AZUSA PACIFIC UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK
2024–25

DEPARTMENT OF SOCIAL WORK

Chair: Kimberly Setterlund, MSW, LCSW
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Master of Social Work Program Locations

AZUSA CAMPUS

901 E. Alosta Avenue, Azusa, CA 91702
(626) 857-2401

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Department Chair/Graduate Program Director/Assistant Professor
ksetterlund@apu.edu

INLAND EMPIRE REGIONAL CAMPUS

375 West Hospitality Lane, San Bernardino, CA 92408
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CHECKLIST

☐ Read this student handbook and refer to it in the future. It contains almost everything you need to know about the MSW Program. Submit the Confirmation of Receipt of MSW Handbook prior to **August 9th**. **Please click here to complete:**

☐ Go to the New Student Welcome Center at https://www.apu.edu/welcome/ 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.

☐ Complete the New Student Information form **prior to August 9th.** Please click the link below to complete:
   https://formstack.apu.edu/forms/new_student_introduction_form_24_25

☐ Obtain an APU student ID card:
   https://www.apu.edu/auxiliary-services/onecardoffice/#student

☐ Obtain an APU parking pass at https://apu.thepermitstore.com/

☐ Attend New Student Kick Off:
   ☐ *Azusa:* Wednesday, **August 14th** (5:30-8:30 p.m.) *in person*
   ☐ *Inland Empire:* Tuesday, **August 13th** (6:00-9:00 p.m.) *in person*

☐ All classes utilize Canvas. Please learn how to use Canvas prior to starting the MSW program at: https://gocanvas.apu.edu/ > Student resources. Review technology requirements to use Canvas, which is utilized in classes to access and submit assignments. It is recommended you use Firefox or Chrome browsers. https://community.canvaslms.com/docs/DOC-10721.

☐ Contact the Student Services Center with any financial aid questions at **ssc@apu.edu.**

☐ Become familiar with your APU campus (Azusa or Inland Empire).

☐ Read the APU Academic Catalog for information on University policies.
   http://catalog.apu.edu/

☐ Search the APU website to learn about all student services offered. You can visit here as a starting point.

☐ Complete APA Writing Course by **August 25th**. Visit here to self-enroll.

MSW PROGRAM
FACULTY AND STAFF

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CALENDAR 2024-2025

Date	Event
Fall 2024	
May 7	Registration Opens
August 13	New Student Kick Off (Inland Empire [IE]) 6:00-9:00 p.m. *in person*
August 14	New Student Kick Off (Azusa [AZ]) 5:30-8:30 p.m. *in person*
August 17	Mandatory Practicum Orientation (for all first year & advanced standing internship students). 9:00 am - 12:30 pm *in person, Azusa campus*
Week of August 26	First Week of Internships
August 27 | August 29	Fall Classes Begin in AZ | Fall Classes Begin in IE
September 2	HOLIDAY – Labor Day
September 3	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
November 7	Last Day to Withdraw from Classes ($125 late fee applies, form needed)
November 5	Spring Registration Opens
November 26	Professional Development Day – required for all MSW students (TBD)
November 28-Dec 1	HOLIDAY – Thanksgiving Break
December 13	Fall Classes and Internships End for the semester
December 25-Jan 5	University Offices Closed
December 23	Graduate Fall Semester Grades Due
Spring 2025	
Week of January 6	Students return to Internships
January 7 | January 9	AZ Spring Classes Start Date | IE Spring Classes Start Date
January 10	Last Day to Submit Graduation Application (for May 3, 2025 graduation)
January 13	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
January 20	HOLIDAY: Martin Luther King, Jr. Day (no classes, offices closed)
February 1	Interview Preparation Session (*mandatory for students entering specialization year internship in Fall 2025)* 9:00am-12:00pm (Zoom)
March 3-9	Mid Semester Break (No Classes, connect with Internship site) *Students MAY be required to complete internship hours during winter or mid-semester breaks for client continuity of care and out of professional obligation to the agency. A modified internship schedule may be acceptable if approved by the agency Practicum Instructor. Students should not schedule vacations until they speak with their Practicum Instructors.*
March 27	Last Day to Withdraw from Classes ($125 late fee applies, form needed)
April 18	HOLIDAY – Good Friday (no classes, offices closed)
April 2024	NASW Lobby Days (schedule to be announced)
April 22	Social Work Student Showcase (4:30-6:30 p.m.) UTCC
April 30	MSW Hooding Ceremony
May 2	Spring Classes and Internships End
May 3	Spring Commencement
May 12	Graduate Spring Semester Grades Due

Note: Students in Internships, refer to the Practicum Calendar for additional Internship related dates.

WELCOME FROM THE PROGRAM DIRECTORS

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 community at APU, in a professional practice field that is highly valued in local, regional, national, and global contexts. The MSW degree equips 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 taking part in all that the MSW Program has to offer. From the classroom setting to agency internships and curricular and co-curricular trainings, we encourage you to take advantage of the learning opportunities. You will be working with diverse populations in a variety of settings across service delivery models. Your professors draw on their own experiences as practitioners and academic scholars, and they will engage you in critical thinking, integrating your knowledge, values, and skills in a variety of social work contexts. We also encourage you to participate in cohort-building activities such as MSW Student Association (MSWSA), the student-led social work organization; special speaker events; Legislative Lobby Days; and service events in and around our community.

This handbook contains information about the MSW Program models, policies, and resources of relevance to current and prospective students. General information about APU graduate education can also be found in the university's Academic 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
Social Work Department Chair/MSW Graduate Program Director/Assistant Professor

Evelyn Castro-Guillen, Ph.D., LCSW
Director, Inland Empire MSW Program/Assistant Professor

PROGRAM OVERVIEW

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 Master of Social Work Program develops competent advanced social work practitioners and leaders who can integrate the knowledge based on scientific inquiry, values, and skills of social work to advance human well-being, promote social and environmental justice, and advocate equity for diverse individuals, families, groups, organizations, and communities, in the context of their environment both locally and globally, informed by our Christian faith tradition.

We Value:

- The Social Work Code of Ethics
- Diversity and inclusive excellence
- Service
- Innovative teaching and scholarship
- Integration of faith and learning
- Social work leadership development
- Strengthening communities in local, national, and global contexts

GRAND CHALLENGES FOR SOCIAL WORK

The Grand Challenges for Social Work is an initiative led by the American Academy of Social Work and Social Welfare aimed at measurable impact on individual and family well-being, developing a stronger social fabric and creating a just society. These three broader initiatives contain 13 Grand Challenges. Driven by scientific research, the Grand Challenges for Social Work aims at creating focus and intentionality relative to our professional response to our nation's most challenging social problems. The Department of Social Work at Azusa Pacific University is committed to aligning our curriculum and training with this initiative in partnership with the American Academy of Social Work and Social Welfare. As such, assignments, exams or other course experience may rely on understanding of the Grand Challenges for Social Work. Additional information on the Grand Challenges for Social Work can be found at the following link: https://grandchallengesforsocialwork.org/

EXPECTATIONS FOR INTEGRATION OF CHRISTIAN FAITH

As a Christian university, ethical integration of Christian faith is a cherished value. In the MSW program, the faculty and staff are committed to living out the calling of Christ to advocate for justice, and to defend and empower marginalized populations. We are also

committed to living out the love of Christ in our relationships with each other. In the classroom, faith, spirituality, and worldview perspectives are introduced in the context of social welfare and social work practice, inviting critical appraisal. Assessment of the strengths and weaknesses of faith integration in practice are also presented, with an invitation to consider diverse faith perspectives.

The MSW program is a rich community in which a multitude of spiritual and faith traditions are represented by our students. As not all students identify with a Christian faith, we encourage dialogue and discussion to expand understanding and awareness of self and others. We urge a mindset of openness to share and listen to ensure all voices are represented. Students who attend the program will leave with enhanced viewpoints on how faith and spirituality, regardless of tradition, are essential attributes of holistic 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, racial, economic and environmental 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.

MSW PROGRAM ACCREDITATION

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC).
- The MSW program is accredited by the Council on Social Work Education (CSWE).
- The MSW program's Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance is accredited by the California Commission on Teacher Credentialing (CTC).

MSW PROGRAM SPECIALIZATIONS

The Master of Social Work Program offers two specializations:

Clinical Practice with Individuals and Families
This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

Community Leadership and Program Administration
This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and global social problems they encounter. Curriculum content in this specialization includes social work leadership and management, program and grant management, organizing for community change, and social policy, with additional coursework to enhance clinical skill sets as well as research for evidence-informed practice.

MSW PROGRAM OPTIONS AND COURSE REQUIREMENTS

Two Year Program (Azusa)
The two year program is 15 units per semester with a minimum 16 hours of internship per week (only on weekdays during normal business hours). Additional hours may be required in specialization year internship 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/weekend. All students enroll in the same generalist courses in the first year and specific specialization courses in the second year. The program schedule is available online at: www.apu.edu/msw > *Program Format drop down*

Advanced Standing Program Options (Azusa)
The 36 unit, *10-month* advanced standing program is designed for qualified BSW graduates. Students admitted into this program enroll in two three-unit advanced standing bridge courses in summer (eight weeks, three evenings per week, and some online work) and then continue directly into the specialization year classes of the 2-year MSW cohort. Practicum internship is a minimum 20 hours/week (only on weekdays during normal business hours). Additional hours may be required depending on agency requirements. The program schedule is available online at: www.apu.edu/msw > *Program Format drop down*

A *two-year* advanced standing program is also currently available, whereby students enroll in two three-unit advanced standing bridge courses in summer and then join the part-time cohort to complete the two years of specialization level coursework. A minimum 20 hours/week internship occurs in the second year. Additional hours may be required depending on agency requirements. The program schedule is available online at: www.apu.edu/msw > *Program Format drop down*

Four Year Part-Time Program (Azusa)
Note: The part time program was previously a four-year program. Part-time cohorts who entered the program prior to 2023-24 will complete the 4-year model.
The 60 unit, four year 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 in year one and two (Fall and Spring semesters only). Years one and three also have weekend intensive courses, with an additional evening class in year three. The practicum internship comprises a minimum of 16 hours per week in years two and three. Additional hours may be required in specialization year practicum placements (20-24), depending on agency requirements. Students must be available two week days during traditional work hours and may need to adjust their work schedule accordingly to meet the practicum internship requirements. The program schedule is available online at: www.apu.edu/msw > *Program Format drop down > Current Student Program Options*

Three Year Program (Azusa and Inland Empire)
The part-time program (3 years, 60 units) at both the Azusa and Inland Empire campuses includes classes one week-day per week beginning at 4:20 pm (two classes per term, scheduled back-to-back) and a Saturday intensive course (5 Saturdays per semester) in years one and three of the program. In addition to fall & spring semesters, summer evening and Saturday courses are also required. Start times for classes may vary slightly between campuses. All students take the same generalist foundation courses in the first half of the program. Specialization courses are taken in the second half of the program. Supervised practicum internships requiring approximately 16-20 hours per week occur in the second and third years; placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties. The program schedule is available online at: www.apu.edu/msw > *Program Format drop down*

Note: The MSW Student Handbook applies to all MSW program options unless otherwise specified.

MSW PROGRAM STUDENT LEARNING OUTCOMES AND COMPETENCIES

The MSW program student learning outcomes utilize a competency-based model that align with the CSWE 2022 EPAS as stated below, as required for accreditation. The program has added a 10th competency which is in alignment with the university and program mission statements on integration of faith in social work practice.

Competency 1: Demonstrate ethical and professional behavior
Competency 2: Advance human rights and social, economic, and environmental justice
Competency 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
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

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<u>**Generalist Foundation Competencies EPAS 2022**</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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.

Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:
a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social

workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:
a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice – Informed Research and Research-Informed Practice
Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:
a. apply research findings to inform and improve practice, policy, and programs; and
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice
Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:
a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:
a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.ment of strengths, needs, and challenges within clients ad constituencies; and

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
a. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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 Practice with Individuals and Families Competencies EPAS 2022

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 using rights-based, antiracist, and anti-oppressive lenses. 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, self-care, and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice.

Social workers:
a. Consistently apply and advance NASW principles and code of ethics in ambiguous and complex practice situations applying an anti-racist / anti-oppressive perspective.

b. Apply legal and ethical standards in clinical practice, including in risk assessment and telehealth.
c. Recognize and manage personal values, worldview, and affective reactions, and its influence on professional judgment and behavior utilizing supervision and consultation to guide professional decision making.

Competency 2:Advance Human Rights and Social, Racial, Economic and Environmental Justice

Social workers protect and advance fundamental human rights to end all forms of racism and oppression. Social workers are knowledgeable of best practices and engage in advocacy to reduce and eradicate oppressive structural injustices within health, mental health, educational, and other community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives.

Social workers:
   a. Collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed.
   b. Critically evaluate how social, racial, economic, and environmental injustice perpetuate health and behavioral health disparities and access to care.
   c. Use knowledge of the effects of racism, oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers understand the diversity and intersectionality of factors that may affect clinical social work practice, including the impact of White supremacy and privilege.. Social workers are able to recognize and address barriers to accessing services, by engaging in anti-racist and inclusive clinical practice, and 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.

Social workers:
   a. Identify and engage in anti-racist and anti-oppressive practice to reduce and eliminate systemic forms of oppression.
   b. Demonstrate cultural humility, and an understanding of how cultural concepts of distress and identity as well as intersectionality, shape assessment, diagnosis and treatment.

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

Social workers apply ethical, culturally informed, anti-racist, and anti-oppressive approaches in the evaluation and implementation of evidence-informed practice. They know how to consume and critically evaluate diverse research methods, approaches and sources from within social work and other disciplines , using an anti-racist/anti-oppressive lens recognizing inherent bias within research Social workers innovate new and effective intervention models, while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. Social workers use best practices in research to design, analyze, and conduct their own research using diverse research methods.

Social workers:
   a. Critically evaluate research literature and apply findings to inform, improve, and innovate practice and service delivery, using an anti-racist/anti-oppressive lens
   b. Utilize research methods to evaluate practice outcomes.
   c. Articulate research findings to advance practice, social justice, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions within an anti-racist, diversity, equity and inclusion framework. Using a trauma-informed approach, social workers understand how a client's experience is directly impacted by local, state, or federal policies, identifying structural barriers that impact client wellbeing. Social workers actively engage in policy practice through advocacy and by implementing strategies that help to affect change at micro, mezzo, and macro levels of practice.

Social workers:
a. Identify how organizational and governmental policies impact the clinical practice environment and the client's ability to access services.
b. Work alongside and on behalf of clients to influence service delivery through advocacy and legislative change, acknowledging structural racism where and when it occurs.
c. Use evidence-informed practice to advocate for advancement of clinical practices that are inclusive, and acknowledge past trauma perpetuated by systemic and historical racism, working to eliminate such bias in practice.

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 are self-reflective in their practice and understand their power and privilege as it impacts the engagement process. Social workers utilize interpersonal skills, knowledge of human behavior and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, and communities.

Social workers:
a. Demonstrate ability to attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
b. Engage in a reflexive process that identifies power and privilege as impacting the establishment of treatment goals and expected outcomes.
c. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective.

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 that can occur via telehealth or in person. Social workers are self-reflective in their practice and understand their power and privilege as it impacts the assessment 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, including crisis situations, using a trauma-informed lens. 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 (in person or telehealth), clinical bias, and cultural differences affect assessment and diagnosis.

Social workers:
    a. Perform detailed client assessment and utilizes critical thinking to arrive at accurate diagnoses and treatment plans with an anti-oppressive and anti-racist lens.
    b. Select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems.
    c. Critically apply diagnostic classification systems in a process of continuous assessment with a trauma-informed lens.
    d. Demonstrate ability to identify and assess crises, and the appropriate use of crisis intervention and prevention strategies as needed.

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 diverse client contexts. Social workers link interventions to problems, applying best-practice interventions in person or through telehealth delivery throughout the dynamic and interactive process of social work practice with diverse client populations. Social workers apply critical thinking, apply trauma-based theories, 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.

Social workers:
    a. 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.
    b. Demonstrate understanding of theories informing assessment of and interventions with families in diverse situations.
    c. Demonstrate ability to intervene in crises, and the appropriate use of crisis intervention and prevention strategies as needed with use of best practices for in person or telehealth delivery.
    d. 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 outcome measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions.

Social workers:
   a. Engage in ongoing multidimensional evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions..
   b. Utilize outcomes data to critically evaluate effectiveness of applied interventions through an anti-oppressive and anti-racist lens.

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.

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

<u>**Community Leadership and Program Administration Specialization: Competencies and Practice Behaviors (EPAS 2022)**</u>

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 local, state, and national levels. 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.

Social workers:
a. 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.
b. Demonstrate ability to effectively communicate both orally and in writing when assuming a leadership role and when collaborating with other professionals.
c. Use supervision and consultation to guide professional judgment and behavior.
d. Apply ethical decision making skills to address complex and ambiguous practice situations.
e. Utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

Competency 2: Advance Human Rights and Social, Economic and Environmental Justice
Social workers understand every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers demonstrate advanced awareness of the need for evaluating systems and structures while advocating for an equitable distribution of power and privilege that promotes social, racial, economic and environmental justice.

Social workers:
a. Integrate human rights principles to understand the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice.
b. Apply theoretical, political, and/or economic frameworks to analyze the role of systems and structures in civil, political, economic, social, and cultural human rights.
c. Engage in research-informed strategies to eliminate oppressive structural barriers and promote social resources, rights, and responsibilities are distributed equitably.

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression characterize and shape the human experience as it applies to practice at the organizational, community and policy levels. Social workers are committed to the promotion of anti-racist practices at the organizational, community and policy arenas, recognizing the roles that oppression, privilege and discrimination have in determining equitable access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression.

Social workers:
   a. Apply cultural humility in work with groups, organizations, and/or communities reflecting an advanced understanding of how personal experiences contribute to bias, power, privilege and values.
   b. Ensure programs and policies recognize the dimensions of diversity and intersectionality that have shaped the experiences of oppressed, underserved and underrepresented populations.
   c. Collaborate with and advocate for vulnerable and disempowered communities to dismantle oppressive systems.

Competency 4: Engage in Practice – Informed Research and Research-Informed Practice

Social workers recognize how ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge guide 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.

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

Competency 5: Engage in Policy Practice

Social workers identify how historical, political, social, economic, and/or cultural factors shape policy environments and then subsequently use this knowledge to advance human rights and social justice. Social workers critically analyze varied dimensions of power and their impacts on all levels of the policy-making process, including research, analysis, advocacy, implementation, and evaluation. Social workers mobilize communities who have been impacted by inequality and oppression by engaging in community organizing, coalition building, and advocacy. Social workers participate in electoral politics at the local, state, and national levels to achieve policy goals reflecting social work values.

Social workers:
   a. Analyze how policies at local, state, and national levels impact individuals and communities to advance social, racial, and economic justice
   b. Implement social policies through an anti-racist and anti-oppressive lens in groups, organizations, and/or communities to design high-quality and efficient social delivery systems and programs
   c. Influence the policy process by mobilizing communities through organizing and advocacy to ensure equitable access to resources

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 reflect on how issues of bias, power and privilege impact relationships, organizations, and relevant systems. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions.

Social workers:
   a. Use principles of interprofessional collaboration to engage constituents in the change process.
   b. Pursue reciprocal relationships to develop desired outcomes and expectations.
   c. Collaborate effectively with constituents to facilitate sustainable change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand assessment is contextual and is an ongoing component of effective social work practice among groups, organizations and communities. Social workers collaboratively collect information through identified stakeholders within relevant systems. Social workers are committed to culturally-responsive 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.

Social workers:
   a. Research, collect, analyze and interpret system policy, and community and organizational data to inform assessment and intervention strategies.
   b. Select and modify appropriate intervention strategies based on evidence and continuous assessment.
   c. Mutually develop agreed upon goals and measurable objectives.
   d. 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 intervention is an ongoing component of the dynamic and interactive process within groups, organizations and communities. Social workers are

knowledgeable of and apply culturally-responsive evidence-informed interventions grounded in participatory methods. Social workers understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative.

Social workers:
    a. Develop intervention goals and design and implement a plan of action in collaboration with individuals, groups, organizations and communities.
    b. Plan for the use of models, methods and strategies that are appropriate to the local, regional, national and international context.
    c. 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 equitable evaluation methods and ensure a broad range of qualitative and quantitative measures are utilized. Social workers 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.

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

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

UNIVERSITY POLICIES

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 Academic 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 submit a Bias Incident Report at https://www.apu.edu/diversity/bias/#submitabiasincidentreport and/or consult and follow the student grievance policy as outlined in the APU Student Handbook or Academic Catalog and to consult with the program director.

Accessibility and Disability Resources
The Office of Accessibility and Disability Resources is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

- Verification of disability
- Disability documentation archive
- Coordination of direct services for APU students with specific disabilities

The office serves all students, regardless of degree level or campus location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation, contact the Office of Accessibility and Disability Resources at disabilityservices@apu.edu.

Request for Disability Accommodations
Students with disabilities may request accommodations by following the steps below:
1. Complete a Request for Accommodations Form available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability. More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any,

are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, visit the Office of Accessibility and Disability Resources, call (626) 815-2067, or send an email to disabilityservices@apu.edu.

Sexual Harassment Policy/Statement of Non-Discrimination
APU and the MSW program is committed to fostering a safe, productive learning environment that promotes integrity, civility, and mutual respect and is free from discrimination on the basis of sex, which includes all forms of sexual violence. Sex discrimination violates an individual's fundamental rights and personal dignity. APU considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination by employees, students, or third parties, including, but not limited to, sexual harassment, sexual assault, sexual violence, domestic and dating violence, and stalking.

Faculty are Mandated Responsible Employees (MRE) therefore have the obligation to report incidents of sexual harassment/misconduct to the Title IX coordinator.

APU takes complaints very seriously and will work with complainants to ensure their safety as much as possible and to remedy the situation. APU encourages those who have experienced or witnessed sex discrimination to report these offenses to the Title IX Office at (626) 815-2078 or titleix@apu.edu or one of the Deputy Title IX Coordinators, the Department of Campus Safety, or to another Responsible Employee.

Reports to law enforcement can be made to Azusa Police Department, (626) 812-3200. Confidential support and academic advocacy can be found through the following on-campus resources:

University Counseling Center (626) 815-2109
Student Health Center (626) 815-2100
Campus Pastors Office (626) 815-3855

Students can also visit the Title IX website for more information. Under these guidelines, 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.

Elder and Dependent Adult Reporting Policy
The university is committed to the safety of older and dependent adults 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 elder and dependent adult abuse or neglect, department policy requires faculty and staff to report the disclosure to the proper authorities.

PROGRAM POLICIES

Cohort Transfer Request Policy
Students are admitted to either the two year or three year MSW Program at a specific campus (AZ or IE) during the admission process. Given the program modalities and curriculum progression, students may not transfer from the three year to the two year program. If a student in the two year program needs to slow down their program, they may reach out to the Director of Admissions and Student Services for advising into the three year program model. Transfers across campus model (AZ and IE) can be made on a case by case basis for students admitted starting Fall 2024. If the student is in good academic standing, has a valid reason for the change request, is in good standing in practicum internship, <u>and</u> 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. To initiate a cohort transfer request please reach out to the Director of Admissions and Student Services for a transfer request form. Transfer request form must be completed by December 1st preceding the start of specialization practicum year.

Specialization Selection Policy
Traditional students (non-advanced standing) are not required to apply for a specific specialization during the MSW admissions process. Traditional students must select their specialization when nearing completion of the first half of their generalist curriculum (nearing the end of the first semester of the two year program, and after the first year and nearing the end of the first semester of the second year of the part-time program). Traditional students will submit the Specialization Selection form by **November 15** of the year preceding the start of their specialization curriculum. Inland Empire students are automatically in the Clinical Practice with Individuals and Families specialization and may request a transfer to the Azusa program if desiring the Community Leadership and Program Administration specialization.

Advanced standing students must select their specialization during the MSW admissions process since the entirety of their program is within the specialization curriculum. The MSW program is unable to consider specialization changes for advanced standing students after admission because of various program/class size/practicum internship planning. Advanced standing students are advised at the time of acceptance into the program that they are unable to change specializations

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 expected per semester (for any reason). A **second absence** results in a 10% reduction in the overall course grade. At faculty discretion, students may be given the option of making up the 10% for missed class content by submitting an alternative assignment as developed by the instructor to make up the class content. A third absence or missing an additional three (3) hour period of class will result in an automatic 10% grade reduction without option for make-up.

3. Students missing more than nine (9) hours for a three-unit course, or six hours for a two-unit course will not be allowed to pass the course (resulting in an F).

   *Note: For Saturday courses: 3 hours = one absence
   For all other courses (3 or 2 hour classes): a full day missed = one absence

4. If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive internship days, they can submit a department request for extended medical leave (Appendix 12), 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 Accessibility and Disability Resources (ADR), to develop a formal plan for accommodations. The ADR office contact information is 626-815-3849 or email at disabilityservices@apu.edu.

5. For COVID related health conditions, please follow the Student Health Center guidelines to determine whether an absence is necessary. See COVID-19 FAQs on the APU website for further information. An absence due to COVID, per the Student Health Center, will be excused, and a Health Center clearance will be requested by the professor to return to in-person class attendance. Per the department policy, a Zoom remote attendance option will not be provided unless otherwise indicated by an ADR temporary accommodation.

6. For non-COVID health-related absences, students are encouraged to stay home to rest and recover, therefore they are advised to use their absence. Zoom attendance options will be considered at the faculty's discretion, however the absence will still count. No Zoom options will be considered for field practicum seminars due to the format of the course.

Personal or Family Loss

The MSW program understands that life happens and does not stop when you are in graduate school. If you are struggling and experiencing a personal or family loss please communicate with the program, we want to support you however we can.

Leave of Absence Policy
If circumstances arise that prevent a student from continuing in the program temporarily, the director of admissions and 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 *Leave of Absence* form must be completed and then approved by the Director of Admissions and Student Services.

Council on Social Work Education (CSWE) Policy and Accreditation Standards (EPAS)
A copy of the Council on Social Work Education Policy and Accreditation Standards (EPAS) is available on the CSWE website at www.cswe.org

Ethical Standards and Principles
The MSW program upholds and integrates the ethical practices and standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers (IFSW) / International Association of Schools of Social Work (IASSW) Ethics in Social Work, Statement of Principles throughout the BSW curriculum. The NASW Code of Ethics can be found online: https://www.socialworkers.org/About/Ethics/Code-of-Ethics. The IFSW and IASSW Statement can be found at
https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/

MSW PROGRAM ADMISSIONS

University graduate admission and MSW Program requirements must be met before an application is complete.

Policy
Applications for Advanced Standing or early admission status for the regular program tracks should be received by *January 15* for enrollment in the following academic year, but may be sent in as early as September. Applications for regular admission status should be received by *March 1* for enrollment in the following academic year. Applications are accepted later on a case by case basis.

University Requirements

University admission requirements and processes can be found in the APU Academic Catalog at http://catalog.apu.edu/admissions/graduate-policies/admission/ and are currently as follows:

- Proof of an earned bachelor's degree, master's degree, or doctoral degree from a regionally accredited college or university.
  - The APU MSW program requires a bachelor's degree from a regionally accredited program, according to the standards below
- A minimum cumulative 3.0 (on a 4-point scale) GPA is required on the posted baccalaureate degree for regular admission status.
- Candidates with a GPA of 2.5-2.99 may be considered for conditional admission status. The conditional admission status requires maintaining a minimum cumulative

GPA of 3.0 and no grade lower than B- in the first 12 units. Students who do not meet this requirement will be reviewed for dismissal. Specific program admission requirements may be more stringent.
- All students graduating from non-English speaking institutions must also meet TOEFL requirements (see "TOEFL Requirements under International Graduate Admissions" in the APU Academic Catalog).
- 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.
- All non-U.S. permanent residents should refer to the International Graduate Admissions section in the APU Academic Catalog.

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, practicum internship agency and additional practicum meeting sites.
3. Functional use of the senses to acquire and integrate data in order to conduct accurate observations in the classroom and in practicum 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.

MSW Program Admission Policy

Prospective applicants to the Program may contact the director of admissions and student services or a Graduate and Professional Admissions representative who can provide information about the admission policy, requirements, and procedures.

International students have a separate application procedure that precedes the standard admission process. View international requirements below or contact the International Center.

Admission Deadlines:

- Early Admission Deadline: **January 15**
- Advanced Standing Deadline: **January 15**
- Regular Admission Deadline: **March 1**

Please contact Emily Kemp, Director of Admissions and Student Services at ekemp@apu.edu, (626) 857-2400, to inquire if late applications are being accepted.

MSW Program Admission Requirements
MSW program requirements can be found at: www.apu.edu/msw > *Application and Admissions Info drop down* and are currently as follows:

Prerequisites
To be admitted to the MSW program, students must:
- Hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade point average on a 4.0 scale. A limited number of applicants with a grade-point average of 2.5-2.99 and relevant work experience may be admitted conditionally, at the program's discretion. The conditional admission 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.
- Complete a statistics course (3 semester units, with a grade of *C* or higher). If statistics has not been taken at the time of MSW application, it must be completed (at any regionally accredited college or university) prior to the start of the MSW program in the 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 20. Applicants needing statistics will be admitted on conditional status until proof of completion of course is submitted, at which time conditional status will be removed.

MSW Program Admissions Requirements (Full-Time and Part-Time Options)
- Graduate and Professional Application for Admission
- Acknowledge review of the National Association of Social Workers Code of Ethics in the application
- $45 nonrefundable application fee
- Official transcripts from all institutions leading to and awarding the applicant's bachelor's degree from a regionally accredited institution and all post baccalaureate study
- Résumé
- Participate in an admission interview, including a writing sample

- Two references from individuals familiar with your professional and/or academic interests and aptitude for MSW education. References are to be limited to individuals familiar with academic and/or professional abilities.
- Personal statement, four to six pages in length (double spaced), with responses to the following:
  - o Motivation for pursuing MSW education, including relevant background experiences and professional goals.
  - o Professional, internship, and volunteer experiences related to social work.
  - o Expectations regarding attending a Christian university for an MSW program, and approach to faith integration in social work practice. Although no admissions requirements exist regarding faith identification, Christian and other religious perspectives may be presented and discussed in classes.
  - o Discussion of a social problem of interest to you, including your perceptions of the causes of, and potential solutions to, the problem.
  - o 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:
  - o Writing and organizational skills.
  - o Evidence of professional commitments to service and social justice.
  - o Self-awareness and maturity indicating readiness to successfully complete program requirements.
  - o Engagement in employment, volunteer work, leadership activities, and/or other experiences relevant to professional social work.

Send official transcripts to:
gpadmissions@apu.edu or

Graduate and Professional Center
Office of Graduate and Professional Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

MSW Advanced Standing Program Requirements
To avoid repeating what has been achieved in the BSW program, the program provides an advanced standing option for students who have completed a BSW degree at a CSWE accredited institution. Additional requirements for admission to Advanced Standing:

- Graduation from a CSWE Accredited BSW program or one recognized by the CSWE International Social Work Degree Recognition and evaluation service within seven years of starting the MSW program having completed a minimum of 400 hours in practicum education.
- Minimum 3.0 GPA
- Minimum B grade in all social work courses. Students who do not have a minimum B grade in all social work courses may be considered for conditional admission status. The conditional admission 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.
- Reference from a BSW practicum instructor/supervisor
- Recommended but not required: a working knowledge of the Diagnostic and Statistical Manual (DSM). Abnormal Psychology is a suggested prerequisite unless DSM knowledge has been gained through work experience.

MSW Program Admission Procedure
1. Complete all sections of the Graduate and Professional Application for Admission.
2. Acknowledge review of the National Association of Social Workers Code of Ethics in the application
3. Submit application for review by January 15 for consideration (early admission or Advanced Standing admission) or by March 1 for regular admission consideration. Late applications are evaluated on a case-by-case basis and as space allows.
4. Submit $45 nonrefundable application fee
5. Submit official transcripts from all institutions leading to and awarding the applicant's bachelor's degree from a regionally accredited institution and all post baccalaureate study
6. Submit résumé
7. Submit contact information for two references, one of which must be from a practicum instructor/supervisor
8. Submit a personal statement
9. Graduate and Professional Admissions verifies that application is complete and meets the minimum university requirements
10. Application is forwarded to the MSW Admissions Committee for review
11. Admissions committee will review application materials
12. Admissions interview scheduled with applicant
13. Applicant participates in admissions interview, including a writing sample
14. MSW Program notifies applicants of their admission status (regular admission, conditional admission) in writing (by email)
15. Students admitted under conditional admission standing must maintain a 3.0 grade point average, with no grade lower than a B- in the first 12 units of coursework
16. Students are admitted to a cohort and may not change cohorts after admission to the program except by petition. Refer to the student handbook section on program policy regarding cohort transfers. Students wishing to change cohorts may contact the director of admissions and student services to obtain a cohort transfer request form.

Evaluation Criteria for MSW Admissions Decisions
Admission decisions for the MSW Program are based on a review of academic performance, completion of a statistics course with a C or better (can be enrolled in the course for conditional admission), relevant work or volunteer experience, quality of written personal statement, and evidence of social work related experience as indicated in the resume. The interview with the Admissions Committee, along with references, can support the applicant's readiness to begin an advanced social work practice program. The Committee will focus on criteria that demonstrate a commitment to social work values, understanding of the social work profession, professional attitude and behavior, emotional maturity, and ability to communicate clearly both orally and in writing.

Following application review by the Committee, the applicant will be notified in writing of the admission decision. As noted, options are full admission, conditional admission with terms specified, or denial of admission.

Notification of Acceptance and Admissions After applicant receives an acceptance offer (sent by email) into the MSW Program, the procedures are as follows:

- Submit the *Confirmation of Acceptance* form to the director of admissions and student services by the required date (indicated in acceptance letter), together with a non-refundable deposit of $250.
- Students entering practicum internship in the fall will receive an *Application for Practicum Internship* after the *Confirmation of Acceptance* and deposit have been received. This must be completed and returned to the practicum faculty by the date specified. Students entering internship placement must purchase an individual malpractice insurance policy. Information on acceptable policies will be provided by the practicum faculty.
- Students who wish to apply for student financial aid should complete the *Free Application for Federal Student Aid* (FAFSA) and coordinate with the Graduate and Professional Student Financial Services office. Information on graduate financial aid is available in the APU Academic Catalog and on the Graduate and Professional Student Financial Services webpage.
    - Keep in mind that federal financial aid can only be offered for courses that meet program graduation requirements. Federal financial aid cannot be utilized to take additional electives.

POLICY REGARDING TRANSFER OF MSW CREDITS

The MSW Program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives.
Students seeking admission to the program after enrollment at another CSWE-accredited MSW program may submit a list of MSW generalist foundation level courses completed within the last five years for evaluation for transfer of credits. A maximum of 12 units may be transferred. No credit is given for prior practicum internship hours. A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been completed 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 at Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency and by the Council on Social Work Education.
4. No transfer grade is lower than a "B."
5. None of the transfer coursework consists of extension or workshop courses.

6. *Petition for transfer of credit occurs after acceptance into the MSW Program and prior to the start of the first semester. All required documentation must be sent to the MSW graduate program director prior to August 1.*

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

PROCEDURE REGARDING TRANSFER OF MSW CREDITS

1. Contact MSW director of admissions and student services before starting the program to request transcript review.
2. Each course will be evaluated by the program on a case-by-case basis for compatibility with program requirements.
3. This process includes a comparison of syllabi from transfer institutions to ensure course content equivalency to APU required courses.
4. Student will be notified via email of transferable credits before course enrollment.
5. Director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

POLICY AND PROCEDURE REGARDING 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.
Procedure:
1. Submit a request to evaluate relevant coursework along with a copy of syllabi to the MSW Program, preferably completed within five years **prior** to admission, to the director of admissions and student services
2. Syllabi will be reviewed by the Graduate Program Director for compatibility
3. The student will be notified of the outcome via email, by the MSW program
4. Director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

RESEARCH COURSE WAIVER POLICY AND PROCEDURE

Students coming from undergraduate Psychology or Social Work programs (or equivalent majors) are eligible to seek a waiver from SOCW 527/SOCW 528, depending on their specialization (pre 2024 admit or 2024 Advanced standing admits) or SOCW 574 (2024 cohorts and later). To be eligible for a waiver, MSW students are required to demonstrate prerequisite knowledge to directly enroll in SOCW 541 Capstone Leadership course. To qualify, students must:

1. Present a syllabus that shows an overlap of 75% of the material in either SOCW 527 (Clinical Specialization students), SOCW 528 (Administration (Macro) Specialization students) or SOCW 574 (2024 cohorts and later). The course must have been completed within the past five years.
2. Attempt and pass the Waiver Exam with a score of B- (80%) or higher.

Students receiving the waiver **must** complete an additional three-unit MSW elective course (one more unit than Research, which is two units) in order to complete the 60-unit traditional MSW program or 36-unit Advanced Standing MSW program requirements. Please note that in the Research class, students develop and complete their Capstone Leadership proposal. Students who waive this course **must** work independently with the Capstone Leadership Coordinator to complete a Capstone Leadership proposal in preparation for completing the Capstone Leadership project in the Spring. The waiver must be completed prior to entering the specialization year. Students in SOCW 527/SOCW 528 (pre 2024 admit or 2024 Advanced standing admits): ***please note*** *that the research class is two units, but MSW electives are three units. Students who waive SOCW 527/SOCW 528 research class and take an MSW elective instead, will graduate with one extra unit (at an additional cost).*

Procedure:
1. Make an appointment with the Capstone Coordinator to receive information on what completing the Capstone Leadership proposal independently entails.
2. Submit, by email, a copy of the Research course syllabi for review to the Graduate Program Director.
3. Obtain an exam date from the Capstone Coordinator.
4. Upon completion of the exam, two Research professors will independently provide a grade. If it is a split decision, a third reader will also grade the exam.
5. The Graduate Program Director will inform students of the decision within two weeks of the exam date.
6. If Research is waived, students will take an additional three-unit MSW elective course.

Waiver Deadlines:
Students must meet all above criteria by the following due dates:
Traditional 60-unit students:	July 1, prior to Fall Research course
Advanced Standing Students:	July 1, prior to Advanced Standing Summer bridge courses

Contact Information:
Director of Admissions and Student Services:	Emily Kemp	ekemp@apu.edu
Research/Capstone Coordinator:	Mary Rawlings	mrawlings@apu.edu
Graduate Program Director (Azusa):	Kimberly Setterlund	ksetterlund@apu.edu
Director Inland Empire Program:	Evelyn Castro-Guillen	eguillen@apu.edu

PRACTICUM EDUCATION REQUIREMENTS

MSW Practicum Internship Requirements
The MSW Program offers a comprehensive practicum experience for both generalist foundation students (first year for two year students, second year for three & four year students), and specialization year students (final year for two, three, and four year students, and one and two year Advanced Standing students).

The generalist foundation year internship experience focuses on exposing students to generalist social work practice with individuals, families, groups, organizations and communities. The generalist foundation year internship setting is determined by the practicum 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 generalist foundation level practice skills are client engagement, assessments, micro, mezzo, and macro level interventions, and evaluation of practice effectiveness.

At the specialization level, students are placed in agencies that offer advanced micro, mezzo, or macro level internship 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. Agency practicum 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 on 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 their internships, for a minimum total of 960 hours at graduation. Advanced Standing students are required to complete a minimum of 600 internship hours.

Specialization Field Seminar, Research (fall semester), and Capstone (spring semester) are co-requisite courses, taken concurrently with the Field course. If a student fails Field, Field Seminar, Research, or Capstone, the courses must be repeated the following year, and concurrent enrollment is required. **Successful completion of both generalist foundation year Field Seminar and Field with a grade of B- or above is required in order for the student to advance to the specialization year practicum internship.** All Field and Field Seminar courses must be completed to meet minimum graduation requirements.

(Please Note: We are transitioning to consolidate the Field and Field Seminar courses into one Practicum Education course. In 2024-25, only the generalist full-time (GFY-FT) students will enroll in the new Generalist Practicum I and II (SOCW 517 and SOCW 518) courses, while others will enroll in the current Field and Field Seminar courses. Students must earn a Credit grade in SOCW 517 and SOCW 518 to advance to the specialization year practicum internship)

Students are typically required to complete a minimum 16 hours per week of 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 Internship
Students are expected to abide by the Department of Social Work Code of Conduct, Azusa Pacific University's Standards of Conduct (see Academic Catalog), and the NASW Social Work Code of Ethics. Failure to do so may result in disciplinary action or dismissal from the 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 Academic Catalog.

Please refer to the **2024-2025 Department of Social Work Practicum Education Manual** that can be found from the Practicum Education website for a full description of all practicum policies and procedures.

Practicum Internship Placement Procedure
Upon confirmation of acceptance into the MSW Program, students entering practicum must submit the Application for Practicum Internship and match with an agency placement upon successful completion of interviews with agencies. Also, students must show proof of liability insurance coverage by August 1 or before commencing practicum internship at the cost of the student. Information on reputable insurance providers will be provided by the practicum faculty. It is the student's responsibility to have reliable transportation to and from the practicum 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 conditions as outlined in the Transportation Waiver Form. Please review the section in the Practicum Manual, "Automobile Use and Transportation," and contact the practicum faculty if this is an agency requirement.***

Please note: Many agencies now require fingerprint clearance, background checks, and health clearances as part of the onboarding 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 practicum internship, to undergo standardized psychological evaluation. Questions about any of these requirements may be addressed with the Director of Practicum Education. Agencies may also require that students maintain a health insurance policy as a condition of accepting the practicum internship. Students may purchase student health insurance through the APU Student Health Center or other recommended sites listed in the Practicum Education Manual if interested.

Practicum Internship Agencies
The Department of Social Work has approved many community-based agencies as social work internship sites throughout Los Angeles, Orange, San Bernardino, Riverside, Ventura, and San Diego counties. These agencies have met the minimum requirements set forth by APU Department of Social Work practicum faculty, including infusion of the social work perspective and availability of diverse social work training opportunities, as well as 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 agency setting as a student learner.

ACADEMIC AND PROFESSIONAL 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.

Academic Advising Policy
The director of admissions and student services provides academic advising to help students understand the program's academic requirements, navigate the generalist and specialization coursework, and monitor progress toward degree completion. Academic advising communications will occur each semester before the enrollment period begins. Students may also schedule advising appointments as needed by contacting the director of admissions and student services at ekemp@apu.edu or (626) 815-4590. Examples of academic advising can include academic and career planning and exploration of specialization interests.

Academic Advising Procedure
The director of admissions and student services will advise students (by email) each semester of the enrollment requirements and course scheduling for the following semester. Students may meet with the director of admissions and student services at any time to discuss academic plans/progress. The practicum faculty oversee internships, provide advisement related to practicum internships, and are available to discuss any ideas or concerns regarding internships.

Student may receive academic advising by:

- Scheduling an appointment with the director of admissions and student services
- Reviewing the MSW Student Handbook
- Reviewing academic advising email communications

Professional Advising Policy
While academic advising provides direction with MSW enrollment and coursework planning, professional advising is an opportunity for enhanced career planning and professional development. The MSW Program offers students development opportunities through the social work alumni association in areas such as licensing, job search, leadership, and resume writing. Students may elect to be matched with an alumnus of the program for career mentoring and advisement. To be matched with an alumnus, please contact the MSW Program Coordinator.

At the onset of the program, students are also alphabetically assigned to a faculty advisor who is 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 faculty; however, the following list is provided if they do not have a specific advisor in mind:

2 Year students A-M (Clinical)	Regina Trammel
2 Year students N-Z (Clinical)	Olivia Sevilla
3 and 4 Year students A-L	Laurel Brown
3 and 4 Year students M-Z / 2 year (Macro)	Margaret Lee
Advanced Standing students	Mary Rawlings
Inland Empire students	Evelyn Castro-Guillen

Professional Advising Procedure

Students may receive professional advising by:

- Meeting with the assigned faculty advisor (refer to above list)
- Attending an alumni association-sponsored professional development event
- Signing up for an alumni mentor

ACADEMIC PERFORMANCE EXPECTATIONS

GPA Requirements and Academic Probation

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

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.

Procedure for Addressing Academic Probation
- Meet with director (Azusa or Inland Empire) and the director of admissions and student services to discuss current academic standing in the program
- Discuss expectations for good academic standing, as outlined in the APU Academic Catalog
- Student is placed on academic probation for one semester in which student's grade point average must be 3.0 and all course grades are a minimum B-
- Student participates in the development of a performance improvement plan
- Student will meet with program director during probationary semester to discuss progress toward meeting performance improvement plan
- Student restores good academic standing when minimum academic requirements are met
- Failure to meet improvement plan may result in academic dismissal
- Students can appeal a decision using the university grievance process outlined in the graduate catalog.

Grade Appeals Policy and Procedure

If a student disagrees with an assigned grade, the student can submit an appeal to the course instructor by following the Grievance and Appeal Procedure. If the student wishes to appeal

the grade further, a request may be submitted to the program director. If the program director is the instructor, the review will be conducted by the chair of the Department. If the student disagrees with the program director's review, the student can appeal using the grade change procedure outlined in the graduate catalog.

Tracking Academic Progress
It is the student's responsibility to check their progress towards graduation each semester. Students can check their progress on home.apu.edu under the *Academics > Academic Requirements*. Students may also use their respective graduation checklist, available for reference in the appendices. Another method of tracking progress is Stellic where you can explore pathways throughout the MSW program.

University 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 referenced in the Academic Catalog and available on the university website.

A full description of what constitutes an academic integrity violation can be found in the APU Academic Catalog online under Academic Policies and Procedures. Note: academic integrity includes cheating (including self-plagiarism), fabrication, facilitating academic dishonesty, and plagiarism. Use of artificial intelligence (AI) technology, such as ChatGPT, to complete course assignments is considered academic dishonesty if done without the professor's permission. 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 and the procedure as outlined in the Academic Catalog. Depending on the violation students may also be subject to sanctions under the Social Work Conduct Code. Students who intentionally violate academic integrity through AI use are subject to immediate dismissal from the program.

MSW Program AI Policy
With AI increasingly visible in our daily lives, we acknowledge that it is a game changer in higher education today. AI can be a powerful learning tool that enhances our existing course curriculum; however, when improperly used, AI use could lead to academic integrity issues. The Department of Social Work's policy is that students are required to submit original and properly cited work in their respective courses. Professors will then provide specific policy on their respective classroom activities, assignments, and papers. The full academic integrity policy is referenced in the Academic Catalog and available on the university website. As a Social Work community, it is our profession's imperative to abide by the Code of Ethics which emphasizes integrity and professionalism.

MSW PROGRAM ASSESSMENT POLICY AND PROCEDURE

As part of the CSWE Educational Policy and Accreditation Standards (EPAS, 2022), the MSW Program reviews curriculum outcomes on a regular basis for the purpose of program improvement. The program assessment plan includes signature course assignments and the Generalist Foundation Year Qualifying Exam and Specialization Year Exit Exam, tools 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.

MSW Qualifying Exam (Generalist Foundation Curriculum)
In the Generalist Foundation curriculum, while enrolled in practicum internship, students complete the Generalist Foundation Exam (referred herein as "Generalist Exam"), which consists of a case vignette followed by questions that measure student knowledge and application of content associated with CSWE competencies. The Generalist Exam is administered in an online, timed format, at the end of spring semester. Faculty orient students to the Generalist Exam in courses, including SOCW 514 Practice I, SOCW 524 Practice II, SOCW 515 Field Seminar I and SOCW 525 Field Seminar II (students admitted before 20242), and SOCW 517 (students admitted 2024 forward), and curriculum and study materials are reviewed at intervals in the academic year. The minimum target score for students in the Generalist curriculum is 2.0 (average of the total questions, on a 0-4.0 scale). Students who score below 2.0 average are encouraged to meet with faculty to review questions.

MSW Exit Exam (Specialization Curriculum)
Students in the Specialization curriculum complete a similar program assessment tool, known as the Specialization Exit Exam (referred herein as "Specialization Exam"). The Clinical Specialization Exam consists of a clinical social work case followed by a set of questions that measures student progress associated with CSWE competencies. Likewise, the Administration Specialization Exam consists of a macro case followed by a set of questions.

In the Specialization curriculum, while enrolled in practicum internship, students complete the Specialization Exam, clinical or administration versions depending on designated specialization, which consists of a case vignette followed by related questions that measure student progress at the end of the academic year, associated with CSWE competencies. The Specialization Exam is administered in an online, timed format, at the end of spring semester. Students are oriented to Exam in practice 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 should demonstrate an average score of 2.0 in Specialization competencies. Students who do not pass with a score of 2.0 or higher are encouraged to meet with faculty to review outcomes.

Format of Qualifying Exam (Generalist Foundation Curriculum) and Exit Exam (Specialization Curriculum)
- Computer format, case vignette-based

- 10-12 questions
- Open-ended responses (short answer, narrative)

Exam Procedures
- Faculty administer the Generalist Foundation Exam or Specialization Exam annually in Spring Semester (March/April)
- Students complete the computer format case vignette assessment in a classroom setting
- Faculty are randomly assigned Exams to be rated using an answer key and standardized rubric
- Students are given their Exam outcomes (combined and individual average scores from questions) and a comparison to the cohort average.
- Students who do not meet minimum benchmark will schedule a debriefing meeting with designated faculty to review Exam, and complete a re-test assignment to ensure minimum competencies are met.

PROFESSIONAL PERFORMANCE EXPECTATIONS

The university graduate catalog outlines professional expectations of students. Social Work students have further expectations for professional behavior as outlined by the NASW Code of Ethics and as outlined in the following social work conduct code. Faculty or staff who have concerns regarding professional behavior of students may submit a form (Appendix 7) to the Program Director outlining concerns needing improvement in order to prevent formal sanctions as outlined below.

Social Work Conduct Code
Professionalism and integrity are basic characteristics required of students in the program. Violations of these community expectations 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, 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.
j. Insubordination.
k. Excessive and/or unexcused absences.
l. Falsifying practicum/classroom attendance hours.
m. Unprofessional use of social media sites.
n. Inappropriate professional attitude/disposition.

Students must also adhere to the APU Graduate and Professional Student Community Expectations, which outline standards of conduct, located in the APU Academic Catalog.

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 policies such as the Graduate and Professional Student Community Expectations in the Student Handbook or APU Academic 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 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 admissions and student services, his/her faculty advisor, agency practicum instructor, or the director of practicum of the behavioral infraction and options for improvement and resolution. The director of practicum, in consultation with the practicum faculty, has the authority to take immediate corrective action regarding student's ongoing participation in practicum 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. For more information regarding practicum appeals, probation and termination procedures, visit Chapter 5 in the Practicum Manual.

Charges
Any faculty or staff member of the program or an agency practicum 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 practicum, the agency practicum instructor (if the violation occurs in internships) 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 practicum internship.

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 Academic Catalog.

STUDENT RIGHTS AND RESPONSIBILITIES

A student in the MSW program can expect:
- Professionalism from all faculty and staff members in accordance with university standards and NASW Code of Ethics
- Encouragement of and response to student feedback regarding program development and concerns
- A level of academic rigor and commitment to professional development that will enable students to be successful in Graduate studies and entry into social work jobs at a master's level
- Support, encouragement and mentorship of the student's spiritual development as evidenced by faculty and staff being positive role models of Christian faith and incorporation of a Christian worldview into curriculum content

Student Participation and Feedback Policy
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 (MSWSA) and to participate or organize other interest groups.

Students are highly encouraged to talk with faculty if there are questions or concerns regarding classes. Practicum faculty are available to discuss issues related to practicum internships, and the director of admissions and 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, communication with MSWSA cohort representatives and board members; town hall and cohort meetings, 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

Academic Catalog, including processes for filing a grievance, academic integrity, and grade change policies.

Student Participation and Feedback Procedure
Students may participate in MSW program development and provide feedback by:
- Participating in MSWSA
  - MSWSA recruits members through social work class announcements, email invitations, in-person outreach, and other media communications. Membership drives are held in the fall semester and as determined by MSWSA board members. While membership as an MSWSA officer is encouraged, regular MSWSA meetings are open to all MSW students. MSW students are encouraged to share feedback with MSWSA as a means for student participation in MSW program development.
  - A member of MSWSA may be invited to attend MSW program meetings to share student updates and feedback.
- Organizing other interest groups
- Meeting with MSW faculty/staff or the Department Chair
  - All faculty/staff contact information can be found on the MSW website and students are welcome to schedule meetings during office hours to provide feedback.
- Providing feedback after each course using the anonymous IDEA evaluation provided by the university at the close of each semester.
- Providing feedback on the anonymous MSW program exit survey provided to MSW graduating students by the program annually in the spring semester.
- Providing feedback in the alumni survey sent via email to MSW alumni two years post-graduation by the Department of Social Work.

MASTER OF SOCIAL WORK STUDENT ASSOCIATION (MSWSA)

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. MSWSA 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 board 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.

Other university student organizations are listed in the APU Office of Campus Life website

STUDENT COMMUNICATION AND CONTACT INFORMATION

University Email 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 email. **It is your responsibility to maintain and check these accounts daily.**

Change of Personal Information
If you have a change of personal information (address, email, phone number or name) after acceptance into the MSW program, please complete the following two personal information change processes:

1. Graduate and Professional Center:
For University-wide changes, complete the following form:
https://formstack.apu.edu/workflows/grpr_name_address_change_form_wf?sso=60a2c5f0aca02

2. MSW Program:
If you have a change of personal information, notify the director of admissions and student services for internal department changes.

Google Workspace Access
The university provides students with access to Google Workspace (formerly G Suite). Students are advised to familiarize themselves with the Google Workspace applications with particular attention to Google Drive, Google Slides, Google Docs, and Google Calendar. The MSW Program uses Google Calendar to invite students to program meetings and events.

Attendance at MSW Program Meetings
Throughout the academic year, meetings may be convened inviting MSW student participation. 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 course descriptions and syllabi, including practicum internship learning agreements, and evaluations. Doing so may assist with the future process of securing employment, licensure, and/or post-graduate certifications. As the program embeds requirements for the California Licensing, retained syllabi outlining hours completed may be used should students be audited by the Board of Behavioral Sciences.

Application for Graduation
Graduation is not automatically granted upon completion of all coursework. Students intending to graduate in May must complete a *Graduation Application* form online prior to the required date in early January. A degree is granted based on the completion of all requirements prior to degree posting dates.
- Azusa commencement and degree posting: Spring each year
- Inland Empire commencement and degree posting: Winter commencement for Summer (July) degree posting (pre 2024 cohorts), Spring each year 2024 cohorts and beyond.

MSW STIPEND AND SPECIAL PROGRAM OPPORTUNITIES

Certificates and Credential Options

Human Services Management Certificate - *Azusa*
Through a partnership with The Network for Social Work Management (NSWM), APU Master of Social Work students enrolled in the Community Leadership and Program Administration specialization can 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 supports their career advancement 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.Eligible students pay a $50 application fee for the certificate, which may vary each year and will be issued at the MSW hooding ceremony held a few days prior to commencement.

The Human Services Management Certificate is a Certificate offered to MSW students who complete required core courses in the Community Leadership and Program Administration(CPLA/Macro) specialization curriculum. All Macro students and those who take required core Macro (CLPA) courses are eligible for this Certificate. In order to receive the certificate, students must apply for the certificate with verification of completing (or in process of completing) the required courses and with payment of required fee.

Pupil Personnel Services Credential (PPSC) - *Azusa and Inland Empire*
The MSW Program offers a Pupil Personnel Services Credential (PPSC) embedded in the curriculum. Students in the Clinical Specialization who desire to work in a public school setting may apply for admission to the PPSC Program. The PPSC program is not a stipend program. Applicant qualifications are assessed by the PPSC coordinator, in collaboration with the practicum faculty who will refer individuals to PPSC-approved internship sites in the specialization year. Students who are interested in completing the PPS credential for school social work must complete a 600-hour internship in an approved school-based internship under the supervision of a practicum instructor who possesses a PPS-credential in school social work and child welfare/attendance. Advanced Standing students who are interested in the PPS credential should speak with the PPSC coordinator regarding any conditions or restrictions that may exist.

Interviews for PPSC internships are competitive and may require additional commitments as a condition of placement, including early internship start date and/or late end date. Information meetings about PPSC internships are held in the early spring semester of each academic year. For more information about the PPSC Program, please visit the [PPSC School Social Work page on the APU Website](#).

Students who are pursuing a PPSC and have been accepted into a qualified PPSC internship placement are required to complete:

- *SOCW 540*: Educational Policy (3 units) fulfills MSW elective/PPSC requirement*
- *SOCW 563*: School Social Work (3 units) fulfills MSW elective/PPSC requirement*
- *SOCW 553: Field V Clinical: School Social Work (3 units) sunsetting 2025-26 academic year*
- *SOCW 554: Field Seminar V Clinical: School Social Work (1 unit) sunsetting 2025-26 academic year*
- *SOCW 555: Field VI Clinical: School Social Work (3 units) sunsetting 2025-26 academic year*
- *SOCW 556: Field Seminar VI Clinical: School Social Work (1 unit) sunsetting 2025-26 academic year*
- *SOCW 572: Advanced Practicum I - School Social Work (3 units) beginning 2025-26 academic year for cohorts admitted on/after 2024*
- *SOCW 573: Advanced Practicum II - School Social Work (3 units) beginning 2025-26 academic year for cohorts admitted on/after 2024*

*Courses cannot be taken until the completion of generalist foundation curriculum, including generalist foundation year practicum internship. SOCW 563 must be taken concurrent with specialization practicum internship.

Scholarship and Stipend Opportunities

Geriatric Social Work Education Consortium (GSWEC) - *Azusa and Inland Empire*
Azusa Pacific University is a member of the Geriatric Social Work Education Consortium. GSWEC brings together the social work departments of eight universities in the greater Los Angeles area and 14 Centers of Excellence, community agencies that specialize in providing services for older adults. GSWEC provides a directed social work practicum experience for students who want to develop skills in working with older adults and their families. Students who apply for GSWEC are eligible to interview for placements at one of the Centers of Excellence; these agencies offer opportunities in hospital settings, outpatient care management, veterans' facilities, mental health, substance abuse, work with dementia patients and caregivers, and more. With a focus on leadership skills, the students attend a series of seminars and trainings arranged by GSWEC member agencies. Specialization Year students, either in the Clinical or Administration Practice Specializations, are eligible to apply for this program which offers an average $4000 stipend with no work/payback requirement. A small number of Generalist Foundation Year stipend placements are available depending on the year. Online application and instructions for applying to this program will be sent via email to students who qualify based on anticipated entry into practicum. For more

information about GSWEC, please visit the [GSWEC page](#) on the [APU Social Work Practicum Education website](#).

LADCFS + UCLA Academy of Workforce Excellence
Child Welfare Stipend Internship Program - *Azusa*
The LADCFS + UCLA Academy of Workforce Excellence offers a federally funded child welfare stipend opportunity. The internship program is designed as a partnership between the County of Los Angeles Department of Children and Families (DCFS) and seven Master of Social Work (MSW) programs in the Los Angeles area. The program is offered under the Title IV-E provision of the Social Security Act, with the goal of improving the professional preparation of the public child welfare workforce.

The Child Welfare Stipend Program provides a stipend in the amount of $26,000 per year for a total of $52,000 for students who successfully complete both years of the internship program. Students are eligible to apply upon acceptance into the MSW program for full-time students, and while in the program for those in the three-year program.

Stipend recipients will intern with a community-based child welfare organization in their generalist year, and will intern with the Los Angeles County DCFS in their specialization year. Upon successful completion of the MSW program, students are hired by the department and commit to working for the department for 2 years. Information meetings are typically held mid Fall semester. For more information about the Child Welfare Stipend internship program, please visit the [Child Welfare Stipend Program](#) page on the [APU Social Work Practicum Education website](#).

Health Resources and Services Administration (HRSA)
Scholarships for Disadvantaged Students - *Azusa*
The Master of Social Work program at Azusa Pacific University seeks to promote diversity among the behavioral health workforce within state-designated medically underserved communities (MUCs) by providing Scholarships for Disadvantaged Students (SDS) awards to eligible recipients through funding provided by the Health Resources and Services Administration (HRSA). Scholarship recipients must be attending the MSW program on a full-time basis (either in the two-year full-time program or 10-month advanced standing program) and accepted into the Clinical specialization. While scholarships are primarily awarded to incoming students, funding is occasionally available to second year, full-time specialization students. Please refer to the Department of Social Work [MSW website >*Tuition and Aid drop down*](#) for a full description of the program and application criteria.

Homeless Social Work Education - *Azusa and Inland Empire*
Clinical or Administration specialization year students interested in working with homeless individuals and families are eligible to complete their final specialization year internships with partnering social service agencies working with the homeless population and receive an additional monthly training with social work students from other social work programs in the Los Angeles area. Up to five students will be selected per year from each participating social work program. Over the past 3 years, qualified students have received stipends from Los Angeles Homeless Services Authority (LAHSA) between $750-1,000; these stipends are

anticipated to continue but are not guaranteed and depend on availability of funding. Students must successfully complete the internship placement interview process and be accepted by one of the participating agencies as well as participate in once a month training.

Distinctions

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 medal to be worn at the MSW Hooding and Awards Ceremony and APU Graduation. The current faculty liaison for Phi Alpha is Virginia Olivas. If you have any questions, please contact her at volivas@apu.edu.

Samantha Quintanar Memorial Top Macro Student Award
This faculty-nominated award is presented annually to an Administration (Macro) Specialization student who has demonstrated excellence in academic coursework, practicum internship, and professionalism, along with an advanced understanding and application of macro work practice skills. In 2020, the award was renamed in honor of alumnus Samantha Quintanar ('16) whose life was tragically cut short in 2018. Samantha was a medical social worker who cared deeply for the people and communities she served, and she inspired her peers, colleagues, and staff with her commitment to helping others.

Hooding Ceremony Awards
Each spring, graduating MSW students participate in a Hooding Ceremony signifying their transition from student to professional. As part of the tradition, special awards are presented to graduates who are recognized as contributing to the learning community in a significant manner. The awards are as follows:
- *Outstanding Capstone Award* – this award is presented to a student in each cohort who has demonstrated excellence in research and leadership as evidenced in their Capstone Leadership Project. Finalists from each Capstone class present to a panel of judges who rank the top three projects from each cohort.
- *Outstanding Student Award* - this faculty-nominated award is presented to a student in each cohort who has demonstrated excellence in academic performance, practicum internship, community contributions, and professional demeanor.

Additional Opportunities

Student Research Opportunities
The MSW curriculum prepares students to gain competence in applied research skills. In the final year of coursework, students develop a research-informed Capstone Leadership Project

at their specialization internship setting and present their work at the annual Social Work Student Showcase, held in-person and on-campus (public health guidelines permitting). To view past student research and Capstone projects, visit the 2021 virtual Showcase website.

The following opportunities are 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.
- Submit a proposal to present research work at a social work conference.
- Conduct a research study for the Capstone Leadership Project (SOCW 541).
- Initiate an Independent Study with a faculty member around an area of scholarly interest.

Independent Study
Independent study enables students to enrich their university experience through the pursuit of 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, program director or chair, and dean. The Independent Study form and Proposal (available online from the Graduate and Professional Registrar) must then be submitted to the MSW Program for all approving signatures and forwarded to the Graduate and Professional Registrar 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.

Legislative Lobby Days
Legislative Lobby Days is an exciting educational field and learning experience for social work professionals and students alike. 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. Coordinated Lobby Day participation will be planned by MSWSA. For further information on Legislative Lobby Days, please visit the NASW website.

Interprofessional Education
Interprofessional Education (IPE) is a pedagogical framework in which collaborative learning by students from two or more professions occurs, with a focus on learning about, from, and alongside one another to improve health outcomes (World Health Organization, 2010). In alignment with the CSWE EPAS (2022) and Grand Challenge for Social Work,

Close the Health Gap, the MSW program is committed to advancing IPE and Interprofessional Collaborative Practice (IPCP) in the curriculum to prepare students to effectively practice in team-based settings. IPE and IPCP content is introduced in the generalist foundation curriculum, in SOCW 510 Foundations in Social Work Law and Ethics and applied in SOCW 515/525 Field Seminar I/II (pre 2024) and SOCW 517/518 Generalist Practicum I/II concurrent with the student's practicum internship. IPE is embedded throughout the MSW curriculum, and notably in the following elective courses: SOCW 561 Treatment for Substance Use Disorders; SOCW 560 Social Work in Health Care Settings; and SOCW 566 Social Work, Health, and Aging. Examples of IPE team-based learning in the classroom include mock substance use treatment group; bioethics conference; patient simulations; and decisional capacity assessment in older adults. The MSW program also participates in planning school and university-wide IPE events including virtual IPE team-based learning events. Past university-wide IPE events include an opioid crisis conference; IPE distinguished speaker series; and integrated behavioral health symposium.

Professional Development Day
The MSW program designates an annual Professional Development Day in which students participate in specialized training to enhance the MSW curriculum. Past Professional Development Day topics include trauma-informed CBT, motivational interviewing, suicide risk assessment, elder justice, interprofessional education, animal-assisted therapy, and self-care and mindfulness practices. Students participate in Professional Development in lieu of regular class attendance, and receive course credit. Format and schedule to be determined annually.

Tuesday, 11/26 is Professional Development Day (PDD), an asynchronous module on Tuesday of Thanksgiving week for students enrolled in practice classes as follows:
> SOCW 514 Practice I (1st yr FT GFY; 1st year PT GFY) - FT Fall, PT Summer I
> SOCW 537 Children & Adolescent BH (2nd yr FT CL SY and FT CL AS; 3rd yr PT
>   CL SY and 1st yr PT CL AS) - AZ Fall; IE Summer I
> SOCW 533 Organizational Behavioral Management (all macro students enrolled in
>   SOCW 533) - AZ Fall

*Professors that will not teach a course with a PDD requirement in the fall need to create an asynchronous course module or meet for class to satisfy seat-time requirements

LICENSED CLINICAL SOCIAL WORKER (LCSW) EXAMINATION

Students may pursue California 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 supervision hours in no less than two years, complete pre-licensure course requirements, and successfully pass a law and ethics exam (effective January 2016). Students may apply for their ASW number with the BBS once their degree posts.

Coursework Approved for Pre-Licensure Requirements
Additional coursework approved by the BBS for meeting pre-licensure requirements, as follows, are embedded in the Generalist Foundation MSW curriculum. Please also refer to Appendix 1, BBS Coursework Map.

- Child Abuse Assessment and Reporting (7 hours)
- Human Sexuality (10 hours)
- Alcohol and Chemical Addiction (15 hours)
- Spousal or Partner Abuse (15 hours)
- Aging and Long-term Care (10 hours)
- Suicide Risk Assessment and Intervention (6 hours)
- Law and Ethics (18 hours)
- Provision of Mental Health Services via Telehealth (3 hours) - BBS effective date 7/1/2023

Advanced Standing students may complete pre-licensure requirements in MSW elective classes, as listed below, or may satisfy requirements through qualifying undergraduate coursework.
- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis
  (Child Abuse Assessment Requirement)
- SOCW 561 Treatment of Substance Use Disorders
  (Alcoholism/Chemical Dependency Requirement)
- SOCW 566 Social Work, Health, and Aging
  (Aging and Long-Term Care Requirement)
- SOCW 567 Couples Therapy and Domestic Violence
  (Spousal or Partner Abuse Requirement)
- SOCW 569 Human Sexuality and Sex Therapy
  (Human Sexuality Requirement)

The pre-licensure requirements can also be completed post-graduation through the National Association of Social Workers (NASW) or other approved continuing education providers.

Students are responsible for meeting pre-licensure requirements and should save relevant course syllabi as proof of hours and content completed. Please see the BBS website for full information on licensure requirements.

PROFESSIONAL ORGANIZATIONS

Association for Community Organization and Social Administration (ACOSA)
ACOSA is a membership organization for community organizers, activists, nonprofit administrators, community builders, policy practitioners, students, and educators. ACOSA will keep you informed of the latest innovations in community and administrative practice, as well as provide you with a variety of opportunities for networking and professional advancement.

Association of Social Work Boards (ASWB)
ASWB has information for licensing, board or college websites, statutes and administrative rules where you intend to practice if you have any questions about the laws, requirements for licensing, etc.

Board of Behavioral Sciences, California
The Board of Behavioral Sciences is responsible for consumer protection in California, through licensing and regulation of Licensed Marriage and Family Therapists (LMFT), Licensed Clinical Social Workers (LCSW), Licensed Professional Clinical Counselors (LPCC) and Licensed Educational Psychologists (LEP). The board registers and regulates MFT Interns (IMF), Associate Clinical Social Workers (ASW), Professional Clinical Counselor Interns (PCCI) and Continuing Education Providers.

Council on Social Work Education (CSWE)
CSWE is a nonprofit national association representing more than 2,500 individual members, in addition to graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

Latino Social Workers Organization (LSWO) lswo.org/
LSWO is a national organization committed to providing continuing education, student mentorship to professionals and students for over 20 years.

National Association of Social Workers (NASW) www.socialworkers.org/
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Membership is National and Local with the NASW-CA chapter.

North American Association of Christians in Social Work (NACSW)
https://www.nacsw.org/
The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization. Their mission is to equip their members to integrate Christian faith and professional social work practice. They welcome Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions.

DEPARTMENT OF SOCIAL WORK STUDENT RESOURCES

Self-Care
The Department of Social Work is aware that students face multiple demands in their lives while completing their degree. As students prepare for a demanding profession, it is key to integrate rhythms of self care into their lives. In the NASW 2021 Amendments Purpose and Ethical Principles section of the Code of Ethics, self-care was added as a "key component of

ethical and professional excellence." In addition to course content on self-care, the MSW program encourages students to take advantage of the numerous resources available to students on campus to support their physical, emotional, and spiritual health. Please refer to the list of university resources below for information on available counseling, health, and fitness resources on campus. Spiritual support is available through the Office of Chapel and Pastoral Care (see below).

Employment
Part-time, summer and full-time professional employment information is available on the Department of Social Work Alumni website. The Department does not guarantee 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.

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. Information on employment opportunities and other professional development updates will be posted on the social work alumni career opportunities page.

Pastoral Care
Our Christ-centered community offers many opportunities for spiritual conversations about life and faith with faculty, staff, and students. In particular, the members of our Pastoral Care team are available by appointment for confidential one-on-one counseling. For questions or more information, contact spirituallife@apu.edu or (626) 815-3855. If you would like to schedule an appointment, complete the Pastoral Counseling Appointment Request Form.

Social Media
The Department of Social Work has Facebook and Instagram accounts for updating current students of program information, meetings, special events and other social work news. Please consider carefully what you post on social networking sites and consider your privacy settings as employers, colleagues, and clients may otherwise see what you post.

Department of Social Work:
Facebook: facebook.com/APUSocialWork/
Instagram: @APUSocialWork

UNIVERSITY SERVICES AND RESOURCES

AZUSA CAMPUS:
Note: Services provided on the Azusa Campus are also available to Inland Empire Regional Campus students with proper student ID.

Student Services Center (formerly Graduate and Professional Center)
The Student Services Center comprises 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 Student Services Center is located on east campus in modular building 29, close to the baseball field. Please visit their website, email ssc@apu.edu or call (626) 815-2020 for assistance.

Information Technology (IT)
Information Technology (IT) 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 and wireless connection. Please visit apu.edu/it/ or call (626) 815-5050 for more information on IT services. IT support resources can be found here.

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 web pages, and access to critical campus resources such as grades, financial information, and online library resources. Please contact IT to set up an account prior to registration. Students may connect to wireless internet by logging in with their username and password.

APU Now
APU Now gives you a space to post and be notified about happenings you care about. It features campus resources, campus events, a trolley tracker, campus map and access to virtual ID card. For more information and to download the app visit www.apu.edu/mobile/.

Computer Facilities
Computers can be found in the libraries and the Cougar Dome. 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.

Downloads – Free University Software
Students may download a variety of software applications for academic use at no cost. Software includes IBM SPSS (for analyzing quantitative data in research and capstone courses) and Dedoose (for analyzing qualitative data in research and capstone courses). For more information, visit the Downloads-Free University Software page.

Canvas Online Platform

All MSW classes use Canvas, the university's learning management platform. To learn how to navigate Canvas, please visit: gocanvas.apu.edu/. Students new to Canvas can begin by viewing the video, Getting Started with Canvas as a Student. Students are expected to check Canvas regularly for class notifications, discussions, communications, assignment submissions and grades.

Campus Safety

The Department of Campus Safety is located in Smith Hall, adjacent to Parking Lot A on 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 Academic Catalog for more information. If you need assistance or have any questions, please visit: apu.edu/campussafety/ or call (626) 815-3805.

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 the online library system. The APU graduate student ID card is required for library material checkout and other library services. Please visit: apu.edu/library/ for more information. Advanced Studies library faculty are available by email, chat, and appointment to assist students with library-related questions, including online literature searches.

Dining

For dining locations on East Campus and West Campus, please visit apu.edu/diningservices/ for more information, such as menus and hours.

Accessibility and Disability Services

Accessibility and Disability Resources (ADR) in the Student Success Center coordinates a number of direct services for undergraduate and graduate students with specific disabilities and accessibility challenges. 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 ADR services, please visit their webpage, email disabilityservices@apu.edu or call (626) 815-2067.

APU Campus Store

The APU Campus Store is located on West Campus, next to the Richard and Vivian Felix Event Center and across from the Darling Library. In addition to textbooks, the Campus Store offers a broad selection of course materials, academic resources, including publications with a Christian focus, as well as APU clothing, gifts, and computer technology. Students may also order graduation announcements or special order books. Online textbook ordering and reservations are available at campusstore.apu.edu/ or by calling (626) 815-5044.

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: apu.edu/writingcenter/ for more information or to make an appointment.

University Counseling Center

The University Counseling Center offers free Solution Sessions, urgent care sessions, as well as therapeutic groups and workshops to graduate and professional students. They encourage students to connect with them to guide towards on campus and off campus resources depending on each students' unique needs. Please visit: 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.

Career Services in the Office of Alumni Engagement

Career Services offers many services to APU students and alumni, including feedback on resumes, job searching, interviewing, professional headshots, and career assessment. Please visit apu.edu/alumni/ for further information.

Graphic Center

For information about APU's Mail and Print Services located in the Campus Store, visit https://printanddesign.apu.edu/ or email mailandprint@apu.edu.

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), also known as TB skin test, for students preparing for internship. For more information about cost, services available, or to sign up, please visit the Student Health Center. The Health Center is on East Campus in Magnolia Court, behind the baseball field.

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 or on the Student Health Center website. 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.*

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 Academic Catalog for further details.

International Services
International Services is a resource hub for international students and research scholars. Please visit www.apu.edu/international/ for more 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/campus-life/recreation/ or call (626) 815-6000 x5512.

Student Lounge
Azusa students have access to a student lounge in Wynn 1 which has a microwave, refrigerator, and conference table.

INLAND EMPIRE REGIONAL CAMPUS (IERC):
All IERC students may access all of the Azusa campus resources listed above. The following resources include information specific to the IERC:

Information Technology (IT)
Information Technology (IT) 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 and wireless connection. Please visit apu.edu/it/ or call (626) 815-5050 for more information on IMT services.IT support resources can also be found here.

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 IT to set up an account prior to registration. Students may connect to wireless internet by logging in with their username and password.

Computer Facilities
Students have access to computers, a self-pay copier and a printer in the student lounge, located on the second floor, at the Inland Empire Regional Campus.

Downloads – Free University Software
Students may download a variety of software applications for academic use at no cost. Software includes IBM SPSS (for analyzing quantitative data in research and capstone courses) and Dedoose (for analyzing qualitative data in research and capstone courses). For more information, visit the Downloads-Free University Software page.

Canvas Online Platform
All MSW classes use Canvas, the university's learning management platform. To learn how to navigate Canvas, please visit: gocanvas.apu.edu/. Students new to Canvas can begin by viewing the video, Getting Started with Canvas as a Student Students are expected to check Canvas regularly for class notifications, discussions, communications, assignment submissions and grades.

Campus Safety
There is a security guard on site at the Inland Empire Regional Campus from 7:00am – 10:30pm during normal business days. If needed, the security guard is available to escort students to their cars.

Library
Library services are provided online to students at all APU regional campuses. Please visit: apu.edu/library/regional/ for more information. Advanced Studies library faculty are available by email, chat, and appointment to assist students with library-related questions, including online literature searches.

APU Campus Store
Online textbook & apparel ordering and reservations are available at campusstore.apu.edu/ or by calling (626) 815-5044.

Writing Center
The Writing Center provides support to students at the IERC by appointment. They provide free writing resources to students from all disciplines and skill levels. Please visit: apu.edu/writingcenter/ for more information or to make an appointment.

University Counseling Center
The University Counseling Center offers free Solution Sessions, urgent care sessions, as well as therapeutic groups and workshops to graduate and professional students. They encourage students to connect with them to guide towards on campus and off campus resources depending on each students' unique needs. Please visit: apu.edu/counselingcenter/ or call (626) 815-2109 for further information or an appointment.

Student Lounge
IERC students have access to vending machines, a microwave, and refrigerator in the student lounge on the second floor! There is also a smaller student lounge available on the third floor.

COURSE DESCRIPTIONS

To view all course descriptions visit the **Academic Catalog**

RESERVATION OF RIGHTS

The Azusa Pacific University MSW Program reserves the right to change any of its policies without prior notice, including, but not limited to: course offerings, curricula, grading policies, graduation and degree requirements, and admission standards and policies. The program further reserves the right to refuse admission to any applicant at the discretion of the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the chair, program director, faculty or administration.

Disclaimer: The policies contained within this student handbook may be superseded by changes that occur during the academic year. It is imperative for students to track all MSW program policy changes and amendments. This Master of Social Work Student Handbook supersedes all previous handbooks. The policies expressed in this handbook and each subsequent handbook will be controlled regardless of any policies stated in a previous handbook received by the student upon his or her admission. However, there are exceptions in certain cases regarding course requirements.

Confirmation of Receipt of Student Handbook

To confirm receipt of this MSW Student Handbook, please complete the following form:

https://formstack.apu.edu/forms/confirmation_of_receipt_of_msw_handbook_24_25

This form must be completed by **August 9, 2024**

For reference, the content of the formstack is below:

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 my permission to use my likeness in photograph(s)/video

APPENDICES

Azusa Pacific University MSW BBS Course Map
Revised July 2024
Sections are from [BBS Statutes and Regulations](#) and [BBS-CA Handbook for Future LCSWs](#)
Note: Additional Coursework Requirements met in the MSW Program are Effective Fall 2020

Overview of CA BBS Additional Coursework (Section 4996.25)

- Child Abuse Assessment and Reporting (7 hours)
- Human Sexuality (10 hours)
- Alcohol and Chemical Addiction (15 hours)
- Spousal or Partner Abuse (15 hours)
- Aging and Long-term Care (10 hours)
- Suicide Risk Assessment and Intervention (6 hours)
- Law and Ethics (18 hours)
- Provision of Mental Health Services via Telehealth (3 hours) - BBS effective date 7/1/2023

BBS Additional Coursework	Specific Statute Language	Courses that Cover Topic
Child Abuse Assessment and Reporting Section 4996.2(h) *Course that meets topic requirement for Advanced Standing Clinical Specialization students*	A minimum of **seven contact hour**s of training or coursework in child abuse assessment and reporting as specified in Section 1807.2 of Title 16 of the California Code of Regulations (CCR). Content must be based on California law *The Child Abuse Assessment requirement (7 hours) must be met within five years of applying for licensure	SOCW 515 Field Seminar I (4 hours): California mandated reporting training (student admitted prior to 2024) Or SOCW 517 Generalist Practicum (4 hours): California mandated reporting training (students admitted in 2024 and later) SOCW 514 Practice I (3 hours): assessment, mandated reporting SOCW 510 Foundations in Social Work Law & Ethics (2 hours) (students admitted in 2024 and later) *Other Courses:*

		SOCW 537 Children & Adolescent Behavioral Health (3 hours): advanced assessment skills, use of self, countertransference
		SOCW Field Seminar III (4 hours): California mandated reporting training
Human Sexuality Section 4996.2(g) *Advanced Standing Students: Provide UG syllabi or complete elective course*	Complete a minimum of 10 contact hours of training or coursework in human sexuality as specified in Section 1807 of Title 16 of the CCR. ▪ Physiological-psychological and socio-cultural variables associated with sexual identity, sexual behavior or sexual disorders	SOCW 513 Micro Theory & Human Development (4 hours) SOCW 514 Practice I (1 hour) SOCW 522 Diversity & Social Justice (3 hours) SOCW 538 Clinical Practice with Groups (2 hours) *Elective Course:* *SOCW 569 Human Sexuality and Sex Therapy*
Alcoholism and Chemical Substance Abuse & Dependency Section 4996.2(e) *Advanced Standing Students: Bring UG syllabi or complete elective course*	Has completed adequate instruction and training in the subject of alcoholism and other chemical substance dependency. A minimum of **15 coursework hours** is required that covers the following: ▪ Definition of alcoholism and other chemical dependency (CD), and evaluation of the abuser ▪ Medical aspects of alcoholism and other chemical dependency (CD) ▪ Current theories of etiology of substance abuse (SA) ▪ Role of persons and systems that support or compound the abuse ▪ Major treatment approaches to alcoholism and (CD) ▪ Legal aspects of (SA) ▪ Knowledge of certain populations at risk with regard to SA ▪ Community resources offering assessment, treatment, and follow-up for the abuser and family ▪ The process of referring affected persons ▪ Education concerning and prevention of SA	SOCW 524 Practice II (9 hours) – SBIRT online training modules; in-class course content SOCW 538 Groups (3 hours) - Attend 12 step group; discuss efficacy of 12-step, consumer-led SUD groups SOCW 514 Practice I (3 hours) - legal aspects of assessing substance abuse and referral SOCW 513 Micro Theory (3 hours) - Add role of systems and family systems, co-dependency in addictions *Elective Course:* *SOCW 561 Treatment for Substance Use Disorder*
Spousal or partner abuse	An applicant who began graduate training on or after January 1, 2004, shall complete a minimum of **15 contact hours** of coursework in spousal or partner abuse assessment, detection, and intervention strategies,	SOCW 511 Introduction to Social Work (2 hours) SOCW 513 Micro Theory (3 hours) – theory content

Section 4996.2(f)	including knowledge of community resources, cultural factors, and same gender abuse dynamics. Coursework required under this subdivision may be satisfactory if taken either in fulfillment of other educational requirements for licensure or in a separate course. The requirement for coursework shall be satisfied by, and the board shall accept if satisfaction of the requirement, a certification from the chief academic officer of the educational institution from which the applicant graduated that the required coursework is included within the institutions required curriculum for graduation.	SOCW 514 Practice I (3 hours) - cycle of violence & dynamics, risk assessment, law and ethics SOCW 515 Field Seminar I (2 hours) – DV/IPV training (student admitted prior to 2024) Or SOCW 517 Generalist Practicum (2 hours): DV/IPV training (students admitted in 2024 and later) SOCW 522 Diversity (2 hours) – gender, power dynamics SOCW 524 Practice II (3 hours) - content on DV/IPV interventions *Elective Course: SOCW 567 Couples Therapy and Domestic Violence* *Elective Course: SOCW 566 Elder Mistreatment within couples (2 hours)*
Advanced Standing Students: Bring UG syllabi or complete elective		
Aging and Long-term Care Section 4996.25 *Advanced Standing Students: Bring UG syllabi or complete elective course*	Any applicant for licensure as a licensed clinical social worker who began graduate study on or after January 1, 2004, shall complete, as a condition of licensure, a minimum of **10 contact hours** of coursework in **aging and long-term care**, which could include, but is not limited to, the biological, social, and psychological aspects of aging.	SOCW 511 Introduction to the SW Profession (2 hours) SOCW 513 Micro-Theory/Human Development (3 hours) - aging as part of human development SOCW 514 Practice 1 (1 hour) - assessment focus for elderly. Risk assessment related to abuse, depression SOCW 522 Diversity (2 hours) SOCW 512 Social Welfare Policy (3 hours) – long-term care, Medi-Cal, Medicare *Elective course:* *SOCW 566 Social Work & Aging*
Suicide Risk Assessment and Intervention	On or after January 1, 2021, an applicant for licensure as a clinical social worker shall show, as part of the application, that he or she has completed a minimum of **six hours** of coursework or applied experience	SOCW 514 Practice I (4 hours) SOCW 525 Field Seminar II (2 hours) – spring semester (student admitted prior to 2024)

Section 4996.27	under supervision in suicide risk assessment and intervention. See specific requirements in Section 4996.27.	Or SOCW 518 Generalist Practicum II - spring semester (students admitted in 2024 and later) *Other Courses:* *SOCW 551 Advanced Standing: Social Work Ethics & Practice (Advanced Standing bridge course; 6 hours)*
Law & Ethics Requirements Section 4996.17 (2)	Completion of an **18-hour course** in California law and professional ethics. The content of the course shall include, but not be limited to, the following: advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous patients, psychotherapist-patient privilege, recordkeeping, patient access to records, state and federal laws related to confidentiality of patient health information, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and unprofessional conduct, ethics standards, termination of therapy, standards of care, relevant family law, therapist disclosures to patients, differences in legal and ethical standards in different types of work settings, and licensing law and process. This coursework shall be completed before registration as an associate.	Embedded in the MSW coursework. *Other Courses:* *SOCW 551 Advanced Standing: Social Work Ethics & Practice (Advanced Standing bridge course)*
Provision of Mental Health Services via Telehealth Section 4996.27.1	Effective July 1, 2023, both applicants for licensure and licensees are required to complete a minimum of **three hours** of training or coursework in the provision of mental health services via telehealth, which must include law and ethics associated with telehealth.	SOCW 514 Practice I (student admitted prior to 2024) Or SOCW 510 Foundations in Social Work Law & Ethics (students admitted in 2024 and later) SOCW 524 Practice II *Other Courses:* *SOCW 551 Advanced Standing: Social Work Ethics & Practice (Advanced Standing bridge course; 3 hours)*

Graduation Checklist
Community Leadership and Program Administration Specialization
(2024 admit year)
For reference only, check academic progress on home.apu.edu

Course		Units	Semester/ Year Taken	Grade
SOCW 510	Foundations in Social Work Law and Ethics	1		
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 517	Generalist Practicum I	3		
SOCW 538	Clinical Practice with Groups	3		
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 518	Generalist Practicum II	3		
SOCW 530	Organizing for Community Change	3		
SOCW 533	Social Work Leadership and Management	3		
SOCW 543	Program and Grants Management	3		
SOCW xxx	*Clinical Specialization course*	3		
SOCW 558	Advanced Practicum I - Comm Leadership/Prog. Admin	3		
SOCW 559	Advanced Practicum II - Comm Leadership/Prog. Admin.	3		
SOCW 574	Applied Research for Evidence Informed Practice	3		
SOCW 541	Capstone Leadership Project	3		
SOCW xxx	Elective	3		
SOCW xxx	Elective	3		

Graduation Checklist
Community Leadership and Program Administration Specialization
(pre 2024 admit year)
For reference only, check academic progress on home.apu.edu

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		

Graduation Checklist
Community Leadership and Program Administration Specialization
(Advanced Standing)
For reference only, check academic progress on home.apu.edu

Course		Units	Semester/ Year Taken	Grade
SOCW 550	Advanced Standing: Intermediate Practice	3		
SOCW 551	Advanced Standing: Social Work Ethics and Practice	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		

Graduation Checklist
Clinical Practice with Individuals and Families Specialization
(2024 admit year)
For reference only, check academic progress on home.apu.edu

Course		Units	Semester/ Year Taken	Grade
SOCW 510	Foundations in Social Work Law and Ethics	1		
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 517	Generalist Practicum I	3		
SOCW 538	Clinical Practice with Groups	3		
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 518	Generalist Practicum II	3		
SOCW 510	Foundations in Social Work Law and Ethics	1		
SOCW 536	Adult Behavioral Health and Diagnosis	3		
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3		
SOCW 549	Advanced Practicum I - Clinical Practice	3		
SOCW 557	Advanced Practicum II - Clinical Practice	3		
SOCW xxx	Elective	3		
SOCW xxx	Elective	3		
SOCW 574	Applied Research for Evidence-Informed Practice	3		
SOCW 541	Capstone Leadership Project	3		
SOCW 546	Family Therapy in Context	3		
SOCW 547	Applied Clinical and Advanced Policy Practice	3		

Graduation Checklist
Clinical Practice with Individuals and Families Specialization
(pre 2024 admit year)
For reference only, check academic progress on home.apu.edu

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		

Graduation Checklist
Clinical Practice with Individuals and Families Specialization
(Advanced Standing)
For reference only, check academic progress on home.apu.edu

Course	Units	Semester/ Year Taken	Grade
SOCW 550 Advanced Standing: Intermediate Practice	3		
SOCW 551 Advanced Standing: Social Work Ethics and Practice	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		

Graduation Checklist
Clinical Practice with Individuals and Families Specialization with PPSC
(2024 admit year)
For reference only, check academic progress on home.apu.edu

Course		Units	Semester/ Year Taken	Grade
SOCW 510	Foundations in Social Work Law and Ethics	1		
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 517	Generalist Practicum I	3		
SOCW 538	Clinical Practice with Groups	3		
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 518	Generalist Practicum II	3		
SOCW 510	Foundations in Social Work Law and Ethics	1		
SOCW 536	Adult Behavioral Health and Diagnosis	3		
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3		
SOCW 572	Advanced Practicum I - Clinical School Social Work	3		
SOCW 573	Advanced Practicum II - Clinical School Social Work	3		
SOCW 563	School Social Work	3		
SOCW 540	Educational Policy	3		
SOCW 574	Applied Research for Evidence-Informed Practice	3		
SOCW 541	Capstone Leadership Project	3		
SOCW 546	Family Therapy in Context	3		
SOCW 547	Applied Clinical and Advanced Policy Practice	3		

Graduation Checklist
Clinical Practice with Individuals and Families Specialization with PPSC
(pre 2024 admit year)
For reference only, check academic progress on home.apu.edu

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 554	Field V Seminar Clinical: School Social Work	1		
SOCW 553	Field V Clinical: School Social Work	3		
SOCW 563	School Social Work	3		
SOCW 540	Educational Policy	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 555	Field Seminar VI Clinical: School Social Work	1		
SOCW 556	Field VI Seminar Clinical: School Social Work	3		

Graduation Checklist

Clinical Practice with Individuals and Families Specialization with PPSC
(Advanced Standing)
For reference only, check academic progress on home.apu.edu

Course	Units	Semester/ Year Taken	Grade
SOCW 550 Advanced Standing: Intermediate Practice	3		
SOCW 551 Advanced Standing: Social Work Ethics and Practice	3		
SOCW 536 Adult Behavioral Health and Diagnosis	3		
SOCW 537 Child and Adolescent Behavioral Health and Diagnosis	3		
SOCW 554 Field V Seminar Clinical: School Social Work	1		
SOCW 553 Field V Clinical: School Social Work	3		
SOCW 563 School Social Work	3		
SOCW 540 Educational Policy	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 555 Field Seminar VI Clinical: School Social Work	1		
SOCW 556 Field VI Seminar Clinical: School Social Work	3		

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

FACULTY FEEDBACK ON PROFESSIONAL CONDUCT

The Department of Social Work is committed to developing social workers who demonstrate ethical and professional behavior. The form linked below is to be utilized to collect faculty feedback regarding professional misconduct of MSW students.

To access the form please visit:
https://formstack.apu.edu/forms/faculty_feedback_on_professional_conduct

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

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

REQUEST FOR EXTENDED MEDICAL LEAVE

This form must be completed when students will miss <u>more than two consecutive class sessions</u> or three or more internship days (or 24 continuous hours) and/or practicum 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 Practicum Support Plan, and/or course plan developed with the instructor. Form should be submitted to the course instructor, MSW program office, and practicum faculty (as applicable). Depending on the nature of the absence, the student may be referred to the Student Success Center and/or Accessibility and Disability Resources office.

To access the form please visit
https://formstack.apu.edu/forms/request_for_extended_medical_leave