

SW-596-01

Fall Advanced Standing Practicum Education

5 Credits

Faculty Information

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Office Hours: Available by appointment; please email.

Course Description

Welcome to SW596! Advanced Standing Practicum Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in their social work practice class. In addition to the supervised learning of clinical practice skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. This is a 5 credit course.

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

Zoom Link <https://simmons.zoom.us/j/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 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
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, field agencies, and professional codes. e. Leverage social work values and frameworks to actively engage in respectful, interprofessional collaborations that center client well-being. 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.	Clinical social workers demonstrate core social work values, integrating anti-racist and anti-oppressive frameworks into practice to address historical and current contexts of oppression (V). They recognize and apply laws, policies, and regulations relevant to clinical practice and consistently manage ethical dilemmas using the NASW Code of Ethics (K). Clinical social workers engage in self-reflection to regulate their emotional responses, maintain appropriate boundaries, and communicate professionally (C/A). They understand and value interprofessional collaboration, establishing effective partnerships that prioritize client well-being (C/A). Clinical social workers also evaluate and responsibly use emerging technologies and social media within ethical and legal guidelines (C/A).	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Clinical social workers: a. Identify and critically analyze social, racial, economic, and environmental justice issues impacting the delivery of client services. 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. c. Develop and employ targeted advocacy strategies to enhance client outcomes at individual, organizational, and systemic levels.	Using knowledge and frameworks of the dynamics of institutional racism, oppression, and discrimination, and their intersections, clinical social workers design and implement strategies to advance human rights and social, racial, economic, and environmental justice (K, S). Clinical social workers critically apply theories, research, and evidence to develop and	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2

		engage in social action strategies, leveraging tools like the National Association of Social Workers Code of Ethics and the United Nations Universal Declaration of Human Rights to guide their work (C/A, V). They assess how systems of oppression operate locally, nationally, and globally to violate the principles of fairness, equity, and social justice and develop targeted strategies to dismantle these systems (K, V, C/A). Clinical social workers take action to promote justice through advocacy, coalition-building, and collaborative efforts that empower client systems and communities (S). Their practice is rooted in the development of skills necessary for effective advocacy and action at the micro, mezzo, and macro levels to influence change (S). The dimensions of performance—knowledge, values, skills, and cognitive/affective processes—are interwoven and essential to demonstrating competence.	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Clinical social workers: 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. 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. c. Use supervision, process recordings, and self-reflection to examine and	Clinical social workers apply knowledge of anti-racism, diversity, equity, and inclusion principles across all phases of clinical practice, including engagement, assessment, intervention, and evaluation (K). Clinical social workers critically analyze how systemic inequities—including those based on race, gender, sexual orientation,	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2

	challenge personal attitudes and beliefs regarding stereotyping, bias, power imbalances, and their influence on practice with diverse client systems. 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.	disability, ethnicity, immigration status, socioeconomic status, and access to resources such as housing and transportation—impact client systems and limit access to services (V, C/A). They integrate anti-racist, anti-oppressive, and intersectional frameworks to recognize and address historical and contemporary forces of discrimination and marginalization at individual, community, and systemic levels (S). Clinical social workers practice cultural humility and develop strategies to challenge power imbalances, dismantle oppressive structures, and promote social inclusion (S). They incorporate evidence-informed and culturally responsive interventions that acknowledge clients as experts and centers their lived experiences, working collaboratively to enhance client well-being and advocate for equitable outcomes across practice settings (V, S).	
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	Clinical social workers integrate research knowledge and practice experience to inform effective, equitable, and evidence-based interventions. They understand the importance of remaining current with the latest research and methodologies, integrating critical thinking to evaluate and apply findings to diverse clinical populations (K). Clinical social workers are committed to ethical and inclusive research	Assigned internship activities, Process Recordings, Assignment #2

	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	practices that recognize client-centered, culturally relevant, and anti-racist approaches, using these frameworks to guide intervention and evaluation strategies (V, C/A). They possess skills in utilizing both qualitative and quantitative data to measure outcomes, understand client needs, and improve practice effectiveness (S). Clinical social workers critically assess and address gaps in research and evidence-informed practice, considering how social, economic, and environmental factors impact client well-being (C/A, V). They employ technological tools and maintain a strong ethical foundation when gathering, analyzing, and applying research to inform interventions that meet the unique needs of individuals and communities.	
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.	Clinical social workers develop specialized knowledge about social welfare and economic policies at the agency, organizational, community, local, state, national, or international levels that impact the clients they serve, and influence broader society and the global community in terms of resource availability, service delivery, legal protections, and income supports (K). They understand the steps of policy practice required to enhance the accessibility and quality of social welfare services and benefits for individuals and families, particularly those	Assigned internship activities, Process Recordings, Assignment #2

		from marginalized and oppressed groups (K). They analyze policies from a social, economic, and environmental justice perspective, identifying their effects on underserved populations (V, C/A). They critically engage with research to inform and evaluate social policy, ensuring that policies promote equity, justice, and inclusion (V). They articulate desired outcomes and strategies for policy change, which may include developing and implementing new policies, blocking harmful policies, or modifying existing policies to improve client well-being and social justice (S). These policy practice strategies include advocacy, education, mobilization, coalition-building, monitoring, testifying, and collaboration (S). Clinical social workers recognize how these efforts can have a profound impact on clients, agencies, communities, society, and the global community (S).	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Clinical social workers: a. Consistently demonstrate active listening, attending, and reflecting skills to foster understanding and connection with clients. b. Exhibit the patience and commitment needed to establish trust and build strong therapeutic alliances with clients. c. Establish a collaborative working alliance with clients, focusing on partnership before progressing into problem-solving. d. Identify and leverage their own social identities to enhance the engagement process with clients from various backgrounds.	Clinical social workers demonstrate genuineness, empathy, and respect to build trustworthy and collaborative alliances with diverse client systems, recognizing that the helping relationship evolves over time (C/A, S). They engage effectively with client systems that have been disenfranchised and marginalized due to racism, sexism, heterosexism, ableism, classism, homophobia, poverty, and other forms of structural and institutional	Assigned internship activities, Process Recordings

	e. Regularly seek supervision and mentorship to refine and enhance their use of self in practice. 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.	oppression, using these skills to foster resilience and empowerment (V, S). Clinical social workers develop an awareness of professional use of self and engage in critical self-reflection to enhance the client-centeredness of their practice and build authentic relationships. They value and appreciate the unique roles, cultures, and interpersonal dynamics of individuals, families, and groups, using this awareness to tailor their approach to each client's needs and strengths. Drawing from theoretical frameworks, such as psychodynamic, behavioral, social constructionist, and intersectional approaches, clinical social workers engage with diverse client systems throughout the helping process in a manner that aligns with the core values of social work (K).	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Clinical social workers: a. Demonstrate effective use of mental status exams and other clinically appropriate assessment tools. b. Use evidence-based assessment methods to evaluate client safety, risks, and overall well-being accurately. c. Show confidence in exploring all domains of a client system's life, including personal, social, and environmental factors. d. Develop evidence-informed hypotheses regarding client functioning, drawing from social work theories and paradigms. e. Consistently apply empathy, attending, and affective exploration to elicit a client-centered picture of the client system's strengths and challenges. f. Identify and reflect on the ways in which their biases and social identities may influence the assessment process.	Clinical social workers apply genuineness, empathy, and respect throughout the assessment process, prioritizing client safety and immediate well-being (S, C/A). They utilize an ecologically informed perspective to assess how disenfranchisement, marginalization, and oppression impact client systems' current functioning and well-being, demonstrating a commitment to social work ethics and core values (V, S). Clinical social workers recognize how personal biases and social identities may affect the assessment	Assigned internship activities, Process Recordings

	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. h. Demonstrate knowledge of various practice approaches in developing case formulations. i. Produce clear, concise, and comprehensive assessments that reflect a multidimensional understanding of the client or client system.	process, and they actively work to mitigate their influence on clinical judgment (K). Clinical social workers draw on psychodynamic, behavioral, social constructionist, and intersectional approaches to guide a comprehensive assessment over the course of the helping relationship, ensuring that the assessment process aligns with the profession's core values (K).	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Clinical social workers: a. Demonstrate the appropriate use of a mental status exam throughout the intervention process. b. Apply skills to effectively manage and respond to crises within the intervention process. c. Use evidence-informed intervention practices that align with client systems' needs, strengths, and challenges. d. Leverage information gathered in the engagement and assessment phases to inform intervention strategies. e. Continuously assess and address ongoing treatment needs, facilitating access to resources and referrals as necessary. f. Remain attentive to eco-systemic factors that influence the intervention and treatment planning process. g. Consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment, adapting as needed. h. Engage client systems in a process that respects their thoughts, values, and beliefs to co-create mutually agreed-upon intervention strategies. i. Collaboratively develop treatment plans with client systems that accurately reflect needs, challenges, strengths, and eco-system factors. j. Demonstrate an awareness of how personal biases, social identities, and use of self may shape the interpretation of client systems. k. Identify and address barriers to treatment planning, including those	Clinical social workers utilize empathy, genuineness, and respect throughout the intervention process, prioritizing client safety and immediate well-being at every stage (S). They apply an ecologically informed approach, carefully considering how disenfranchisement, marginalization, and oppression affect client systems and influence intervention design and implementation (C/A). Clinical social workers recognize and address the impact of their own biases and social identities on the intervention process. They are committed to social work ethics and values, maintaining a responsive approach to client risks and protective factors as they evolve (V, C/A). Clinical social workers implement client-centered interventions rooted in diverse practice approaches, aligning with the profession's values (S). They possess a thorough understanding of the theoretical foundations, empirical evidence, and	Assigned internship activities, Process Recordings

	related to oppression and systemic challenges. i. Use supervision to explore and address challenges in the intervention and treatment planning process.	practical techniques that support their chosen intervention methods, and they can articulate the strengths and limitations of each (C/A).	
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.	Clinical social workers understand that evaluation is a critical and ongoing aspect of social work practice, integral to supporting and enhancing services for diverse individuals, families, groups, organizations, and communities (K). Clinical social workers value the importance of critically assessing evidence-informed practice and program outcomes, balancing research findings with practice wisdom, and client values and preferences to ensure relevance and efficacy (V). Clinical social workers apply both qualitative and quantitative evaluation methods to assess clinical needs, understand client experiences, measure service outcomes, and gauge the effectiveness of interventions (S). They critically analyze the strengths and limitations of outcome measures, including standardized assessments and client feedback, to ensure they accurately reflect practice effectiveness and meet client needs (C/A).	Assigned internship activities, Process Recordings

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

A. Principles of therapeutic relationships.

Course Materials

The Practicum Manual is available online at:

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

Course Schedule

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

Week	Date/Time	Assignments Due
WEEK 1:	<i>Practicum Begins 9/2/26</i> No class session	<i>Practicum Liaison will contact students between week 1 and 3 to schedule an initial meeting</i>
WEEK 2:	No class session	Due Friday 9/11: • Written Assignment #1: Deepening Your Awareness About Diversity • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 3:	Attend Live Zoom Session: Monday, 9/14/26 - 6:00-7:20 PM	
WEEK 4:	No class session	Due Friday 9/25: • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 5:	Attend Live Zoom Session: Monday, 9/28/26 - 6:00-7:20 PM	Due Friday 10/2: • Process Recording #1 • Learning Plan
WEEK 6:	No class session	Due Friday 10/9: • Written Assignment #2: Organizational Context Analysis • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 7:	Attend Live Zoom Session: Monday, 10/12/26 - 6:00-7:20 PM	Due Friday 10/16: • Process Recording #2
WEEK 8:	No class session	Due Friday 10/23: • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 9:	Attend Live Zoom Session:	Due Friday 10/30:

	Monday, 10/26/26 - 6:00-7:20 PM	• Complete Fall Progress Report • Process Recording #3
WEEK 10:	No class session	Due Friday 11/6: • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 11:	Attend Live Zoom Session: Monday, 11/9/26 - 6:00-7:20 PM Veterans Day 11/11	Due Friday 11/15: • Process Recording #4 • Respond to Moodle Wall Post, and reply to at least one classmate <i>Virtual Site Visits (with Practicum Liaison, Practicum Instructor, and student) begin this week, may go until week 14 - your Liaison will reach out to schedule</i>
WEEK 12:	No class session	Due Friday 11/20: • Respond to Moodle Wall Post, and reply to at least one classmate
WEEK 13:	Attend Live Zoom Session: Monday, 11/23/26 - 6:00-7:20 PM Thanksgiving Recess 11/27 - 11/29	
WEEK 14:	No class session	Due to Friday 12/4: • Process Recording #5 • Mid Year Evaluation
WEEK 15:	Attend Live Zoom Session: Monday, 12/7/26 - 6:00-7:20 PM	Due Friday, 12/11: • Respond to Moodle Wall Post, and reply to at least one classmate
	<i>Practicum Ends for Fall on 12/11</i> <i>Winter Break 12/21 - 1/1</i>	

Course Assignments

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

Performance in Practicum	50%
Total	100%

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.**

Student Learning Plan

- **Due Date:** Friday, October 9th
- **Description:** Formulated collaboratively between the student and Practicum Instructor during the first three to four weeks of placement to anchor the experience in core competencies. This document maps caseloads, learning opportunities, and agency capacities.
- **Process:** The student must initiate this form on [ELC/Tevera](#) and route it to their Practicum Instructor. Once signed by the student and instructor, the assigned Liaison will review and approve it or contact the parties with required modifications.

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

- **Due Date:** Friday, September 11th
- **Description:** Submit a one- to three-page paper directly to your Practicum Liaison covering the following structural themes:

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?

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

- **Due Date:** Friday, September 18th
- **Description:** Submit a one- to three-page paper directly to your Practicum Liaison covering the following structural themes:

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.

Process Recordings (PRs)

- **Due Dates:**

Process Recordings for 24 Hour Students:

- #1 (24 hr students) Due: Friday, October 2nd
 - #2 (24 hr students) Due: Friday, October 16th
 - #3 (24 hr students) Due: Friday, October 30th
 - #4 (24 hr students) Due: Friday, November 13th
 - #5 (24 hr students) Due: Friday, December 4th
- **Core Purpose:** Used to increase student self-awareness, enhance critical thinking skills, and serve as an active tool for evaluating clinical progress.
 - **Structural Requirements:** Students are expected to primarily utilize the four-column verbatim PR format. It is highly recommended that all PRs are a minimum of five (5) pages in length. Outlines are accessible online via Moodle.
 - **Submission Details:** Students, alongside their Instructors, must complete ten (10) Process Recordings over the duration of the placement. At the Instructor's discretion, additional PRs may be assigned. Due dates depend on whether the student is on a 24-hour or 16-hour weekly track. A PR is only considered complete when it contains both the student's entry and the Instructor's written feedback.
 - **Liaison Oversight:** The Practicum Liaison reviews PRs prior to site visits; this generally includes at least three (3) PRs for 24-hour students.

Fall Progress Report

- **Due Date:** Friday, October 30th

- **Description:** Students must complete a short Google Form tracking insights into their current placement experience and supervision structure.

Mid-Year Year II Practicum Evaluation

- **Due Date:** Friday, December 4th
- **Description:** Completed by the Practicum Instructor and fully reviewed and signed by the student, instructor, and Liaison. The process must be initiated by the student inside [Tevera](#). The evaluation is not considered complete until all three electronic signatures are secured.

Course Grading

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

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

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

Criteria for Determining Marginal Pass or Fail Grades in Practicum Education	
Marginal Pass (MP)	Fail (F)
Engagement and Performance of Duties	
Unprofessional behavior includes but is not limited to excessive absences, 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.	Unethical behavior (including but not limited to violations of NASW Code of Ethics, Standards for Professional Practice, or Simmons Code of Conduct), or if unprofessional behavior is discussed with the student and the students' behavior fails to adhere to professional standards 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
Learning Goals	

Insufficient progress toward learning goals, as documented in the Evaluation	Insufficient progress toward more than half of the student's learning goals, as documented in the Evaluation
Communication	
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.	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 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.
Supervision	
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.
Codes of Ethics, Professional Practice, and Conduct	
Violation(s) of the NASW Code of Ethics, Simmons School of Social Work Standards for	Severe (as determined by the University) and/or repeated violations of the NASW Code

Professional Practice, and/or Simmons University Code of Conduct.	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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Please refer to the Practicum Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the MSW Student Handbook for the policy on grievances of final grades.

Our Classroom Community

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

Attendance and Participation

Practicum education is a central component of your graduate education. Students are required to be in Practicum for 720 hours in the Advanced Standing Program. This includes hours for the fall and spring semester. This is a course in which credits are awarded, and a grade is issued at the completion of each semester. Students are graded on a Pass/Marginal Pass/Fail basis. Evaluation of students' performance is based on:

1. **Practicum Performance:** Students' performance in Practicum is discussed during the practicum visit and is documented in the Learning Plan and end of semester Evaluation, completed by both the student and the Practicum Instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of Process Recordings and supervision each week of placement. Students are expected to meet the required hours in Practicum each term.
2. **Written Assignments:** Students are expected to complete all written assignments as outlined in the practicum syllabus and described by the assigned Practicum Liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned Practicum Liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

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

Schedule: Students are expected to follow the schedule of the practicum agency and Practicum Instructor, and are expected to set and follow a regular schedule throughout the placement.

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

Vacation: Vacation time generally follows the SSW calendar. In school placement settings, students follow that school's vacation schedule. Other exceptions may exist.

Holidays: Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is not, the student is expected to report to their practicum.

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

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

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

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

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

Online Etiquette

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. Here are some general guidelines:

- **Under no circumstances are you allowed to join the class session if you are operating a vehicle. This includes joining by phone only.**
- **Copying, sharing or posting recordings of live class sessions is not allowed and will result in disciplinary action.**
- Do not use or misuse substances during class time. This includes alcohol and tobacco.
- Respect the privacy and confidentiality of your peers, clients, and agencies. Please refrain from disclosing overly sensitive private information about yourself that might not be appropriate in a teaching-and-learning environment.

- Embody the behaviors and skills of an advanced-degree social work student. This includes being honest and respectful in all communication with students and faculty. If you are feeling upset, be sure to review the content and tone of your messages prior to sending (e-mail or chat). Remember that the use of bold typeface, emojis, and capital letters may not represent your best professional self.
- Be mindful of how you present in the live session. This includes being in a private space with minimal distractions, ensuring that your camera and room lighting allows others to see your full face, muting yourself unless you are speaking, limiting the frequency with which you pause your video, and making sure you are muted *and* your video is paused when you step away from the camera.

Navigating Moodle

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

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

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

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

University Resources and Policies

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

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

Statement on Plagiarism

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

HIPAA Guidelines/Client Confidentiality

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when

discussing clients in the classroom and writing about clients in course assignments. Ensuring client confidentiality includes not stating the name of the agency, the actual name or initials of clients and/or the actual dates of services. For example, you would use “community health center,” “small public school,” or “large teaching hospital.” In terms of dates, use terms such as “past Fall” and not “October 2023” or “presenting complaint began about eight years ago when client was 10” (vs. “in 2016”).

Intellectual Property

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

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

Policy on Observance of Religious Holidays

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

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

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

Syllabus Statement

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