MASTER OF SOCIAL WORK PROGRAM (MSW)

STUDENT HANDBOOK

2019-20

Department of Social Work
Azusa Pacific University
901 E. Alosta Avenue, Azusa, CA 91702
(626) 857-2401

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CHECKLIST

❑ Read this manual and refer to it in the future. It contains almost everything you need to know about the MSW Program.

❑ Go to the New Student Welcome Center at www.apu.edu/welcome/graduate and follow all steps for class registration, financial aid, buying books, parking permit, ID card, etc. **All MSW students must have an APU email account and check it daily.** Any announcements from the MSW Program or from faculty will be sent to this account.

❑ Obtain an APU student ID card: https://www.apu.edu/campusauxiliary/onecardoffice/graduateid/

❑ Obtain an APU parking pass at www.apu.thepermitstore.com.

❑ Attend the MSW New Student Orientation on August 22, 2019 (5:30-8:30 p.m.) in North Upper Turner Campus Center.

❑ Review technology requirements to use Canvas, which is utilized in some classes to access and submit assignments. It is recommend you use Firefox or Chrome browsers. https://community.canvaslms.com/docs/DOC-10721

❑ Check the status of your financial aid by contacting Curtis Smith, Student Account Counselor, in the Graduate and Professional Center (626) 815-4649, acsmith@apu.edu.

❑ Become familiar with the APU campus (libraries, bookstore, computer labs, Writing Center, Graphics Center, eating areas, Fitness Center, etc.).

❑ Read the APU Graduate Catalog for information on University policies.

❑ Search the APU website to learn about the many student services offered.

MSW PROGRAM
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CALENDAR 2019-2020

Date	Event
Fall 2019	
July 2	Registration Opens
August 9	Mandatory Field Orientation (for all first year internship students) LAPC
September 6	Fall Field Instructor Training*: APU field instructors only*
August 22	MSW New Student Orientation 5:30-8:30 p.m. Wynn 2
August 26 (week of)	Field Internships Begin
August 27	Fall Classes Begin
September 2	HOLIDAY – Labor Day
September 3	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
September 13	Fall Field Instructor Training: *Open to all field instructors*
October 4	Learning Agreements and Agency Orientation Checklist due
October __	Mid-Semester Progress Report Due *(students in field courses only)*
October 4	BAS Interprofessional Education (IPE) Opioid Student Training, 1-5 pm Required for Specialization Year Students enrolled in field internship
November 5	Spring Registration Opens
November 7	Last Day to Withdraw from Classes ($125 late fee applies, form needed)
November 26	Student Professional Development Day (1-7 p.m.) Six-hour trainings replace regular classes and count toward seat time *Foundation Year: Motivational Interviewing* *Specialization Year: Suicide Risk Assessment: BBS requirement effective 1/21*
November 28-December 1	HOLIDAY – Thanksgiving Break
December 6	Field Internship Comprehensive Skills Evaluation Due
December 13	Fall Classes End
December 20	Graduate Fall Semester Grades Due
Spring 2020	
January 6 (week of)	Students return to Field Internships
January 7	Spring Classes Begin
January 10	Last Day to Submit Intent to Graduate form (for May 2, 2020 graduation)
January 13	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
January 21	HOLIDAY – Martin Luther King Jr. Day
February 22	Interview Preparation Session (*mandatory for students entering concentration year internship in Fall 2020*)
March 28	Mid-Semester Progress Report Due *(students in field courses only)*
March 2-6	Mid Semester Break (No Classes)
March 26	Last Day to Withdraw from Classes ($125 late fee applies, form needed)
April 10	HOLIDAY – Good Friday (APU closed)
April 21	Capstone Leadership Showcase (4:30-6:30 p.m.) UTCC
April 24	Field Internship Comprehensive Skills Evaluation and Time Logs Due
April 29	Graduation Hooding and Awards Ceremony
May 1	Spring Classes and Field Internships End
May 2	Spring Commencement
May 8	Graduate Spring Semester Grades Due

Note: Students in Field Internship should refer to the Field Calendar for additional Field Internship related dates.

WELCOME FROM THE PROGRAM DIRECTOR

Welcome to the Master of Social Work Program at Azusa Pacific University! The faculty and staff are delighted that you have chosen to be a part of the social work learning community at APU, in a field of practice that is in highly valued in local, regional, national, and global contexts. The MSW degree has become increasingly important in preparing future professionals to advocate for needs of the underserved and marginalized. To that end, professional social workers are uniquely prepared to address the complex needs and challenges in society today.

We invite you to maximize your graduate education experience by actively participating in all that the MSW Program has to offer. From the classroom setting to agency field internships, you will have opportunities to explore career options involving diverse settings, populations, and service delivery models. Your professors draw on their own experiences as practitioners and academic scholars, and they will challenge you to effectively integrate your knowledge, values, and skills in various social work contexts. While in the program, we encourage you to seek opportunities to be involved in cohort-building activities such as: MSW Student Association (MSWSA), the student-led social work organization; special speaker events; Lobby Days; and service opportunities in and around our community.

This handbook contains information about the MSW Program options, policies, and resources of relevance to current and prospective students. General information about APU graduate education can also be found in the university's Graduate Catalog. We hope these reference materials will be useful and guide your decision-making process while in the program.

On behalf of the MSW Program, we look forward to being a part of your educational journey as you prepare to become a difference maker in the field of social work!

Kimberly Setterlund, MSW, LCSW
MSW Program Director
Assistant Professor

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And Stay Informed
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The APU Department of Social Work

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www.facebook.com/APUSocial Work	https://www.facebook.com/groups/1094385213967878/	https://www.linkedin.com/groups/8295656	@APUSocialWork

*If you have items to post on APU Social Work Social Media Sites
Email: socialworkalumni@apu.edu

INTRODUCTION

We welcome you to the MSW Program and sincerely hope you will have a rewarding experience at Azusa Pacific University (APU). The MSW curriculum has been designed to prepare you for professional social work by integrating knowledge and skills learned in the classroom with practical experience gained in the field internship.

Social work is a rewarding profession for people who are motivated by a deep sense of calling to serve others. You may be drawn to helping children, youth, families, older adults, those dealing with health or mental health issues, communities in crises or poverty, or one of the many other populations in need of assistance from a social worker. You may also have to desire to implement change on a larger scale by leading social service organizations. Whatever population you desire to work with, the MSW Program will prepare you well by providing you with the knowledge and skills needed.

Please take the time to read this handbook, together with the APU Graduate Catalog (available online) at the APU website. It will help you understand the MSW Program and what is expected of you, as a student. You will also learn about the many university resources available to you. If you have any questions, please do not hesitate to contact me. I look forward to working with you and assisting you in any way I can.

Karen Maynard, MA
Director of Student Services/Assistant Professor

AZUSA PACIFIC UNIVERSITY STATEMENT OF MISSION AND PURPOSE

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

MSW PROGRAM MISSION STATEMENT

The MSW Program in the Department of Social Work at Azusa Pacific University seeks to develop competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in our teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

EXPECTATIONS FOR INTEGRATION OF CHRISTIAN FAITH

As a Christian university, Christian faith is integrated throughout our programs. Within the MSW program, we are committed to living out the calling of Christ to advocate for justice, and to defend and support marginalized populations. We are also committed to living out the love of Christ in our relationships with each other. In the classroom, Christian perspectives on various social welfare and social work topics, along with critical appraisal of these views, will be presented.

We know not all students ascribe to a Christian faith, and we welcome and invite dialog and discussion on various views presented. This discussion has potential to enrich the learning environment for everyone. To accomplish this, however, we require that people both share and listen with respect to other's perspectives that may challenge or be different than their own. It is our hope that all students who attend our program will leave with a deeper appreciation and understanding of how Christian faith can be ethically integrated into social work practice.

MSW PROGRAM DEFINITION OF ADVANCED SOCIAL WORK PRACTICE

The Program defines advanced practice as the specific set of evidence-based, interdisciplinary knowledge, theories, skills, and analytical abilities necessary to address complex problems at multiple levels with appropriate attention to personal, social, cultural, and environmental influences and resources.

MSW PROGRAM GOALS

The following outcome goals are derived from the mission statement and purposes of social work education congruent with accreditation standards:

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.

2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.

3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice and adequate preparation for leadership, advanced study, and lifelong learning.

4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.

5. Graduates will practice according to the values and ethics of the profession and understand the ethical integration of Christian faith in practice, including non-discrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS) 2015: COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

<u>**Foundation Year Competencies and Practice Behaviors**</u>

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social works also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

● make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- use technology ethically and appropriately to facilitate practice outcomes.
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a cultures' structures and values, including, social, economic, political, and culture exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels.
- present themselves as learners and engage clients and constituencies as experts of their own experiences.
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social Workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice – Informed Research and Research-Informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers

know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the process for translating research

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service deliver, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social work:
- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- assess how social welfare and economic policies impact the delivery of and access to social services.
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilities engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients ad constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence –informed interventions to achieve clients and constituency goals. Social workers value the importance of interprofessional, and inter-organizational collaboration. Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies.
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- facilitate effective transitions and endings that advance mutually agreed on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes.
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes.
- critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs, and impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Social workers:

- demonstrate an understanding of a Christian worldview related to social work practice.
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process.
- demonstrate understanding of ethical integration of faith and spirituality in social work practice.
- understand the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.

Clinical Specialization Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and

values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate affective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of life-long learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice.

- Consistently apply and advance NASW principles and code of ethics in ambiguous and complex practice situations.
- Recognize complex ethical considerations related to technology and practice.
- Recognize the role and appropriate use of supervision and consultation in ethical decision-making.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to clinical practice with individuals, families and groups. Social workers can identify the ways that practitioner and client cultural backgrounds and beliefs may affect clinical social work practice. Social workers are able to recognize and address stigma, access to care, and quality of care issues relating to diverse client groups by identifying structures and values that oppress and/or enhance privilege or power. Social workers are able to demonstrate advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. Social workers understand how cultural concepts of distress shape assessment, diagnosis and treatment.

- Demonstrate and express how cultural concepts of distress and identity as well as intersectionality, shape assessment, diagnosis, and treatment.
- Apply cultural humility and competence in adapting integrated services to meet diverse client needs.
- Collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand the importance of protecting fundamental human rights to end all forms of oppression. Mindful of every person's fundamental right to self-determination, social workers help to empower clients to navigate organizations and institutions in order to meet all their basic needs. Social workers are knowledgeable of best practices that help to reduce and eradicate structural injustices within health, mental health, educational, and community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives.

- Identify and develop strategies that help to reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution.
- Integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations.
- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the evaluation methods of evidence-informed practice. They know how to consume and evaluate the quantitative and qualitative research literature on practice to remain informed of emerging practice trends. Social workers innovate new and effective intervention models, while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. They also recognize the philosophical limitations of current evidence-based research models. Social workers use best practices in research to design, analyze, and conduct their own research using quantitative or qualitative research methods.

- Evaluate the social work profession research base to inform theory, scientific inquiry and research.
- Apply critical thinking to engage and develop a quantitative and qualitative research proposal question.
- Identify practice implications determined by evidence-informed research.
- Use and translate research evidence to inform, improve/innovate practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions contextualized within a framework of advancing human rights within social welfare systems. Using a person-in-environment perspective, social workers understand how a client's experience is directly impacted by local, state, or federal policies. Social workers actively engage in policy practice through advocacy and by implementing strategies that help to affect change at both the organizational and governmental levels.

- Identify how organizational and governmental policies impact the practice environment and the client's ability to access services.
- Work alongside and on behalf of clients to influence service delivery through advocacy and legislative change.
- Use evidence-informed practice and research-based evidence to advocate for policies that advance social and economic well-being.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand engagement as an integral component of clinical social work practice. Social workers understand the importance of relationship as instrumental in the facilitation of the helping process. Social workers utilize interpersonal skills, knowledge of human behavior and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, and communities.

- Demonstrate ability to attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
- Establish a relationally-based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective.
- Utilize appropriate multidimensional assessment instruments.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in detailed client assessment, recognizing that assessment is an ongoing dynamic process. Social workers engage in differential diagnosis, utilizing the DSM in a critical and responsible manner. Social workers utilize the various aspects of a comprehensive assessment to accurately assess their clients. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers are knowledgeable about interprofessional collaboration, utilization of collateral contacts, and appropriate referral to supplemental services for their clients as needed. Social workers recognize how agency setting, clinical bias, and cultural differences affect assessment and diagnosis.

- Perform detailed client assessment and utilizes critical thinking to arrive at accurate diagnoses and treatment plans.
- Select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems.
- Critically apply diagnostic classification systems in a process of continuous assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within family contexts. Social workers link interventions to problems, applying best-practice interventions throughout the dynamic and interactive process of social work practice with diverse family populations. Social workers apply critical thinking, apply trauma theory, and demonstrate ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community level. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate, inform, and achieve client or community goals.

- Critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals, and families in diverse situations.
- Demonstrate understanding of theories informing assessment of and interventions with families in diverse situations.
- Demonstrate the ability to identify crises, the appropriate use of crisis intervention and prevention strategies as needed.
- Collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in an ongoing evaluation process of the dynamic and interactive process of social work practice, recognizing the diversity that exists in serving individuals, families, groups, organizations, and communities. Understanding the integral relationship between processes and outcomes, social workers apply multidimensional methods of evaluation to advance practice, policy, and service delivery effectiveness, using qualitative and quantitative outcomes measures. In doing so, social workers incorporate a

thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions.

- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
- Utilize outcomes data to evaluate effectiveness of applied interventions.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers deeply understand the role of spirituality and faith as part of a holistic approach to social work practice, particularly in understanding human behavior and the social environment. Social workers competently engage in assessing and diagnosing multifaceted needs by applying a bio-psycho-social-spiritual framework. Guided by ethics and cultural humility, social workers respect differences and professional boundaries while incorporating spirituality and faith in their clinical work with individuals, families, groups, and communities. They critically evaluate the role that Christian beliefs and values play in the helping process.

- Use critical thinking skills to apply Christian beliefs and values, as appropriate, to client needs, in an ethical manner.
- Apply bio-psycho-social-spiritual assessment skills to practice contexts.
- Integrate clients' religious, spiritual, and faith traditions, and/or faith communities, as indicated, to enhance recovery.

Community Specialization Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers have a deep understanding and commitment to the value base of the profession, particularly the commitment to advance social justice. Social workers understand the person-in-environment perspective, and possess advanced understanding of how to apply ethical standards and relevant laws and regulations to micro, mezzo and macro practice situations. Social workers apply critical thinking and ethical frameworks to complex decision-making in community practice including the research and policy arenas. Social workers demonstrate advanced awareness of personal biases and influences and maintain professional judgment when practicing with diverse organizations and communities. Macro social workers understand the roles and responsibilities of managers in social welfare organizations, community organizers in neighborhoods and policy advocates in state, national and international governance. Social workers also understand emerging forms of technology, including social media, data information systems and analytics software and take a great ethical consideration in the application of such technology:

- Demonstrate advanced insight in personal reflection and self-regulation to maintain professionalism. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate ability to effectively communicate both orally and in writing when assuming a leadership role and when collaborating with other professionals.
- Use supervision and consultation to guide professional judgment and behavior.
- Apply ethical decision making skills to address complex and ambiguous practice situations.

- Utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience as it applies to an individual's experience within their larger social and cultural environment. Social workers are committed to the promotion of equal social and economic rights across all dimensions of diversity and within local, organizational and policy arenas, recognizing the roles that privilege and discrimination have in determining the access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression. Social workers ensure that communities, organizations and policies are sensitive to and knowledgeable of the unique and diverse needs of their clients and constituencies:

- Ensure the cultural competencies of programs and policies by recognizing the similarities and differences between the values and norms of the dominant society and those of oppressed and underserved and underrepresented populations.
- Collaborate with and advocate for vulnerable and disempowered communities so that power and resources are equitably distributed.
- Apply cultural humility in the examination of personal biases, values and their influence on work with diverse clients and constituencies extending consistent dignity and respect to others.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand the foundational functions of the United Nations' universal human rights treaties for the protection of the civil, political, social, economic, educational, health and ecological rights of individuals, communities and sovereign nations. Social workers understand the role of cultural relativism as applied to diverse norms and values, exhibited across multicultural global population. Social workers understand the impact of globalization on poverty, environmental resources, climate change and the mechanisms for local and global governance as related to social policy development:

- Integrate human rights principles for elimination of oppressive structures when developing social policies on community, state, federal and global levels.
- Apply theoretical, political, economic and social sciences frameworks when analyzing human rights and social justice issues.
- Engage in research-informed advocacy for the rights of diverse population groups to establish of social, economic and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Social workers recognize how multiple forms of knowing and their associated research methodologies help to inform how evidence is developed and used to inform data-driven programmatic and policy development, and implementation. Social workers understand the conceptual and operational links between program and policy design and its impact on the clients and constituencies they are designed to serve:

- Use and translate research evidence to inform and improve practice, policy and service delivery.
- Create scientifically rigorous inquiries to create, plan and evaluate programs and policies.
- Articulate the tensions between practice wisdom and research evidence when making practice decisions.

Competency 5: Engage in Policy Practice
Social workers understand the operationalization of social policies into equitable and effective service delivery. Social workers understand the foundational functions of human rights and social justice principles as they apply to social welfare and social services policies. Social workers understand the fundamental strategies, including engagement of stakeholders, political advocacy, and policy creation and analysis for sustainable environmental and social development for the establishment of social, economic, and environmental justice:

- Assess and analyze the formative effect of organizational, ideological, religious, economic and political factors on domestic and global social policies.
- Implement sustainable development principles in the analysis and development of domestic and global social policies and programs.
- Engage multiple stakeholders in social policy development and implementation on community, state, federal and global levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is a critical component of social work practice and specialize in connecting with groups, organizations and communities utilizing theoretical practice models for engaging in the change process. Social workers establish relationships by analyzing relevant systems and identifying potential stakeholders. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions:

- Use interpersonal skills to engage constituents in the change process.
- Pursue reciprocal relationships to develop desired outcomes and expectations.
- Collaborate effectively with constituents to facilitate sustainable change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations and communities. Social workers collect information through identified stakeholders within critical systems. Social workers are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence informed practice models in assessment of groups, organizations, and communities:

- Research, collect, analyze and interpret system policy, and community and organizational data to inform assessment and intervention strategies.
- Select and modify appropriate intervention strategies based on evidence and continuous assessment.
- Mutually develop agreed upon goals and measurable objectives.

- Initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community and/or policy arenas.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice and specialize in interventions relevant to groups, organizations and communities. Social workers are knowledgeable of and apply evidence-informed interventions that are grounded in participatory methods. Social workers in macro practice understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers are specifically skilled in advocacy, facilitation, policy practice, administration and development as intervention strategies within groups, organizations and communities:

- Develop intervention goals and design and implement a plan of action in collaboration with individuals, groups, organizations and communities.
- Plan for the use of models, methods and strategies that are appropriate to the local, regional, national and international context.
- Identify power structures and use consensus building to enhance service implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of ensuring effective practice with groups, organizations and communities. Social workers recognize stakeholders in the development of evaluation methods and ensure a broad range of qualitative and quantitative measures are utilized. Social workers in macro practice understand data collection, analysis, interpretation and application related to program and policy evaluation. Social workers are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice:

- Establish and/or ensure measurable evaluation criteria and methods are being utilized within change efforts.
- Collect, analyze and interpret system, policy, community and organizational data relevant to intervention evaluation.
- Utilize evaluation data in collaboration with constituents to select and modify appropriate intervention strategies for enhanced benefit to client systems.

Competency 10: Articulate how Christian beliefs and values can be ethically integrated in professional social work practice

Social workers understand how Christian beliefs and values can be ethically integrated into professional social work practice. Social workers are knowledgeable about the capacity of faith-based organizations and churches as resources in the delivery of social services. Social workers understand the ethical integration of personal faith and core values as social workers. Social workers recognize the contributions of the global Christian community in promoting social justice:

- Critically evaluate the strengths and challenges of faith-based organizations and churches in the delivery of client services.
- Demonstrate understanding of the ethical integration of personal faith and core values when working with organizations, communities, and policy arenas.
- Identify ways in which social justice is enhanced and supported by the global Christian community.

SOCIAL EQUITY

Affirmative Action and Non-Discrimination

The MSW program is committed to equal opportunity and to non-discrimination for all students, and to ensuring that students are not discriminated against on the basis of race, color, national origin, gender, religion, sexual orientation, age, disability, or status as a veteran. Please refer to the Statements of Compliance (under General Information) in the Graduate Catalog, the Expected Standards of Student Conduct in the Student Handbook, and the Faculty Standards of Behavior in the Faculty Handbook. Students who believe they have been discriminated against are encouraged to consult and follow the student grievance policy as outlined in the APU Student Handbook or Graduate Catalog and to consult with the program director.

Policy on Disability/Special Needs

The MSW Program will make every effort to assist students with disabilities to participate fully in the Program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Disability Services office as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Students should also inform the director of field education of any accommodations that may be necessary while completing field education requirements at the field internship site. Please visit www.apu.edu/lec/disabilities, email disabilityservices@apu.edu, or call (626) 815-3849 for further information.

Sexual Harassment Policy

The MSW Program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment arise, the MSW Program will adhere to current university guidelines. Under these guidelines, however, if a student discloses to a professor a situation of harassment occurring within the APU community, the professor is not allowed to keep this information confidential, and must follow up according to university procedures.

Child Abuse Reporting Policy

The university is committed to the safety of children everywhere. If, during the course of participating in the MSW Program, a student discloses (whether verbally or in writing, including in course assignments) evidence of child abuse or neglect, university policy

requires faculty and staff to report the disclosure to university legal counsel and the proper authorities.

ADMISSION TO MSW PROGRAM

University Requirements

University graduate admission and MSW Program requirements must be met before an application is complete. University admission requirements and processes are found in the APU Graduate Catalog and are currently as follows:

1. A bachelor's degree from a regionally accredited institution.
2. A cumulative minimum 3.0 GPA is required (submit transcripts with application).
3. Candidates with a GPA of 2.5-2.99 will be considered for provisional admission. The provisional status requires maintaining a minimum cumulative GPA of 3.0 and no grade lower than "B-" in the first 12 units. The student who does not meet this requirement will be dismissed from the MSW Program.
4. All students graduating from non-English speaking institutions must also meet TOEFL requirements (see "TOEFL Requirements under International Graduate Admissions" in the Graduate Catalog).
5. Azusa Pacific University does not discriminate in its admission policies or practices on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.
6. All non-U.S. permanent residents should refer to the International Graduate Admissions section in the APU Graduate Catalog.

MSW Program Requirements

The specific criteria for seeking MSW admission are:

1. Completion of the MSW Application for Admission form.
2. Completion of Statistics course (3 semester units, grade "C" or higher). If Statistics has not been taken at time of MSW application, it must be completed (at any regionally accredited college or university) prior to start of MSW Program in Fall. Proof of registration in a Statistics course must be given to the MSW director of student services by April 1, with proof of progression given by June 15. Proof of completion is due by August 1. Students will be admitted on provisional status until proof of completion of course is submitted, upon which time provisional status will be removed.
3. Willingness to participate in an admission interview, including a writing sample.
4. Three reference letters specifically discussing professional and/or academic interests and aptitude for MSW education. References are to be limited to individuals familiar with academic and/or professional abilities.
5. Submission of a personal statement. Personal statements should be 6-8 pages long (double spaced), and include attention to each of the following:
   a. Motivation for pursuing MSW education, including relevant background experiences and professional goals.
   b. Professional and volunteer experiences related to social work.

    c.   Expectations regarding attending a Christian university for MSW program, and approach to faith integration in scholarship and service. (Although no admissions requirements exist regarding faith orientation, Christian and other religious perspectives may be presented and discussed in classes.)

    d.   Discussion of a social problem of interest to you, including your perceptions of the causes of, and potential solutions to the problem.

    e.   Discussion of an ethical challenge you have encountered in professional, field, or volunteer work and how you resolved it.

Personal statements are assessed based on:

- Writing and organizational skills;
- Evidence of professional commitments to service and social justice;
- Self-awareness and maturity indicating readiness to successfully complete program requirements; and,
- Engagement in employment, volunteer work, leadership activities, and/or other experiences relevant to professional social work.

6. Demonstrate compliance with technical standards.
7. For Advanced Standing applicants, a working knowledge of the Diagnostic and Statistical Manual (DSM) is recommended. Abnormal Psychology is a suggested prerequisite unless DSM knowledge has been gained through work experience.

TECHNICAL STANDARDS

The Social Work Department welcomes students from various diverse backgrounds to apply for admission. The BSW and MSW programs necessarily place specific requirements and demands on students accepted into the program. The following is a description of the technical standards that establish the essential qualifications required for safe and competent performance of the duties and skills needed in the social work profession.

If a student believes that he or she cannot meet one or more of the technical standards with or without accommodations or modifications, APU will determine, on an individual basis, whether or not necessary accommodations or modifications can reasonably be made.

Students must have and maintain:

1. Physical strength and stamina to perform satisfactorily in classroom and social work agency settings.
2. Physical mobility to transport to and from their classroom, field internship agency and additional field meeting sites.
3. Functional use of the senses to acquire and integrate data in order to conduct accurate observations in the classroom and in field settings.
4. Language competence to communicate effectively with faculty and students, agency staff, clients and other professionals.
5. Reading and comprehension skills at a level and speed to respond to reports and other written documents in a timely manner.
6. Writing skills at a college level and produced within a timely manner.
7. Cognitive abilities to interpret objective and subjective data and functional use of abstract reasoning to problem-solve.

8. Mental adaptability to work under pressure in emotionally charged situations and unpredictable environments, and to demonstrate an acceptable handling of conflict without overt emotional display or aggression.

APPLICATION PROCEDURE

The completed application package should be sent to the Azusa Pacific University Graduate and Professional Center. After verification that the application meets the minimum university requirements and is complete, it is forwarded to the MSW Admissions Committee. Students will be notified of their admission status (unconditional acceptance, provisional acceptance, or denial) in writing. **Students are unable to change specializations after admission to the program.**

Application Time Line

Applications for Advanced Standing or early admission status should be received by *January 15* for enrollment in the following academic year, but may be sent in as early as October. Applications for regular admission status should be received by *March 1*.

Applicants receiving an acceptance letter (sent by mail) into the MSW Program must submit the Confirmation of Acceptance form to the director of student services by the required date (indicated in acceptance letter), together with a non-refundable deposit of $250. Students going into field internship in the fall will receive an Application for Field Internship document after the Confirmation of Acceptance and deposit has been received. This must be completed and returned to the field education faculty by the date specified. Students entering field placement must purchase an individual malpractice insurance policy. Information on acceptable policies will be provided by the field education faculty. If applying for student loans, students should complete financial aid documentation (FAFSA) and coordinate with the Graduate Center. Information on graduate financial aid is available in the Graduate Catalog and on the Graduate Center webpage.

ACADEMIC ADVISING

The MSW Program has developed specific academic and professional advising policies and procedures in order to assist you in developing a successful academic course plan and to provide professional mentoring for students. Karen Maynard, director of student services, will advise students (by email) each semester of the registration requirements and course scheduling for the following semester. Students may meet with the director of student services at any time to discuss academic plans/progress. The field education faculty oversees field internships, and are available to discuss any ideas or concerns.

PROFESSIONAL ADVISING

Faculty advisors are also available to discuss future scholarship and career planning, professional development, doctoral program interests, and other issues appropriate to the faculty-student relationship. Students are welcome to speak with any professors, but if they do not have a specific advisor in mind, please refer to the following:

Full-time students A-M (Clinical)	Regina Trammel
Full-time students N-Z (Clinical)	Jennifer Payne
Part-time students (Community)	Margaret Lee
Part-time students A-M (Clinical)	Olivia Sevilla
Part-time students N-Z (Clinical)	Adria Navarro
Full-time students (Community)	Donna Gallup
Advanced Standing students	Kimberly Setterlund

TRANSFER OF MSW CREDITS

Students formerly enrolled in CSWE-accredited MSW programs may submit a list of MSW foundation level courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the MSW Program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW Program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW Program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student. A letter from the MSW program director is required verifying the student was in good standing.
2. The work must have been done within five years prior to starting the MSW Program.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is less than a "B."
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after acceptance in the MSW Program.

Course credit is not given for life experiences or for previous or current work experience.

TRANSFER OF ELECTIVE CREDITS

The MSW Program requires two elective courses (total of six units). Students transferring from another graduate program may petition to have up to six units evaluated for possible elective credit. The course(s) must be relevant to the MSW Program and preferably have been taken within five years prior to admission. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW Program for evaluation. Due to the importance of MSW Program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material. Once in the MSW Program, students must take elective courses at APU, with the exception of a select pre-approved international courses

that may be offered by other social work programs. Independent study may be taken in place of elective courses (see below).

Advanced standing students may not transfer in any elective credit.

INDEPENDENT STUDY

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not covered in the regular course offerings. MSW students may receive credit for a maximum of six units of independent study (in place of elective courses) to be applied to the graduation requirement of 60 units (36 units for advanced standing). No more than four units may be applied toward one project. A maximum of four units may be taken during one academic term. The independent study is recorded as SOCW599: Readings in Social Work on the student's permanent academic record.

Students wishing to pursue independent study should contact a social work faculty member to discuss the possibility of supervising the study. A proposal must then be drawn up by the student and approved by the supervising faculty member, chair, and dean. The Independent Study form and Proposal (available online from the Graduate Center) must then be submitted to the MSW Department for all approving signatures and forwarded to the Graduate Center by the *Last Day to Add or Drop Classes or Independent Studies* (see academic calendar). An independent study fee of $125 per unit will be assessed in addition to the regular tuition.

HUMAN SERVICES MANAGEMENT CERTIFICATE

Through a partnership with The Network for Social Work Management (NSWM), APU Master of Social Work students taking the Community Leadership and Program Administration specialization can also earn a Human Services Management Certificate, under the advisement of a faculty member. The MSW program, including its management content, prepares students for fulfilling administrative and leadership roles, and the Human Services Management Certificate helps them develop their leadership skills and launch their careers in management. The competencies outlined by the NSWM speak to areas of great importance to the social work profession, and to successful leadership and management within health and human services.

Certificate coursework comprises five courses, four of which are part of the specialization curriculum, so students need to complete only one additional elective course (SOCW 543 Fundraising, Grant Writing, and Fiscal Decision Making) to be eligible for the certificate. Eligible students pay a $50 fee for the certificate, which will be issued at the MSW graduation banquet held a few days prior to commencement.

INTERNATIONAL SOCIAL WORK (ISW) STUDY AWAY

The MSW Program offers students the opportunity to study international social work (ISW) in a global study away course offered each summer. Faculty have led trips to Kenya and Ecuador. Information and application requirements provided in the fall semester.

STUDENT RESEARCH OPPORTUNITIES

The MSW Program has the following opportunities available for students interested in gaining additional skills in the area of social work research:

- Partner with faculty as a paid/volunteer research assistant. As funded or volunteer positions become available, faculty will post announcements to apply for a research assistant. The number of positions available vary, based on funds and need.
- Conduct a research study for the Capstone Leadership Project (SOCW 541).
- Initiate an Independent Study with a faculty member around an area of interest.

GPA REQUIREMENTS

Continuation in the MSW Program requires a demonstration of academic ability. Students must maintain a 3.0 grade point average in all coursework and must pass all classes with a B- or higher.

ACADEMIC PROBATION

Students who do not meet the GPA requirements and/or do not pass one or more classes with a B- or higher are placed on academic probation. Failure to meet 3.0 GPA requirement after repeating specified classes will result in graduation delay and/or academic dismissal.

MSW COURSE REQUIREMENTS

Full-Time Program
The full-time program is a two year program, with 16 hours of internship per week (only on weekdays during normal business hours). Additional hours may be required in second year field placements (20-24), depending on agency requirements. Classes are held during the day, with the exception of some electives which may be offered in the evening. All students take the same foundation courses in the first year and specific specialization courses in the second year.

	Fall Semester	**Spring Semester**
Year 1	Intro. to Social Work Profession (2) Diversity and Social Justice (3) Micro-Theory/Human Develop. (3) Practice I – Interview/Assessment (3) Field Seminar I (1) Field I (3)	Clinical Practice with Groups (2) Social Welfare Policy/Practice (3) Macro-Theory & Communities/Organizations (3) Practice II – Intervention/Evaluation (3) Field Seminar II (1) Field II (3)
Year 2	***Community Leadership/Program Admin.*** Research for Data Driven Change (2) Program Planning/Evaluation (3) Org. Behavior & Management (3) Field Seminar III (1) Elective (3) Field III - Community (3)	***Community Leadership/Program Admin.*** Organizing for Community Change (3) Human Rights/Sustainable Development (2) Capstone Leadership Project (3) Elective (3) Field Seminar IV (1) Field IV - Clinical (3)

	Clinical Practice Research for Evidence-Informed Practice (2) Adult Behavioral Health & Diagnosis (3) Child & Adolescent Behav. Health/Diag. (3) Elective (3) Field Seminar III (1) Field III - Clinical (3)	***Clinical Practice*** Health & Behavioral Health Policy (2) Family Therapy in Context (3) Capstone Leadership Project (3) Elective (3) Field Seminar IV (1) Field IV - Clinical (3)

Advanced Standing Program

The *10-month full-time* advanced standing program is designed for certain qualified BSW graduates. Students admitted into this program take two three-unit advanced standing courses in summer (six weeks, two evenings per week, and some online work) and then continue directly into the specialization year classes of the full-time MSW program. Field internship is 20 hours/week (only on weekdays during normal business hours).

A *two-year part-time* advanced standing program is also currently available, whereby students take the two three-unit advanced standing courses in summer and then join in with the third year part-time cohort to complete the two years of specialization level coursework. A 20 hours/week internship occurs in the final year.

Part-Time Program

The part-time program is designed to meet the needs of students who wish to continue working while attending the MSW Program. Students attend classes one evening per week (4:20-10:30 p.m.) for all four years. Years one and three also have weekend intensive courses (see notes on table below). The field internship comprises of 16 hours per week in years two and four. Students must be available two week days during traditional agency hours and may need to adjust their work schedule accordingly to meet the field internship requirements.

	Fall Semester	**Spring Semester**
Year 1	Intro. to Social Work Profession (2) Diversity and Social Justice (3) Micro-Theory/Human Develop. (3) **	Groups (2) Social Welfare Policy/Practice (3) Macro-Theory & Communities/Organizations (3) **
Year 2	Field Seminar I (1) Practice I – Interview/Assessment (3) Field I (3)	Field Seminar II (1) Practice II – Intervention/Evaluation (3) Field II (3)
Year 3	***Community Leadership/Program Admin.*** Program Planning/Evaluation (3) ** Org. Behavior & Management (3) Elective (3) ***Clinical Practice*** Adult Behavioral Health & Diagnosis (3) ** Child & Adolescent Beh. Health/Diag. (3) Elective (3)	***Community Leadership/Program Admin.*** Organizing for Community Change (3) * Human Rights/Sustain. Development (2) Elective (3) ***Clinical Practice*** Health & Behavioral Health Policy (2) * Family Therapy in Context (3) Elective (3)
Year 4	***Community Leadership/Program Admin.*** Field Seminar III (1) Research for Data Driven Change (2) Field III - Community (3)	***Community Leadership/Program Admin.*** Field Seminar IV (1) Capstone Leadership Project (3) Field IV - Clinical (3)

	Clinical Practice	*Clinical Practice*
	Field Seminar III (1)	Field Seminar IV (1)
	Research for Evidence-Informed Practice (2)	Capstone Leadership Project (3)
	Field III - Clinical (3)	Field IV - Clinical (3)

* Weekend Intensive courses (2 units) meet three or four Saturdays per semester: 8 a.m. – 6 p.m.
** Weekend Intensive courses (3 units) meet five Saturdays per semester: 8 a.m. – 6 p.m.

LEGISLATIVE LOBBY DAYS

Legislative Lobby Days is an exciting educational field and learning experience for social work professionals and students alike. Many organizations, agencies, social work faculty and schools integrate NASW- California's Legislative Lobby Days into their advocacy and policy curriculum.

Legislative Lobby Days is a two-day event held in Sacramento each spring (March/April) that educates students and professionals about important legislation affecting clients and the social work profession. Foundation Year policy course instructors disseminate information about Lobby Days in fall semester, including cost for participation and travel planning.

MSW QUALIFYING EXAM (FOUNDATION YEAR)

As part of the CSWE Educational Policy and Accreditation Standards (EPAS, 2015), the MSW Program reviews curriculum outcomes on a regular basis. The program assessment plan includes signature course assignments and the Foundation Year Qualifying Exam (FYQE), a tool designed by faculty to evaluate the strengths and gaps in the program's curriculum, and evaluates how well students are demonstrating skill development and competency. In the Foundation Year, while enrolled in field internship, students complete the FYQE, which consists of a case study followed by 12 questions that measures student progress at the end of the academic year, associated with CSWE competencies. The FYQE is administered in an online, timed format, at the end of spring semester. Students are oriented to the FYQE in fall semester classes, and curriculum and study materials are reviewed throughout the academic year. Students are required to demonstrate a minimum composite score of 2.0 (average of the 12 questions, on a 0-4.0 scale). Students who do not pass the FYQE with a score of 2.0 or higher will meet with faculty to review outcomes and participate in remediation. Students are eligible to advance to Specialization Year upon successful completion of the remediation process. Failure to score 2.0 or higher will result in an academic review and evaluation of student readiness for Specialization Year.

Remediation is a process of closing the gap between what a student knows and what he/she is expected to know. In remediation, the content areas that did not meet benchmark are reviewed in detail. Following review, students will then be given the opportunity to demonstrate their understanding of the material in a re-test of areas below 2.0. Re-test takes place in May of the spring semester.

MSW EXIT EXAM (SPECIALIZATION YEAR)

Students in Specialization Year complete a similar program assessment tool, the Specialization Year Exit Exam (SYEE). The Clinical SYEE consists of a clinical social

work case followed by 10 questions that measures student progress associated with CSWE competencies. Likewise, the Community SYEE consists of a macro case followed by nine questions.

In the Specialization Year, while enrolled in field internship, students complete the SYEE, clinical or community versions depending on designated specialization, which consists of a case study followed by related questions that measure student progress at the end of the academic year, associated with CSWE competencies. The SYEE is administered in an online, timed format, at the end of spring semester. Students are oriented to the SYEE in fall semester classes, and curriculum and study materials are reviewed throughout the academic year.

The program assessment is an important tool that aids the faculty to evaluate the strengths and gaps in the program's curriculum, and specifically, how well students are demonstrating skill development and competency toward meeting graduation requirements. Students are required to demonstrate an average score of 2.0 in Specialization Year competencies. Students who do not pass with a score of 2.0 or higher will meet with faculty to review outcomes and participate in remediation. Students are eligible for graduation upon successful completion of the remediation process.

Remediation is a process of closing the gap between what a student knows and what he/she is expected to know. In remediation, the content areas that did not meet minimum benchmark are reviewed in detail. Following review, students will then be given the opportunity to demonstrate their understanding of the material in a re-test of areas below 2.0. Re-test takes place in May of the spring semester. A score 2.0 or higher is required.

COHORT TRANSFER REQUEST POLICY

Students are required to apply to either the full-time or part-time MSW Program during the admission procedure. If, during the course of the program, circumstances arise that necessitate a request to change cohorts, students must contact the director of student services and request a petition form. This form must be completed and returned by December 1 of the year prior to the requested change date. Any cohort changes must be made at the half-way point of the program (after year one of the full-time program, or year two of the part-time program). If the student is in good academic standing, has a valid reason for the change request, and there is room in the desired cohort, attempts will be made to allow the switch. No guarantees are made that a change of cohort is possible, therefore students must be prepared to complete the MSW Program in the cohort to which they are admitted.

SPECIALIZATION TRANSFER REQUEST POLICY

Students are required to apply for a specific specialization during the admission procedure. The MSW program is unable to consider specialization changes after admission because of various program/class size/field internship planning reasons. Students are advised at the time of admission acceptance that they are unable to change specializations and sign an acknowledgement of understanding on the Confirmation of Acceptance form.

Petitions for an exception to this policy may only be considered under the following circumstances:

    a. If there is an *unequal distribution* of students among the specializations within a particular cohort and the petition is *to move from the specialization with higher enrollment to the specialization with lower enrollment*; and

    b. If the student is in good academic standing in both coursework and field internship.

Requests must be received in writing by December 1 prior to the specialization year(s) of the program. Please contact the director of student services to request a specialization Change Request Form.

ATTENDANCE POLICY

Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. The following standards are intended to clarify expectations and policies regarding missed class time.

1. A sign-in sheet will be used to record attendance at the beginning of each class session. Missing any part of class may be considered an absence; student must communicate with instructor in advance of anticipated missed class time.
2. No more than **one absence*** is permitted per semester (for any reason). A **second absence** results in a 10% reduction in the overall course grade. At *faculty discretion*, for a second absence students may be given the option of making up the 10% by submitting an alternative assignment as developed by the instructor to make up the class content. A **third absence** or missing an additional three-hour period of class will result in an automatic 10% grade reduction without option for make-up.
3. Students missing more than nine hours for three-unit course, or six hours for two-unit course will not be allowed to pass the course (resulting in an F).
4. If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive field internship days, they can submit a department request for extended medical leave, with documentation from their treating physician, in order to work out a course plan, as indicated with the professor, to avoid grade reduction. For ongoing health related situations, students will be referred to the Learning Enrichment Center, to develop a formal plan for accommodations.

*Note: For Saturday courses: three hours = one absence
        For three or two hour classes: one class (three or two hours) = one absence

LEAVE OF ABSENCE POLICY

If circumstances arise that prevent a student from continuing in program temporarily, Karen Maynard, director of student services, should be contacted to discuss the possibility of a leave of absence. A one-year leave of absence may be granted in such circumstances as serious illness. If approved, the student will rejoin the program the following year with

another cohort. A *Request for Leave of Absence* form can be downloaded from: http://www.apu.edu/graduatecenter/download/.

COURSE DESCRIPTIONS

SOCW511: Introduction to the Social Work Profession (2)
Course Description: Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical skills. *Prerequisite: Admission to MSW Program*

SOCW512: Social Welfare Policy & Policy Practice (3)
Course Description: The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice. *Prerequisite: Admission to MSW Program*

SOCW513: Micro-Theory & Human Development (3)
Course Description: Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice. *Prerequisite: Admission to MSW Program*

SOCW514: Practice I – Interviewing and Assessment (3)
Course Description: This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information. *Prerequisite: Admission to MSW Program*

SOCW515: Field Seminar I (1)
Course Description: Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisite: Admission to MSW Program; Corequisite: SOCW 516*

SOCW516: Field I (3)
Course Description: The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester l and semester 2 at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program; Corequisite: SOCW 515*

SOCW522: Diversity and Social Justice (3)
Course Description: Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and

processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. *Prerequisite: Admission to MSW Program*

SOCW523: Macro-Theory & Communities/Organizations (3)
Course Description: Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice. *Prerequisite: SOCW 513*

SOCW524: Practice II – Intervention and Evaluation (3)
Course Description: This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation. *Prerequisite: SOCW 514*

SOCW525: Field Seminar II (1)
Course Description: Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisites: SOCW 514, SOCW 515, SOCW 516; Corequisite: SOCW 526*

SOCW526: Field II (3)
Course Description: The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester l and semester 2 at an approved and designated social welfare agency. *Prerequisites: Admission to MSW Program; SOCW 515, SOCW 516; Corequisite: SOCW 525*

SOCW527: Research for Evidence-Informed Practice (2)
Course Description: Content prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work. *Prerequisite: Statistics course*

SOCW528: Research for Data Driven Change (2)
Course Description: This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work. *Prerequisite: Statistics course*

SOCW529: Human Rights and Sustainable Development Policy (2)
Course Description: Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored. *Prerequisites: SOCW 522, SOCW 523*

SOCW530: Organizing for Community Change (3)
Course Description: This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized. *Prerequisite: SOCW 523*

SOCW533: Organizational Behavior and Management (3)
Course Description: This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication. *Prerequisite: SOCW 523*

SOCW534: Field Seminar III (1)
Course Description: Field Seminar III focuses on presentation and discussion of student experiences in specialization field placements. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; Corequisite: SOCW 535 or SOCW 539*

SOCW535: Field III - Community Leadership and Program Administration (3)
Course Description: The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; Corequisite: SOCW 534*

SOCW536: Adult Behavioral Health and Diagnosis (3)
Course Description: This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices. *Prerequisites: SOCW 514 and SOCW 524.*

SOCW537: Child and Adolescent Behavioral Health and Diagnosis (3)
Course Description: This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure. *Prerequisites: SOCW 513, SOCW 514, SOCW 524*

SOCW538: Clinical Practice with Groups (2)
Course Description: This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods. *Prerequisites: SOCW 513*

SOCW539: Field III-Clinical Practice (3)
Course Description: The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526; Corequisite: SOCW 534*

SOCW541: Capstone Leadership Project (3)
Course Description: This course prepares students for professional leadership roles in social work settings and supports completion of the capstone leadership project. Content integrates development of leadership skills, self-reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined. *Prerequisites: All foundation courses and completion of first semester of specialization courses*

SOCW543: Fundraising, Grant Writing, and Fiscal Decision Making (3)
Course Description: This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

SOCW544: Field Seminar IV (1)
Course Description: Field Seminar IV focuses on presentation and discussion of students experiences in specialization year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539; Corequisite: SOCW 545 or SOCW 548*

SOCW545: Field IV – Community Leadership and Program Administration (3)
Course Description: Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester l and semester II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535; Corequisite: SOCW 544*

SOCW546: Family Therapy in Context (3)
Course Description: This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. The course addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law. *Prerequisites: SOCW 536, SOCW 537*

SOCW547: Health and Behavioral Health Policy (2)
Course Description: This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model. *Prerequisite: SOCW 512*

SOCW548: Field IV – Clinical Practice (3)
Course Description: Field internship provides a setting for students to develop advanced clinical practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester l and semester II at an approved and designated agency. *Prerequisites: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 539; Corequisite: SOCW 544*

SOCW550: Advanced Standing: Intermediate Praxis (3)
Course Description: Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored. *Prerequisites: Admission to advanced standing MSW Program; Corequisite: SOCW551.*

SOCW551: Advanced Standing: Social Work Ethics and Practice (3)
Course Description: This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice. *Prerequisite: Completion of BSW degree; statistics course with a grade of C or higher.*

SOCW552: Program Planning and Evaluation (3)
Course Description: Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools

most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

SOCW 540: Educational Policy (3)
Course Description: This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed. *Elective Prerequisite: Completion of foundation year curriculum; admission to the PPS program (required for students seeking the PPSC). The PPSC program is anticipated to launch in 2020-21 academic year, pending final approval by the California Commission on Teacher Credentialing (CCTC).*

SOCW561: Treatment of Substance Use Disorders (3)
Course Description: This course describes substance use disorders from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment. *Elective*

SOCW563: School Social Work (3)
Course Description: This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools and communities. *Elective Prerequisite: Completion of foundation year curriculum; admission to the PPS program (required for students seeking the PPSC). The PPSC program is anticipated to launch in 2020-21 academic year, pending final approval by the California Commission on Teacher Credentialing (CCTC).*

SOCW565: Clinical Spanish Practice in Social Work (3)
Course Description: This course prepares students to utilize clinical social work skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues including cultural competence and understanding of the Latino culture and its intragroup differences, equipping students to confront myths and stereotypes regarding this population. Course is conducted primarily in Spanish. Prerequisites: SOCW 514 and SOCW 524; *Spanish language proficiency, as determined by instructor. Elective*

SOCW566: Social Work, Health and Aging (3)
Course Description: This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on

functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure. *Elective*

SOCW567: Marital Therapy and Domestic Violence (3)
Course Description: This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for training in the area of domestic and family violence, meeting California requirements the area of Spousal or Partner Abuse for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration. *Elective*

SOCW568: Military Social Work (3)
Course Description: This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings. *Elective*

SOCW569: Human Sexuality and Sex Therapy (3)
Course Description: This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. Course content is consistent with California Board of Behavioral Sciences requirements for clinical social work licensure. *Elective*

SOCW 570: International Social Work Policy and Practice (3)
Course Description: Content will focus on international social work practice at multiple systems levels. Topics will include comparison U.S. and international social welfare policies, different theoretical, economic, cultural, ideological and religious perspectives, neoliberal economic development policies, and issues involving immigrants and other marginalized groups. The impact of globalization and climate change on rapid urbanization and population growth will be discussed. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns. *Elective*

SOCW595: Special Topics: Social Work in Correctional Settings (3)
Course Description: This course provides an overview of social work in a correctional setting. Topics include: historical development of the California Department of Corrections and Rehabilitation (CDCR); development of mental health services in response to legal actions; mental health services within a prison culture; pre-release planning; current roles for social workers within the CDCR; who are the service recipients and how is service delivered?; ethical dilemma within the prison system; special populations; and career opportunities within the CDCR. *Elective*

SOCW595: Special Topics: Housing Justice and Community Organizing: Theological and Practical Perspectives (3)
Course Description: This course offers a theological and practical understanding of how the pursuit of community transformation and housing justice are part of God's mission and the mission of social work. It provides a comprehensive look at ways to house our communities in light of biblical land use laws, and the just and fair distribution of land and housing. We will

examine case studies of how churches and Gospel-driven visionaries, community developers, advocates and community organizers are addressing the housing crisis, creating affordable housing, and thereby transforming people and communities. Interactive assignments and site visits will provide students with first-hand experiences to engage with processes of systemic change within a community, affordable housing developers and best practice models. *Elective*

SOCW560: Social Work Practice in Health Care Settings (3)
Course Description: This elective course offers an introduction to social work practice in health care settings, with a focus on the specific knowledge and skills that are essential for effective intervention. Students will critically analyze the U.S. healthcare system as compared to other international models, and will apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. In addition, the course will articulate how a Christian worldview relates to ethical social work practice within the field of health care. *Elective*

MSW STUDENT ASSOCIATION

The purpose of the MSW Student Association (MSWSA) is to be a liaison for students with the MSW Program and faculty, facilitate faculty/student communication and collaboration, organize student extra-curricular and developmental events, serve the surrounding community, and work with the MSW Program on issues related to student affairs, social justice, political advocacy, and program development. The MSW Student Association may also combine efforts with the BSW student organization (Club Social Work). Monthly meetings are arranged by student leaders. Students are advised of leadership opportunities early in the Fall semester and are encouraged to participate in the nomination and voting process. In addition to official MSWSA officer positions, each student cohort has a liaison to facilitate communication with MSWSA.

MSWSA members may be appointed to ad hoc committees within the MSW Program (such as the curriculum review committee, student conduct board hearing, etc.) to assist faculty. Students will also be called upon for input on faculty candidates who have been called to interview on campus. The MSWSA faculty liaison (currently Dr. Olivia Sevilla) meets regularly with the MSWSA president in order to discuss any student ideas, concerns, suggestions, event planning, etc. regarding the MSW Program and policies. MSWSA officers are invited to attend faculty meetings in order to discuss student concerns, ideas, and suggestions with the department.

STUDENT RIGHTS AND RESPONSIBILITIES

The MSW program invites and welcomes student participation and feedback as we work together to deliver a high quality program that prepares advanced social work practitioners. Students are invited to participate in the MSW Student Association, to participate or organize other interest groups, and to participate in graduate student government.

Students are highly encouraged to talk with faculty if there are questions or concerns regarding classes. Field faculty are available to discuss issues related to field internships, and the director of student services is available to discuss such issues as medical leave, leave of absence, academic planning, and study abroad/independent student options. If students feel that issues have not been resolved through these channels, they are encouraged to make an appointment to speak with the program director/chair.

It is the student's responsibility to provide accurate feedback on both strengths and challenges in the program through various feedback mechanisms, including but not limited to, course evaluations, exit surveys, and alumni surveys. Student feedback is critical to helping the MSW Program undergo ongoing evaluation and curricular improvements. A full description of student rights and responsibilities can be found in the university graduate catalog, including processes for filing a grievance, academic integrity, and grade change policies.

PHI ALPHA HONOR SOCIETY

Master of Social Work students are eligible to join the Phi Alpha Honor Society, a national honor society for social work students, if they meet the following criteria:
- Have a 3.9 gpa after Fall grades are entered in the final year of the program.
- Participation in at least one student service project.
- Be in good academic and professional standing.

Qualified students may join the Phi Alpha Honor Society in the final semester prior to graduation. A $30 lifetime membership fee must be paid to the Phi Alpha Honor Society. New members will receive a certificate and pin, and have the opportunity of purchasing a Hooding Ceremony held a few days prior to graduation.

FIELD INTERNSHIP REQUIREMENTS

Upon confirmation of acceptance into the MSW Program, students entering field must submit the Application for Field Internship. Students must show proof of liability insurance coverage by August 2, 2019 in order to begin field internship on time in the 2019-2020 academic year. Information on reputable insurance providers will be provided by the field faculty. It is the student's responsibility to have reliable transportation to and from the field agency. *Note: some agencies require the use of a car during internship hours for such activities as home visits and commuting between agency sites. **Students are never allowed to use their own vehicles to transport clients. However, students may be allowed to transport clients in agency vehicles under certain condition as outlined in the Transportation Waiver Form. Please review the section in the Field Education Manual, "Automobile Use and Transportation," and contact the field faculty if this is an agency requirement.***

Please note: Many agencies now require fingerprint clearance, background checks and health clearances as part of the pre-placement process. Students are responsible for payment of these expenses if the agency does not cover the cost. Some agencies also require interns, prior to acceptance to their field internship, to undergo standardized psychological evaluation. Questions about any of these requirements may be addressed with the Director of Field Education. Agencies may also require that students maintain a health insurance policy as a condition of accepting the field internship (please contact the Graduate Center if you are interested in purchasing student health insurance through APU).

Social Work Field Internships: The MSW Program offers a comprehensive field education experience for both foundation students (first year for full-time students, second year for

part-time students), and specialization year students (second year for full-time students, fourth year for part-time students, first year for full-time Advanced Standing students, and second year for part-time Advanced Standing students). The foundation year field education experience focuses on exposing students to generalist social work practice with individuals, families, groups, organizations and communities. The foundation year field internship setting is determined by the field faculty and is based on the availability of learning activities that facilitate the development of professional identity in social work, generalist practice skills, and knowledge, ethics, and values. Examples of foundation level practice skills are client engagement, assessments, micro and macro level interventions, and evaluation of practice effectiveness. At the specialization level, students are placed in agencies that offer advanced micro or macro level field experiences. For the Clinical Practice with Individuals and Families Specialization, agencies that offer advanced clinical training opportunities to students are selected. For the Community Leadership and Program Administration Specialization, agencies involved in community organization, program administration, policy, and advocacy will be considered. Field sites are screened and selected based on the availability of social work experiences as well as values and ethics consistent with the requirements of the Council of Social Work Education (CSWE). In addition, the MSW Program recruits agencies that serve diverse ethnic, cultural, and socio-economic client populations. MSW students will spend a minimum of 480 hours each year in the field, for a minimum total of 960 hours at graduation. Advanced Standing students are required to complete a minimum of 600 field internship hours.

Field Seminar is a co-requisite course, taken concurrently with Field. If a student fails Field or Field Seminar and must repeat it the following year, the concurrent Field/Field Seminar must also be taken. **Successful completion of both Field Seminar and Field with a grade of B- or above is required in order for the student to advance to the specialization year field internship.** All Field and Field Seminar courses must be completed to meet minimum graduation requirements.

Please note that students are typically required to complete 16 hours/week of field internship, however some specialization year internships require additional hours as a condition of placement. **Course credit is not given for life experiences or for previous or current work experience.**

Conduct in Social Work Field Internship: Students are expected to abide by the Department of Social Work Code of Conduct, Azusa Pacific University's Standards of Conduct (see Graduate Catalog), and the NASW Social Work Code of Ethics. Failure do so may result in disciplinary action or dismissal from the field internship and/or the MSW Program. If students disagree with disciplinary actions taken at the department level, they may appeal using the Graduate Student Grievance Procedures described in the Graduate Catalog.

Please refer to the 2019-2020 Department of Social Work Field Manual for additional information or clarification.

AGENCIES

The Department of Social Work has approved many community-based agencies as MSW field internship sites throughout Los Angeles, Orange, San Bernardino, Riverside, and Ventura counties. These agencies have met the minimum requirements set forth by APU

Department of Social Work field faculty, including the availability of diverse social work training opportunities and supervision by qualified social work professionals. Agencies typically conduct student pre-placement interviews to assess an individual's motivation and preparedness for entrance into the field setting as a student learner.

SOCIAL WORK CONDUCT CODE

Integrity is a basic characteristic required of students in the program. Violations of this code will initiate an investigation and possible sanctions. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination from the program, the following are some examples:

a. Plagiarism (refer to APU Catalog regarding academic integrity)
b. Misrepresenting or misstating events surrounding an incident involving professional conduct.
c. Poor or improper professional conduct during internship, classroom, or service learning assignments.
d. Being under the influence of alcohol and/or other controlled substances during classes and/or internship.
e. Unprofessional involvement with a client or supervisor while engaged in internship activities.
f. Breach of professional confidentiality.
g. Derogatory comments and behavior toward a client, agency employee, classmate, faculty or staff member.
h. Discrimination or harassment directed toward a client, agency employee, classmate, faculty, or staff member on the basis of class, race, age, disability, national origin, gender, religion, and/or sexual orientation.
i. Violation of the NASW Code of Ethics (a copy is held in the program office).
j. Insubordination.
k. Excessive and/or unexcused absences.
l. Falsifying field/classroom attendance hours.
m. Unprofessional use of social media sites.
n. Inappropriate professional attitude/disposition.

Students must also adhere to the APU Student Standards of Conduct, as stated in the Graduate Catalog.

VIOLATION OF THE UNIVERSITY ACADEMIC INTEGRITY POLICY

Academic Integrity Policy: The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the Graduate Catalog.

A full description of what constitutes an academic integrity violation can be found in the APU Graduate Catalog online under Academic Policies and Procedures. Note: academic integrity includes cheating (including self-plagiarism), fabrication, facilitating academic dishonesty, and plagiarism. Please refer to the catalog for a full description of each of these areas. Students found to be in violation of the Academic Integrity Policy will be subject to sanctions as outlined in the catalog, and/or the Social Work Code of Conduct.

DEPARTMENT OF SOCIAL WORK PROGRAM APPEAL, PROBATION, AND TERMINATION PROCEDURES

These procedures begin the process for addressing alleged violations of the Social Work Conduct Code. However, behaviors which violate the Social Work Conduct Code may also violate other university rules such as the Student Standards of Conduct in the Student Handbook or University Catalog. Other departments within the university, including, but not limited to, Student Life, may take action against a student under such rules at the same time the program is proceeding against the student under these procedures.

The MSW program has clear and concise policies and procedures for terminating student enrollment in the program and field internship. Every effort will be made within the program to work with and address potential student problems prior to reaching the point of initiating probation or termination proceedings. The student in jeopardy of possible dismissal may be advised by the MSW program director, individual faculty member(s), the director of student services, his/her faculty advisor, agency field instructor, or the director of field education of his/her deficiencies and options for improvement and resolution. The MSW director of field education, in consultation with the field faculty, has the authority to take immediate corrective action regarding student's ongoing participation in field internship. At the time of such advisement, students will be provided with a written copy of the warning and specific remediation guidelines to be completed within a given time frame. This serves as formal notice of the need for improved conduct. If the student does not amend specified behavior, he/she is subject to dismissal from the MSW program.

Charges

Any faculty or staff member of the program or an agency field instructor (the "Charging Party") may file charges against a student (the "Accused Student") for violations of the Social Work Department Conduct Code (the "Code"). A charge shall be prepared in writing describing the violations and referencing the applicable policies and copies shall be provided to the program director, the director of field education, the agency field instructor (if the violation occurs in the field) and the Accused Student. Any charge should be submitted as soon as possible after the event takes place, preferably within two business days. Pending the resolution of the charges, the program director may take interim action based on the nature of the charges, including but not limited to, restricting the student from participating in field work.

Sanctions

Sanctions for violations of the Code range from a warning, to probation, to loss of privileges, to expulsion from the Social Work program. Upon investigation, the program shall advise the parties of its decision within two business days and shall issue a written statement of its decision, and sanctions including a statement of the findings that support the decision, within ten days.

Appeals

Students wishing to appeal a sanction should follow the Graduate Student Grievance and Appeal Procedures, as stated in the Graduate Catalog.

ADDITIONAL PROGRAM REQUIREMENTS

University e-mail Accounts

The university provides students with an e-mail account by which the university, MSW Program, and individual faculty can contact students. The MSW Program and faculty regularly make announcements and provide important information via e-mail. **It is your responsibility to maintain and check these accounts daily.**

Attendance at MSW Program Meetings

Throughout the academic year, meetings may be convened requiring the attendance of MSW students. Such meetings may involve program policies, accreditation visits, or other issues of concern to all involved in the MSW Program. Every effort will be made to give students prior notice of the date of such meetings so that attendance is possible.

Retaining Course Syllabi

It is strongly recommended that students maintain a file with all courses descriptions and syllabi, including field internship learning agreements, and evaluations. Doing so may assist with future the process of securing employment, licensure, and/or post-graduate certifications.

Application for Graduation

Graduation is not automatically granted upon completion of all coursework. Students intending to graduate in May must complete an *Intent to Graduate* form and submit it to the Graduate Center prior to required date in early January. A degree is granted based on the completion of all requirements prior to degree posting dates.

LICENSED CLINICAL SOCIAL WORKER (LCSW) EXAMINATION

Students may pursue licensure as a LCSW after registering with the California Board of Behavioral Sciences (BBS) to obtain Associate Social Worker (ASW) status. To be eligible for the exam, an ASW must accrue 3,000 post-MSW hours in no less than two years,

complete pre-licensure course requirements, and successfully pass a law and ethics exam (effective January 2016). Some of the pre-licensure course requirements may be fulfilled while in the MSW program. These requirements can also be taken post-graduation through the National Association of Social Workers (NASW) or other approved continuing education providers. The following MSW courses meet the BBS pre-licensure course requirements:

BBS Course Name	MSW Course Meeting BBS Course Requirement	
Human Sexuality	SOCW569	Human Sexuality and Sex Therapy
Alcoholism/Chemical Depend.	SOCW561	Treatment of Substance Abuse Disorders
Child Abuse Assessment	SOCW537	Child/Adolescent Behav. Heath/Diag.
Spousal or Partner Abuse	SOCW567	Marital Therapy and Domestic Violence
Aging and Long-Term Care	SOCW566	Social Work, Health and Aging
California Law/Professional Ethics	Embedded in MSW curriculum (approved by BBS)	
Suicide Assessment and Intervention	SOCW 514 and six-hour supplemental training	

Note: It is the student's responsibility to ensure they have met BBS requirements in their curriculum plan and to provide evidence of completion if audited. Students should save course syllabi as proof of hours and content completed.

Please see the BBS website for full information on licensure requirements: http://www.bbs.ca.gov/app-reg/lcs_requirement.shtml.

RESOURCES

Books, periodicals, pamphlets and related materials on professional social work practice are available in the MSW Program office. Part-time, summer and professional employment information is available in the Program office, on the Department of Social Work Alumni website, or on the notice board outside the office. The Department does not guarantee the securement of employment for its graduates, however, actively disseminates workforce resources and employment information to graduates. Information on employment opportunities and other educational opportunities will be emailed and posted online at: https://sites.google.com/a/apu.edu/socialworkalumni/.

ALUMNI

The Department of Social Work has an active Chapter in the APU Alumni Association. The Social Work Alumni Chapter hosts training and networking events throughout the year that are open for alumni to attend. Events and updates are also posted on the Social Work Alumni section on the APU Social Work website, APU Social Work Alumni Facebook, and LinkedIn site.

The MSW Program strives for ongoing communication with alumni. Please inform the Program of changes in contact information, new employment, educational achievements, and LCSW licensure: https://sites.google.com/a/apu.edu/socialworkalumni/. Information on employment opportunities and other professional development updates will be posted on: https://sites.google.com/apu.edu/apusocialworkalumni/resources/career-opportunities

SOUL QUEST

Spiritual support is available to all MSW students by a graduate chaplain. The chaplain hosts several Soul Quest meetings (held during lunch or dinner break) throughout the academic year and is also available for prayer support.

APPENDIX

Graduation Checklist
Community Leadership and Program Administration Specialization

Course		Units	Semester/ Year Taken	Grade
SOCW 511	Introduction to the Social Work Profession	2		
SOCW 522	Diversity and Social Justice	3		
SOCW 513	Micro-Theory and Human Development	3		
SOCW 514	Practice I – Interviewing and Assessment	3		
SOCW 515	Field Seminar I	1		
SOCW 516	Field I	3		
SOCW 538	Clinical Practice with Groups	2		
SOCW 512	Social Welfare Policy and Policy Practice	3		
SOCW 523	Macro-Theory and Communities/Organizations	3		
SOCW 524	Practice II – Intervention and Evaluation	3		
SOCW 525	Field Seminar II	1		
SOCW 526	Field II	3		
SOCW 529	Human Rights and Sustainable Development	2		
SOCW 530	Organizing for Community Change	3		
SOCW 533	Organizational Behavior and Management	3		
SOCW 534	Field Seminar III	1		
SOCW 535	Field III – Community Leadership and Program Admin.	3		
SOCW xxx	Elective	3		
SOCW xxx	Elective	3		
SOCW 528	Research for Data Driven Change	2		
SOCW 541	Capstone Leadership Project	3		
SOCW 552	Program Planning and Evaluation	3		
SOCW 544	Field Seminar IV	1		
SOCW 545	Field IV – Community Leadership and Program Admin.	3		

Appendix 2

Graduation Checklist
Clinical Practice with Individuals and Families Specialization

Course		Units	Semester/ Year Taken	Grade
SOCW 511	Introduction to the Social Work Profession	2		
SOCW 522	Diversity and Social Justice	3		
SOCW 513	Micro-Theory and Human Development	3		
SOCW 514	Practice I – Interviewing and Assessment	3		
SOCW 515	Field Seminar I	1		
SOCW 516	Field I	3		
SOCW 538	Clinical Practice with Groups	2		
SOCW 512	Social Welfare Policy and Policy Practice	3		
SOCW 523	Macro-Theory and Communities/Organizations	3		
SOCW 524	Practice II – Intervention and Evaluation	3		
SOCW 525	Field Seminar II	1		
SOCW 526	Field II	3		
SOCW 536	Adult Behavioral Health and Diagnosis	3		
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3		
SOCW 534	Field Seminar III	1		
SOCW 539	Field III – Clinical Practice with Individuals and Families	3		
SOCW xxx	Elective	3		
SOCW xxx	Elective	3		
SOCW 527	Research for Evidence-Informed Practice	2		
SOCW 541	Capstone Leadership Project	3		
SOCW 546	Family Therapy in Context	3		
SOCW 547	Health and Behavioral Health Policy	2		
SOCW 544	Field Seminar IV	1		
SOCW 548	Field IV – Clinical Practice with Individuals/Families	3		

UNIVERSITY SERVICES

The Graduate and Professional Center

The Graduate and Professional Center is comprised of Graduate Admissions, Graduate Student Financial Services, and the Graduate Registrar. Housed in one convenient center, these offices work as an integrated team to provide students with the tools they need to enter and proceed through their graduate program. The Graduate and Professional Center is located at 568 E. Foothill Boulevard, Azusa, CA 91702. Please visit: http://www.apu.edu/graduateprofessionalcenter/ or call (626) 815-4570 for assistance.

Information and Media Technology (IMT)

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information to APU faculty, staff, and students in the area of technology. The support desk provides assistance with online accounts, All Access (wireless) connection, and dial-up service. Please visit www.apu.edu/imt/ or call (626) 815-5050 for more information on IMT services.

Wireless Internet

APU's intranet is a free service offered to every student, providing the necessary tools to communicate with other students and faculty. Home.apu.edu provides an email account, instant messaging, server disk space for webpages, and access to critical campus resources such as grades, financial information, and online library resources. Please contact IMT to set up an account prior to registration. Students may connect to wireless internet by logging in with their username and password.

Computer Facilities

Computers can be found in the libraries and the Student Union. These computer facilities are equipped with PC and MAC workstations and printers. Software available includes SPSS, Microsoft Office Suite, databases, and full internet access. Lab assistants are available during operation hours.

Campus Safety

The Department of Campus Safety is located on the first floor lobby of Adams Hall on the East Campus. The staff assists students with problems on campus, such as theft, accidents, or threats. Campus Safety personnel are on duty 365 days of the year, 24 hours a day. Please refer to the Graduate Catalog for more information. If you need assistance or have any questions, please visit: http://www.apu.edu/campussafety/ or call (626) 815-3898.

Libraries

Azusa Pacific University has three libraries: William V. Marshburn Memorial Library, East Campus (626) 815-3847; Hugh and Hazel Darling Library, West Campus (626) 815-5066; and James L. Stamps Theological Library, West Campus (626) 815-5613. Electronic resource access is available through student Cougars' Den accounts. These accounts can be set up through Information and Media Technology (IMKT). The APU graduate student ID card is required for library material checkout and other library services. Please visit: http://www.apu.edu/library/ for more information.

Dining

There are several dining locations on both East Campus and West Campus. Please visit http://www.apu.edu/diningservices/about   for more information, such as menus and hours.

Disability Services

Disability Services coordinates a number of direct services for undergraduate and graduate students with specific disabilities. Upon documented verification of the disability, academic accommodations are individualized based on the learning needs of each student. Accommodation examples include: advocacy, academic and technical support, registration assistance, testing accommodations, assessment referral, liaison with university academic service areas, and liaison with community agencies. For more information about LEC services, please visit www.apu.edu/lec/disabilities, email disabilityservices@apu.edu or call (626) 815-3849.

University Bookstore

The University Bookstore is located on West Campus, across from the High and Hazel Darling Library. In addition to textbooks, the University Bookstore offers a broad selection of Christian books, APU clothing, gifts, etc. Students may also order graduation announcements or special order books. Online textbook ordering and reservations are available at www.bookstore.apu.edu or by calling (626) 815-5044 or (800) 933-1950. Please refer to the Graduate Catalog for University Bookstore hours.

Writing Center

The Writing Center provides free writing resources, facilitated by highly qualified writing consultants, to students from all disciplines and skill levels. Located in the Marshburn Library (East Campus), the center offers individual appointments (in person or online), group workshops, and print resources to assist in a variety of needs, including academic papers. Please visit: http://www.apu.edu/writingcenter/ for more information or to make an appointment.

University Counseling Center

The University Counseling Center (UCC) is staffed with professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic and

spiritual wellness of the APU community. UCC services are available to any student currently enrolled in graduate courses on the Azusa Campus, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. Please visit: http://www.apu.edu/counselingcenter/ or call (626) 815-2109 for further information or an appointment.

Emergency Response and Preparedness

In times of crisis, the university activates its Incident Command Team to ensure the physical well-being of the university during times of crisis. The community is invited to browse the Emergency Response and Preparedness site for details about APU's emergency procedures and resources.

Center for Career and Calling

The Center for Career and Calling offers many services to APU students and alumni, including feedback on resumes, job searching, interviewing, professional headshots, and career assessment. Please visit http://www.apu.edu/career/contact/ for further information.

Graphic Center

For information about Azusa Print + Design, APU's graphic center in the shopping center on the south east corner of Alosta and Citrus, please visit azusaprintanddesign@apu.edu or call (626) 815-5078

APU Trolley Service

A trolley service is available to transport students between east and west campuses. Please visit http://www.apu.edu/trolleytracker/ for details on tracking trolley arrival.

Health Center

Graduate and professional students have the option to seek primary care services at the Student Health Center. Services include Tuberculin Skin Test (TST) (TB skin test) for students preparing for field internship. For more information about the cost, services available, or to sign up, please visit the Student Health Center. The Health Center is on East Campus. Please visit: http://www.apu.edu/healthcenter/about/ for information.

Health Insurance

Graduate students may apply for health insurance (optional) at registration. Information regarding coverage and application packets may be obtained at the Graduate Center. University health insurance is considered secondary coverage with benefits payable only to the extent that such expense is not covered by any other insurance policy. *Insurance is valid only for one semester, so it must be renewed each semester, if required. Please refer to the following website for detailed information on obtaining health insurance: http://www.apu.edu/graduateprofessionalcenter/resources/healthinsurance/*

International Student Health Insurance

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase the APU international health insurance. International students not carrying an APU immigration document (R-1 or H-1 status) are not required to purchase the APU health insurance but may do so if they meet the credit unit requirement. Please see the Graduate Catalog for further details.

International Student Services (ISS)

The Office of International Student Services (ISS) includes international admissions, transcript evaluations, immigration advising, and support services for APU's international students and scholars from more than 40 countries. Services include assistance with admission to the university, immigration documentation, and cultural adjustment. Please contact the ISS office at (626) 812-3055 for further information.

Mail Services

Mail Services provides for all your postal needs, whether you need to purchase stamps, send certified mail, or overnight packages. There are two locations: on the north section of West Campus, near the Fitness Center; and also next to Cougar's Den on East Campus. Please call (626) 815-5002 with any questions.

Fitness Center

The Fitness Center is located on the north section of West Campus and is available to students free of charge. For more information please visit www.apu.edu/fitnesscenter or call (626) 815-6000 x5512.

AZUSA PACIFIC
U N I V E R S I T Y

SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES
DEPARTMENT OF SOCIAL WORK, MSW PROGRAM

FACULTY FEEDBACK ON PROFESSIONAL CONDUCT

Date: _____

Student: _____

ID#: _____

Faculty: _____

Course#: _____

Field Instructor: _____

See the checked areas of behavioral concern related to MSW student competency

1: Demonstrate Ethical and Professional Behavior

(a) Social workers:	*Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.*
	Group work without collaboration and/or ethical share of workload
	Dishonesty in actions and/or communications, e.g., plagiarism
	Legal violations, e.g., related to violence, self-control
	Other:
(b) Social workers:	*Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.*
	Shares biases with risk of unethical practice, e.g., political, religious views
	Poor social skills, e.g., discourteous, overly critical
	Poor coping skills, e.g., managing responsibilities and/or anxiety
	Other:
(c) Social workers:	*Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.*
	Reduced class time, e.g., absent, tardy, leaves early
	Poor oral or written communication, e.g., unable to professionally articulate views
	Unprofessional appearance or dress
	Assignments and/or preparation is lacking
	Sleeping during class
	Lack of personal awareness, e.g., appearance, conduct
	Verbally disruptive or insensitive during class or field
	Evidence of substance use and/or abuse
	Verbally abusive to faculty, staff, or peers
	Disruptive classroom behavior, e.g., chatting, sharing overly personal content
	Other:

(d) Social workers:	*Use technology ethically and appropriately to facilitate practice outcomes.*
	Inappropriate phone use, e.g., texting, frequent ringing/interference
	Unfocused use of laptop, e.g., email, Facebook
	Unauthorized recording of activities
	Inappropriate use of social media
	Other:
(e) Social workers:	*Use supervision and consultation to guide professional judgment and behavior.*
	Not receptive to constructive feedback
	Non-responsive to faculty attempts to communicate
	Lacks independence in completing requirements, with overdependence on faculty and peers
	Defensive about grades, e.g., argumentative, missed learning opportunities
	Lack of accountability and/or acceptance of feedback
	Other:

Faculty comments:

Student's corrective action plan:

The concerns (as outlined above) were discussed with the MSW student and provided in writing through a duplicate of this document.

Student:_____ Date:_____

Faculty:_____ Date:_____

Appendix 5

	REQUEST FOR EXTENDED MEDICAL LEAVE	**Department of Social Work MSW Program 901 E. Alosta Ave./ P.O. Box 7000 Azusa, CA 91702-7000 (626) 857-2401 (PH) (626) 815-3861 (FAX)**
AZUSA PACIFIC UNIVERSITY		

This form must be completed when students will miss <u>more than two consecutive class sessions</u> or three or more field internship days (or 24 continuous hours) and/or field seminar due to a medical condition. Whenever possible, this request should be submitted 30 days prior to the extended medical leave with a related healthcare provider note, and/or a Field Support Plan, and/or course plan developed with the instructor. Depending on the nature of the absence, the student may be referred to the Disability Services office.

1. Health Care Provider's Verification: (**Please attach related healthcare provider note**)

   Please excuse student_____ (name) from his/her university
       coursework/field work due to a documented medical condition & treatment for the following
       period:

   Current or expected dates of medical leave: _____

   Healthcare provider's name/ and title (please print): _____

   Healthcare provider signature: _____

   Today's date: _____

2. Student's estimated number of field hours missed: _____

3. Estimated number of class days missed: _____

4. Courses impacted by absence and list name of professor: _____

   _____

   _____

CONFIRMATION OF RECEIPT OF MSW HANDBOOK

I, _____, acknowledge receipt of the Azusa Pacific University MSW Student Handbook and confirm that I have read the document in its entirety. I will adhere to all MSW Program policies, and understand the criteria for student probation and/or termination from the Program.

PHOTO/VIDEO RELEASE

_____   I hereby grant Azusa Pacific University Department of Social Work permission to use my likeness in photograph(s)/video in any and all of its publications and in any and all other media, whether now known or hereafter existing, controlled by Azusa Pacific University, in perpetuity, and for other use by the University. Further I agree and understand that there will be no compensation given me for the use of this photograph(s)/video, and that it is the sole property of Azusa Pacific University.

_____   I do not grant permission to use my likeness in photograph(s)/video.

_____
Student Signature

_____
Print Name

_____
Date

A copy of this signed form must be submitted to Lucinda Adam at the mandatory New Student Orientation on August 22, 2019.

Department of Social Work, MSW Program
901 E. Alosta Avenue
Azusa, CA 91702
(626) 857-2401 (office)
(626) 815-3861 (fax)