

SCHOOL OF SOCIAL WORK MSW PROGRAM

Practicum Syllabus and Calendar

SW447A (Fall 2026, 4 Credit Hours)

SW 447B (Spring 2027, 4 Credit Hours)

Specialized Year—Practicum Education II

Course Description

Prerequisite(s) for course: 446A&B

Course type: Required

Course Description & Learning Goals

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

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

Course Materials

Required Materials

- **Practicum Manual:** Available online via the [Simmons SSW Practicum Education Manual Portal](#).
- **ELC/Tevera Platform:** The website where Learning Plans and Evaluations are completed can be found at the [Simmons ELC/Tevera Portal](#). Logins and passwords will be emailed to students and Practicum Instructors when the placement begins.

<https://simmons.tevera.app/#/login>. Logins and passwords for ELC will be emailed to students and Practicum Instructors when placement begins.

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 interrelated 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.	Cognitive/Affective Processes Knowledge Values	Assigned internship activities, Process Recordings, Assignment #1

	e. Leverage social work values and frameworks to actively engage in		
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	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.		
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.	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2

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 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.	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings, Assignment #1, Assignment #2
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Competency 4: Engage in Practice-Inform ed Research and Research-Infor me d 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
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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 #1, Assignment #2
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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. e. Regularly seek supervision and mentorship to refine and enhance their use of self in practice. 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	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings
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	decision-making and approaches to client engagement.		
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. g. Conduct assessments from a client-centered perspective, honoring	Cognitive/Affective Processes Knowledge Skills Values	Assigned internship activities, Process Recordings

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	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.		
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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	Cognitive/Affective Processes Skills Values	Assigned internship activities, Process Recordings, Assignment #1
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	related to oppression and systemic challenges. i. Use supervision to explore and address challenges in the intervention and treatment planning process.		
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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 #1
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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.”

Massachusetts DESE Subject Matter Knowledge

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

- A. Principles of therapeutic relationships.

Course Expectations and Evaluation of Student Performance

Required Placement Hours

- Practicum education is a central component of graduate training. Students must complete **720 hours** in their Specialist (Advanced) Year placement.
- Students are required to meet the required hours in Practicum each term.
- Students must continue in their placements until the end of the academic term, even if the minimum hours are completed prior to the end of the second term.

Core Evaluation Components

- **Practicum Performance:** Discussed during the Practicum site visit and documented in the Learning Plan and end-of-semester Evaluation via Tevera. Students are expected to show growth across all competencies, adhere to the Standards of Professional Practice Education and the

NASW Code of Ethics, and reflect weekly on clinical practice skills using Process Recordings and supervision.

- **Written Assignments:** Students must complete all assignments outlined in the syllabus. Each assignment is due on the date noted; exceptions must be discussed in advance with the assigned Practicum Liaison. Late assignments may affect final semester grades, and no assignments are accepted after the end of the term.

Attendance, Attentiveness, and Punctuality

- **Scheduling:** Students must establish and follow a regular schedule aligned with the agency and Practicum Instructor. Any adjustments made after the start of the term require prior approval from the Practicum Instructor, Practicum Liaison, and the Practicum Department.
- **Inclement Weather:** Students follow the specific protocol of their placement agency in the event of inclement weather.
- **Sick Leave:** Students are allotted three (3) sick days per academic year. If a student must be out for more than the allowed three days, they must notify their Liaison and Instructor, secure agency approval, and establish a plan to make up the missed time.
- **Vacations:** Vacation time generally follows the SSW calendar. Students in school settings follow that specific school district's vacation schedule.
- **Holidays:** Students adhere to the holiday schedule of the agency where they are placed. For example, if Simmons is closed on Veterans' Day but the agency is open, the student is expected to report to placement. If the agency is closed on a scheduled placement day (e.g., Martin Luther King Jr. Day), the student records these hours under "Agency Closed" on ELC/Tevera. All documented "Agency Closed" hours count toward the final total hours completed on the End of Year Time Log.

Grading Policy and Criteria for Grading

Practicum is a credit-bearing course graded each semester on a **Pass (P)**, **Marginal Pass (MP)**, or **Fail (F)** basis.

Grade Breakdown & Scaling

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

Important Reference Note: Please refer to the *Practicum Education Manual* for details on the programmatic consequences of receiving a Marginal Pass or Fail. Refer to the *MSW Student Handbook* for the formal policy on final grade grievances and general grading frameworks.

Passing Criteria

To receive a passing grade, students must meet all of the following requirements:

- Complete all assignments due to the agency Practicum Instructor and Simmons Practicum Liaison on their assigned due dates (unless exceptions are pre-approved).
- Display consistent professional behavior, including punctuality and dependable attendance.
- Demonstrate clear growth in the learning process, which is evaluated on Tevera by the Practicum Instructor in consultation with the Practicum Liaison.
- Complete the required placement hours as outlined in the syllabus and academic calendar.

Criteria for Determining Marginal Pass or Fail Grades

Category	Marginal Pass (MP)	Fail (F)
Engagement & Performance of Duties	Displays unprofessional behavior, including but not limited to: excessive absences, tardiness, failure to inform appropriate personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of Process Recordings), late paperwork, or inadequate documentation.	Displays unethical behavior (violations of the NASW Code of Ethics, Standards for Professional Practice, or Simmons Code of Conduct); continues unprofessional behaviors after they are formally discussed; stops attending placement without approval; or fails to complete any course-associated work.
Learning Goals	Demonstrates insufficient progress toward learning goals as documented in the evaluation.	Demonstrates insufficient progress toward more than half of the student's learning goals as documented in the evaluation.

Communication	Consistently exhibits problematic communication and interpersonal skills that negatively affect clinical work or professional relationships. Additional improvement is required for Competency 1, but the Instructor, Liaison, and Department agree the student has the potential to improve with added supports. Includes inadequate/inappropriate communication with supervisors.	Consistently exhibits problematic communication and interpersonal skills that negatively affect clinical work or university/agency relationships. The student has been made aware of the issues but has made no effort to resolve them. Also appropriate if communication patterns contribute to the harm of clients or others in the setting.
Supervision	Demonstrates a consistent inability to use supervision (e.g., repeated difficulty following directions or failing to seek guidance); attends supervision only 4–6 times over the term; participates less actively; or presents challenges taking constructive feedback.	Demonstrates a consistent inability to use supervision; attends supervision 3 or fewer times over the course of the term; fails to participate actively; argues about feedback; delays implementation; applies feedback only partially; or complains to co-workers about supervisor feedback.

Codes of Ethics, Professional Practice, and Conduct	Commits a violation of the NASW Code of Ethics, Simmons School of Social Work Standards for Professional Practice, and/or Simmons University Code of Conduct.	Commits severe (as determined by the University) and/or repeated violations of the NASW Code of Ethics, SSW Standards, or University Code of Conduct, including continuing conduct after being explicitly told to cease.
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Navigating the LMS & Technical Support

Depending on your program platform, you will sign into your designated Learning Management System (LMS) using your Simmons username and password.

Moodle (On-ground and Hybrid Platforms)

- Access the [Simmons Moodle User Guide](#) for steps on managing your profile, navigating courses, and checking grades.
- **Technical Support Contact Methods:**
 - **Call:** 617-521-2222
 - **Email:** moodle@simmons.edu

University Resources and Policies

Academic and Research Support

- **Writing Center:** Located in Beatley Library. Provides one-on-one tutoring, workshops, and specialized presentations designed to strengthen academic reading, writing, critical thinking, and research skills. Students can sign up for appointments via the [Simmons Writing Center Scheduling Portal](#) or via phone at (617) 521-2479.
- **Library Resources:** Library reference staff are available to assist with navigating online and on-campus library resources, including searching for professional and scholarly literature. Contact them at reference@simmons.edu or visit the [Simmons University Library Website](#).

Citations for References Used in Written Work

- All citations and reference lists must strictly adhere to the **American Psychological Association (APA) Manual, 7th Edition (2019)**. Failure to cite references properly or follow APA guidelines will directly affect your assignment grade.

- Students are recommended to purchase the manual, though copies are available on reserve in the Beatley Library. Direct citation questions to your instructor or a librarian.
- **Helpful Citation Formatting Tools:**
 - [Simmons Library Guide to Citations for Social Work](#)
 - [Purdue Online Writing Lab \(OWL\) APA Style Guide](#)

Statement on Plagiarism

- Plagiarism is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. If a source is omitted, it is assumed the work is the sole product of the student.
- Borrowing material requires full and explicit notations in the text or footnotes. Direct quotes must be distinguished using quotation marks or block indentations paired with an appropriate APA citation.
- Prohibited actions include using papers from commercial services, or handing in work that has received extensive unacknowledged help. Submitting work that is not your own results in formal disciplinary action.

HIPAA Guidelines and Client Confidentiality

All social workers must strictly adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding client privacy outside of the agency setting. Confidentiality must be maintained across all classroom discussions and written course assignments.

- **De-identification Rules:** Never state agency names, actual names/initials of clients, or precise dates of services.
- *Incorrect vs. Correct Examples:* Use general descriptors like "community health center," "small public school," or "large teaching hospital" rather than formal names. Use descriptive terms like "past Fall" rather than "October 2021", or "complaint began eight years ago when the client was 10" instead of "in 2010".

Intellectual Property Protection

Students are not permitted to copy, upload, post, sell, or share course materials through online third-party services (such as Coursehero, Luvo, and OneClass). This covers tests, syllabi, exercises, instructor intellectual property, lectures, and personal notes based on lectures. Course registration grants permission to use these materials *only* for direct personal class participation. Unauthorized distribution is a violation of both the Simmons Honor Code and the federal Copyright Act.

Policy on the Observance of Religious Holidays

If the University holds classes during your religious observance, please alert your instructor in advance so they can work with you regarding missed coursework. Clarifications can be found in the *Student Policy Handbook*.

Centralized University Policies

Please access online university resource portals for explicit institution-wide policies regarding: Academic Integrity , Accessibility Services , Sexual Harassment , the Student Code of Conduct , Course Catalogs , and the COVID Absence Policy.

Practicum Calendar (SW 447A and SW 447B)

Important Schedule Directives: Individual arrangements with agencies may be necessary to prevent interruption of client services during holidays and recesses. Public school and educational placements follow their specific agency academic calendars; consult your Practicum Instructor for scheduling variations. For holidays occurring on placement days, students follow the agency schedule. This 2026-2027 calendar is subject to change based on pandemic disruptions or pedagogical needs.

Fall Semester 2026

September: Individual Practicum Liaison meetings scheduled via Zoom (dates/times TBD between students and Liaisons).

- **September 2:** First Day of Practicum for Year II Students.
- **October 2:**
 - Due: Learning Plan
 - Due: Process Recording #1 (24-hour students)
- **October 9:**
 - Due: Writing Assignment #1
- **October 16:**
 - Due: Process Recording #2 (24-hour students)
- **October 30:**
 - Due: Process Recording #3 (24-hour students)
 - Due: Process Recording #1 (16-hour students)
 - Due: Fall Progress Report (completed by the Instructor)

November (Throughout): Begin Fall Practicum Site Visits via Zoom.

- **November 11:** HOLIDAY - Veteran's Day.
- **November 13:**
 - Due: Process Recording #4 (24-hour students)
 - Due: Process Recording #2 (16-hour students)
- **November 25 – 27:** HOLIDAY - Thanksgiving Recess (Students are entitled to Thanksgiving Recess from Practicum).

December (Throughout): Finish Fall Practicum Site Visits via Zoom.

- **December 4:**
 - Due: Mid-Year Evaluation
 - Due: Process Recording #5 (24-hour students)

- Due: Process Recording #3 (16-hour students)
- **December 11:** Last Day of Practicum for the Fall Semester.
- **December 21 – January 1:** HOLIDAY - Winter Break (University closed).

Spring & Summer Semester 2027

- **January 4:** First Day of Practicum for the Spring Semester.
- **January 18:** HOLIDAY - Martin Luther King, Jr. Day.
- **January 29:**
 - Due: Process Recording #6 (24-hour students)
 - Due: Process Recording #4 (16-hour students)
- **February 5:**
 - Due: Writing Assignment #2.
- **February 26:**
 - Due: Process Recording #7 (24-hour students)
 - Due: Process Recording #5 (16-hour students)
 - Due: Spring Progress Report for 24-hour students (completed by the Instructor)

March (Throughout): Begin Spring Practicum Site Visits via Zoom (24-hour students).

- **March 1 – 5:** HOLIDAY - Spring Break.
- **March 8:** Practicum Resumes after Spring Break.
- **March 19:**
 - Due: Process Recording #8 (24-hour students)
 - Due: Process Recording #6 (16-hour students)

April (Throughout): Finish Spring Practicum Site Visits via Zoom (24-hour students).

- **April 2:**
 - Due: Process Recording #9 (24-hour students)
 - Due: Process Recording #7 (16-hour students)
- **April 14**
 - On Ground Practicum Showcase Event 3:30 - 5:30pm
- **April 16:**
 - Due: Process Recording #10 (24-hour students)
 - Due: Process Recording #8 (16-hour students)
- **April 19:** HOLIDAY - Patriot's Day.

May (Throughout): Spring Practicum Site Visits via Zoom (16-hour students).

- **May 6 (Thursday*):**
 - Due: Final Evaluation (24-hour students)
 - Due: Spring Progress Report for 16-hour students (completed by the Instructor)
- **May 7:** Last Day of Spring Practicum unless otherwise determined and approved.
- **May 8 – May 16:** Break week for Accelerated and 16-hour students (negotiable between agency and student to minimize client disruption; does not apply to school placements).
- **May 17:** Summer Practicum Placements Resume for 16-hour students.

- **May 21:** Commencement.
- **May 28:**
 - Due: Process Recording #9 (16-hour students).
- **May 31:** HOLIDAY - Memorial Day.

June (Throughout): Practicum Summer Liaison Transition Site Visits via Zoom (16-hour students).

- **June 19:** HOLIDAY - Juneteenth.
- **June 27:**
 - Due: Process Recording #10 (16-hour students).
- **July 5:** HOLIDAY - Independence Day Observed.
- **August 6:**
 - Due: Final Evaluation (16-hour students).
- **August 13:** Last Day of Practicum for 16-hour students. (Note: Summer dates are unconfirmed by the registrar as of 6/26/26 and remain subject to change).

Course Assignments

Fall Semester Framework (SW 447A)

First Semester Learning Goals

- Demonstrate a differential use of self and an ability to think critically about practice decisions and interventions.
- Begin to articulate and conceptualize theoretical perspectives informing your practice.
- Develop in-depth clinical assessments and case formulations.
- Develop advanced interviewing skills.
- Utilize an understanding of the agency's mission, policies, and procedures in service to clients.

Grading Weights for SW 447A

- Completion of Writing Assignment #1: **20%**
- Completion of Learning Plan: **5%**
- Completion of Process Recordings: **20%**
- Completion of Fall Evaluation: **5%**
- Performance in Practicum Placement: **50%**
- **Total Weight: 100%**

Detailed Fall Assignment Specifications

Student Learning Plan

- **Due Date:** Friday, October 2nd
- **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 [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: Organizational Context Analysis

- **Due Date:** Friday, October 9th
- **Description:** Submit a one- to three-page paper directly to your Practicum Liaison covering the following structural themes:
 1. Contrast your current agency setting with the organizational setting you worked in last year, describing how this context shapes your professional role.
 2. Focus on one specific client to demonstrate how agency funding sources, organizational policies, or core missions directly affect that client and your clinical treatment approach.
 3. Analyze the ways in which these institutional structures actively serve or fail to serve marginalized groups (e.g., individuals lacking power or privilege based on race, socioeconomic class, sexual orientation, disability status, or age).
 4. Describe how explicit dialogues regarding these equity issues are brought into your regular supervision.

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

Process Recordings for 16 Hour Students:

- Process Recording #1 (16 hr students) Due: Friday, October 30th
- Process Recording #2 (16 hr students) Due: Friday, November 13th
- Process Recording #3 (16 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, and at least one (1) PR in the Fall term for 16-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 [ELC/Tevera](#). The evaluation is not considered complete until all three electronic signatures are secured.

Spring Semester Framework (SW 447B)

Spring Semester Learning Goals

- Skill in conceptualizing, implementing, and articulating your practice decisions.
- Skill in analyzing and evaluating your interventions and outcomes.
- Skill of integrating theory with practice.

Grading Weights for SW 447B

- Completion of Writing Assignment #2: **20%**
- Completion of Process Recordings: **20%**
- Completion of Spring Evaluation: **10%**
- Performance in Practicum Placement: **50%**
- **Total Weight: 100%**

Detailed Spring Assignment Specifications

Written Assignment #2: Social Justice and Policy Practice

- **Due Date:** Friday, February 5th
- **Description:** Submit a concise, one-page paper to your Practicum Liaison and prepare to actively discuss its core concepts within supervision. The paper must address the following criteria:
 1. Describe at least one clear way in which policy (at the internal agency, state, or federal level) advances human justice within your placement setting, specifically evaluating how it impacts service accessibility for marginalized populations.
 2. Provide an explicit example of your clinical practice that has been directly informed by empirical research, or conversely, a piece of research you were motivated to investigate as

a direct consequence of a practice experience. For instance, you may explore interventions utilized within your agency for a specific client's presenting concern.

Process Recordings (PRs)

- **Due Dates:**

Process Recordings for 24 Hour Students:

- Process Recording #6 (24 hr students) Due: Friday, January 29th
- Process Recording #7 (24 hr students) Due: Friday, February 26th
- Process Recording #8 (24 hr students) Due: Friday, March 19th
- Process Recording #9 (24 hr students) Due: Friday, April 2nd
- Process Recording #10 (24 hr students) Due: Friday, April 16th

Process Recordings for 16 Hour Students:

- Process Recording #4 (16 hr students) Due: Friday, January 29th
- Process Recording #5 (16 hr students) Due: Friday, February 26th
- Process Recording #6 (16 hr students) Due: Friday, March 19th
- Process Recording #7 (16 hr students) Due: Friday, April 2nd
- Process Recording #8 (16 hr students) Due: Friday, April 16th
- Process Recording #9 (16 hr students) Due: Friday, May 28th
- Process Recording #10 (16 hr students) Due: Friday, June 25th

Spring Progress Report

- **Due Dates:**
 - **24-Hour Track Students:** Friday, February 26th
 - **16-Hour Track Students:** Thursday, May 6th
- **Description:** Students complete a brief Google Form reflecting on their current placement execution and supervision progress.

Final Year II Practicum Evaluation

- **Due Dates:**
 - **24-Hour Track Students:** Thursday, May 6th
 - **16-Hour Track Students:** Friday, August 6th
- **Description:** Final evaluations are executed by the Practicum Instructor and fully processed through [ELC/Tevera](#). The student must explicitly initiate the process workflow within the Tevera platform.

****Syllabus Status Notice:** This syllabus does not constitute a legal contract. The Practicum Education Director reserves the explicit right to alter course requirements, schedules, or structural assignments based on new materials or evolving pedagogical objectives.