process Recording #10 (16 hour students only)</b> - must include instructor feedback

<b>July</b>	
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3	HOLIDAY—Independence Day Observed*
24	Due: Final Evaluation ( <b>16 hour students only</b> )

August	
7	Practicum ends ( <b>16 hour students only</b> )

## **ASSIGNMENTS**

### **Process Recordings**

Process Recordings (PRs) are required, as they help increase students' awareness of self, improve critical thinking skills, and 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 are 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.

## **FALL SEMESTER**

### **Fall Semester Learning Goals Include:**

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

### **Grading Weight for SW 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, September 12th**

- **Written Assignment #1: The Impact of Social Identity on Clinical Practice**

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

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

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

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. 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, September 19th**

- **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, October 3rd**

- **Process Recording #1 (24 hr students)**
- **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

ELC/Tevera (instruction on how to access ELC/Tevera will be provided). Once signatures are submitted in ELC/Tevera, the assigned Practicum Liaison will review and contact the Practicum Instructor and/or student with changes as needed.

**Due: Friday, October 17th**

- Process Recording #2 (24 hr students)

**Due: Friday, October 31st**

- Process Recording #3 (24 hr students)
- Process Recording #1 (16 hr students)
- *Fall Progress Report (completed by the Practicum Instructor)*

**Due: Friday, November 14th**

- Process Recording #4 (24 hr students)
- Process Recording #2 (16 hr students)

**Due: Friday, December 5th**

- **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 ELC/Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in ELC/Tevera and then send to their Practicum Instructor for completion.
- Process Recording #5 (24 hr students)
- Process Recording #3 (16 hr students)

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## **SPRING SEMESTER**

**Spring 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 x 10% = 20%

Completion of Process Recordings: 20%

Completion of Final Evaluation: 10%

Performance in Practicum: 50%

**TOTAL = 100%**

**Due: Friday, January 23rd**

- **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, the 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, and 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, January 30th

- Process Recording #6 (24 hr students)
- Process Recording #4 (16 hr students)

### Due: Friday, February 20th

- Process Recording #7 (24 hr students)
- Process Recording #5 (16 hr students)

### Due: Friday, February 27th

- Process Recording #8 (24 hr students)
- Process Recording #6 (16 hr students)
- *Spring Progress Report (completed by the Practicum Instructor for 24 hr students)*

### Due: Friday, March 20th

- Process Recording #9 (24 hr students)
- Process Recording #7 (16 hr students)
- **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, April 10th**

- Process Recording #10 (24 hr students)
- Process Recording #8 (16 hr students)

**Due: Friday, April 24th**

- **Final Year I Practicum Evaluation (24 hr students)**  
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 ELC/Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in ELC/Tevera and then send to their Practicum Instructor for completion.
- **Spring Progress Report (completed by the Practicum Instructor for 16 hr students)**

**Due: Friday, May 29th**

- Process Recording #9 (16 hr students)

**Due: Friday, June 26th**

- Process Recording #10 (16 hr students)

**Due: Friday, July 24th**

- **Final Year I Practicum Evaluation (16 hr students)**  
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 ELC/Tevera (<https://simmons.tevera.app/#/logon>). Students must initiate this process in ELC/Tevera and then send to their Practicum Instructor for completion.

***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.***