

SW-597-01

## Spring Advanced Standing Practicum Education

5 Credits

### Faculty Information

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**Office Hours:** Available by appointment; please email.

### Course Description

Welcome to SW597! Advanced Standing Practicum Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in their social work practice class. In addition to the supervised learning of clinical practice skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. This is a 5 credit course.

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

**Zoom Link:** <https://simmons.zoom.us/j/4638711853>

### Course Objectives/Outcomes

#### Learning Goals Include:

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

### CSWE Competencies

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

Competency	Observable Behaviors	Dimension (knowledge, values, skills, cognitive/affective processes)	Assignments
Competency 1: Demonstrate Ethical and Professional Behavior	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>a. Seek feedback in supervision to enhance self-awareness, challenge biases, and continually develop their practice through an anti-racist, culturally responsive lens.</li> <li>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.</li> <li>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.</li> <li>d. Demonstrate professionalism in appearance, communication, and reliability, consistently aligning with the standards of the School of Social Work, field agencies, and professional codes.</li> <li>e. Leverage social work values and frameworks to actively engage in respectful, interprofessional collaborations that center client well-being.</li> <li>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.</li> </ul>	Cognitive/Affective Processes Knowledge Values	Assigned internship activities, Process Recordings, Assignment #3
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>a. Identify and critically analyze social, racial, economic, and environmental justice issues impacting the delivery of client services.</li> <li>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.</li> <li>c. Develop and employ targeted advocacy strategies to enhance client outcomes at individual, organizational, and systemic levels.</li> </ul>	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #3
Competency 3: Engage Anti-Racism,	Clinical social workers:	Cognitive/Affective Processes	Assigned internship

Diversity, Equity, and Inclusion (ADEI) in Practice	<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>	Knowledge Skills Values	activities, Process Recordings, Assignment #3
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<p>Clinical social workers:</p> <p>a. seek out, appraise, and utilize current, inclusive, and evidence-based practices that align with the goals and cultural contexts of their client systems</p> <p>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</p> <p>c. employ evidence-informed practices in direct clinical interventions and adapt methods to the unique needs, strengths, and challenges of clients</p> <p>d. critically examine and address biases in research and data that impact marginalized populations, ensuring interventions uphold anti-oppressive and client-centered principles</p> <p>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</p> <p>f. utilize supervision and consultation to discuss and enhance their research-informed practice skills, and integrate feedback to strengthen clinical practices</p>	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #3

Competency 5: Engage in Policy Practice	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Analyze advocacy needs within clinical settings and develop a strategic plan to address these needs through policy practice.</li> <li>c. Demonstrate a deeper understanding of how social welfare and economic policies can either improve or exacerbate inequities affecting client well-being.</li> <li>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.</li> </ul>	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #3
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<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>7. 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>	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings

<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 beliefs, current functioning, strengths, and challenges, as well as barriers related to oppression and marginalization.</li> <li>h. Demonstrate knowledge of various practice approaches in developing case formulations.</li> <li>i. Produce clear, concise, and comprehensive assessments that reflect a multidimensional understanding of the client or client system.</li> </ul>	<p>Cognitive/Affective Processes Knowledge Skills Values</p>	<p>Assigned internship activities, Process Recordings</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Clinical social workers:</p> <ul style="list-style-type: none"> <li>a. Demonstrate the appropriate use of a mental status exam throughout the intervention process.</li> <li>b. Apply skills to effectively manage and respond to crises within the intervention process.</li> <li>c. Use evidence-informed intervention practices that align with client systems' needs, strengths, and challenges.</li> <li>d. Leverage information gathered in the engagement and assessment phases to inform intervention strategies.</li> <li>e. Continuously assess and address ongoing treatment needs, facilitating access to resources and referrals as necessary.</li> <li>f. Remain attentive to eco-systemic factors that influence the intervention and treatment planning process.</li> </ul>	<p>Cognitive/Affective Processes Skills Values</p>	<p>Assigned internship activities, Process Recordings</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> <p>i. Use supervision to explore and address challenges in the intervention and treatment planning process.</p>		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>Clinical social workers:</p> <p>a. Develop client-driven service plans that include evidence-informed, measurable outcomes.</p> <p>b. Use the evaluation process to inform and enhance practice within the agency setting.</p> <p>c. Apply evaluation findings to adapt client interventions and improve program-level effectiveness.</p>	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings

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

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

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments. Ensuring client confidentiality includes not stating the name of the agency, the actual name or initials of clients and/or the actual dates of services. For example, you would use “community health center,” “small public school,” or “large teaching hospital.” In terms of dates, use terms such as “past Fall” and not “October 2023” or “presenting complaint began about eight years ago when client was 10” (vs. “in 2016”).

## 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 exception 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.
- 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 ELC/Tevera) consistent with a passing grade. The agency Practicum



- Instructor, in consultation with the Simmons Practicum Liaison, will evaluate this growth.
- Complete the Practicum placement hours as required. These expectations can be found in the syllabus and Practicum education calendar.

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)
<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 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	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.  Fail is appropriate for instances when the

supports. Includes, but is not limited to, inadequate or inappropriate communication with supervisors about clinical work.	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.
<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.

### 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 **720 hours in their Specialist (Advanced) 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.

### Moodle (On-ground and Hybrid Platforms)

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

Technical Support for Moodle is available through the following methods:

- Call: 617-521-2222
- Email: [moodle@simmons.edu](mailto:moodle@simmons.edu)

## 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](#) and [Twitter](#) 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, Luvo, and OneClass.

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

Unauthorized copying, distribution, or sharing of course materials developed by Simmons instructors and/or the University, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

## **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 Resumes after Winter Break on 1/5/26*

Week	Date/Time	
WEEK 1:	<i>Practicum Begins 1/5/26</i>	
WEEK 2:	Attend Live Zoom Session: <b>Monday, 1/26/26 - 6:00-7:20 PM</b>	Due to Practicum Instructor on <b>Friday 1/30: Process Recording #6 (24 hr students)</b>
WEEK 3:		Due to Practicum Liaison on <b>Friday 2/6: Written Assignment #3: Social Justice and Policy Practice</b>  AND  Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 2/6</b>
WEEK 4:	Attend Live Zoom Session: <b>Monday, 2/9/26 - 6:00-7:20 PM</b>	
WEEK 5:		Due to Practicum Instructor on <b>Friday 2/20: Process Recording #7 (24 hr students)</b>  AND  Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 2/20</b>
WEEK 6:	Attend Live Zoom Session: <b>Monday, 2/23/26 - 6:00-7:20 PM</b>	Due to Practicum Instructor on <b>Friday 2/27: Process Recording #8 (24 hr students)</b>

WEEK 7:	Spring Break	
WEEK 8:	Attend Live Zoom Session: <b>Monday, 3/9/26 - 6:00-7:20 PM</b>	<i>Virtual Site Visits (with Practicum Liaison, Practicum Instructor, and student) begin this week - your Liaison will reach out to schedule (24 hr students)</i>
WEEK 9:		Due to Practicum Instructor on <b>Friday 3/20: Process Recording #9 (24 hr students)</b>  AND  Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 3/20</b>
WEEK 10:	Attend Live Zoom Session: <b>Monday, 3/23/26 - 6:00-7:20 PM</b>	
WEEK 11:		Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 4/3</b>
WEEK 12:	Attend Live Zoom Session: <b>Monday, 4/6/26 - 6:00-7:20 PM</b>	Due to Practicum Instructor on <b>Friday 4/10: Process Recording #10 (24 hr students)</b>
WEEK 13:		Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 4/17</b>
WEEK 14:	Attend Live Zoom Session: <b>Monday, 4/20/26 - 6:00-7:20 PM</b>	Due to Practicum Liaison on <b>Friday 4/24: Final Evaluation (24 hr students)</b>
WEEK 15:	<i>Practicum Ends for Spring 5/1</i>	Respond to Moodle Wall Post, and reply to at least one classmate - <b>Due Friday, 5/1</b>  AND  Sign your <b>End of Year Hours Report</b> on your last day of practicum <b>(24 hr students)</b>

## Course Assignments

Assignment	Percentage of Grade
Completion of Process Recordings	20%
Completion of Writing Assignments	20%
Completion of Final Evaluation	10%
Performance in Practicum	50%
<b>Total</b>	<b>100%</b>

### **Process Recordings**

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

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

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

### **Due Friday, February 6th**

#### **Written Assignment #3: Social Justice and Policy 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 supervision.

- Please describe at least one way in which policy (at the agency, State or Federal level) advances human justice in your agency. In particular, how does policy impact access to services for those who are marginalized by virtue of race, class or ethnicity?
- Give an example of your practice that has been informed by research, or a piece of research that you were inclined to pursue as a result of your practice. For example, explore the practices and interventions that are commonly used within your agency for one of your client's presenting concerns.

### **Due Friday, April 24th**

#### **Final Practicum Evaluation**

Student evaluations should be completed by the Practicum Instructor and reviewed and signed by the student, Practicum Instructor, and Practicum Liaison. Please use the form in Tevera. Students must initiate this process in Tevera and then send to their Practicum Instructor for completion.