
MASTER OF SOCIAL WORK PROGRAM STUDENT HANDBOOK

2021-22



DEPARTMENT OF SOCIAL WORK

Chair: Mary Rawlings, Ph.D., LCSW

mrawlings@apu.edu



Master of Social Work Program Locations

AZUSA CAMPUS

901 E. Alostia Avenue, Azusa, CA 91702

(626) 857-2401

Kimberly Setterlund, MSW, LCSW

MSW Graduate Program Director/Assistant Professor

ksetterlund@apu.edu

INLAND EMPIRE REGIONAL CAMPUS

375 West Hospitality Lane, San Bernardino, CA 92408

(909) 888-9977

Evelyn Castro-Guillen, Ph.D., LCSW

Director, Inland Empire MSW Program/Assistant Professor

eguillen@apu.edu

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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 **September 1**. Please click here to complete:
 - *Azusa:* https://formstack.apu.edu/forms/confirmation_of_receipt_of_msw_handbook_copy
 - *Inland Empire:* https://formstack.apu.edu/forms/ie_handbook_confirmation

- 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 10, 2021. Please click here to complete:
 - *Azusa:* https://formstack.apu.edu/forms/new_student_introduction_form_copy
 - *Inland Empire:* https://formstack.apu.edu/forms/ie_new_student_introduction_form

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

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

- Attend New Student Orientation:
 - *Azusa:* Wednesday, August 18, 2021 (5:30-8:30 p.m.) via Zoom
 - *Inland Empire:* Tuesday, August 17, 2021 (6:00-9:00 p.m.) via Zoom

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

- Contact Curtis Smith, Student Account Counselor with any financial aid questions at (626) 815-4649 or acsmith@apu.edu.

- Become familiar with your APU campus.

- 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.

MSW PROGRAM FACULTY AND STAFF

<p>Mary Rawlings, Ph.D., LCSW Social Work Department Chair/Professor (626) 857-2403 mrawlings@apu.edu Office: Wynn 208F</p>	
<p>Kimberly Setterlund, MSW, LCSW MSW Graduate Program Director/ Assistant Professor (626) 857-2402 ksetterlund@apu.edu Office: Wynn 208C</p>	<p>Evelyn Castro-Guillen, Ph.D., LCSW Director, Inland Empire MSW Program/Assistant Professor (626) 815-6000 x2768 eguillen@apu.edu Office: Inland Empire Regional Campus</p>
<p>Emily Kemp, MSW Director of Admissions and Student Services/ Assistant Professor (626) 857-2400 ekemp@apu.edu Office: Wynn 208A</p>	<p>Jean Un, MSW, LCSW Director of Field Education/Assistant Professor (626) 815-6000 x2767 jun@apu.edu Office: Wynn 208D</p>
<p>Sadania Gibbons, MSW, LCSW Field Education Coordinator/Assistant Professor <i>Inland Empire Regional Campus</i> (626) 815-6000 x2789 sgibbons@apu.edu Office: IE Campus Rm 312b</p>	<p>Christie Byrd, MSW, LCSW Field Faculty/Assistant Professor (626) 804-2721 x2721 cbyrd@apu.edu Office: Wynn 208E</p>
<p>Donna Gallup, Ed.D., LSW Assistant Professor (626) 815-6000 x2766 dgallup@apu.edu Office: Wynn 209B</p>	<p>Beverly Johnson, MSW, LCSW Interprofessional Education Coordinator (626) 815-2081 btjohnson@apu.edu Office: Wynn 9A</p>
<p>Margaret Lee, Ph.D., MSW Assistant Professor (626) 815-6000 x2718 mylee@apu.edu Office: Wynn 218</p>	<p>Adria Navarro, Ph.D., LCSW (part-time) Associate Professor (626) 804-2614 anavarro@apu.edu Office: Wynn 9A</p>
<p>Virginia Olivas, MSW LADCFS + UCLA Academy of Workforce Development Child Welfare Stipend Coordinator/Assistant Professor (626) 815-6000 x2720 volivas@apu.edu Office: Wynn 208B</p>	<p>Lynn Raine, Ph.D., LCSW Assistant Professor (626) 815-6000 x2776 lraine@apu.edu Office: Wynn 216</p>
<p>Olivia Sevilla, Ed.D., LCSW Interim Pupil Personnel Services Coordinator/ Assistant Professor (626) 815-6000 x2769 oesevilla@apu.edu Office: Wynn 211</p>	<p>Regina Trammel, Ph.D., LCSW Associate Professor (626) 815-6000 x2759 rtrammel@apu.edu Office: Wynn 209</p>
ADMINISTRATIVE STAFF	
<p>Laura Martinez MSW Program Coordinator, <i>Azusa Campus</i> (626) 857-2401 (626) 815-3861 fax lauramartinez@apu.edu Office: Wynn 208</p>	<p>Rocio Beltran-Dabdoub, BS Administrative Assistant, Field Education (626) 804-2595 (626) 815-3861 fax rdabdoub@apu.edu Office: Wynn 208</p>

<p>Jennifer Hinton, BA MSW Interim Program Coordinator <i>Inland Empire Regional Campus</i> maw-ie@apu.edu Office: Wynn 206</p>	<p>Martha Ekblad Department of Social Work Program Coordinator (626)815-2719 mekblad@apu.edu Office: Wynn 208</p>
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CALENDAR 2021-2022

Date	Event
<i>Fall 2021</i>	
July 7	Registration Opens
August 18	New Student Orientation (Azusa) 5:30-8:30 p.m. <i>Via Zoom</i>
August 17	New Student Orientation (Inland Empire) 6:00-9:00 p.m. <i>Via Zoom</i>
August 20	Mandatory Field Orientation (for all first year & advanced standing field internship students). 9:00am - 4:00pm <i>Via Zoom</i>
Week of August 30	First Week of Field Internships
August 31	Fall Classes Begin
September 6	HOLIDAY – Labor Day
September 7	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
September 17	Field Instructor Training 1 (10:00am-12:00pm) <i>Via Zoom</i>
October 8	Learning Agreements and Agency Orientation Checklist due (<i>field students only</i>)
October 22	Mid-Semester Progress Reports & Time Logs Due (<i>field students only</i>)
November 11	Last Day to Withdraw from Classes (\$125 late fee applies, form needed)
November 9	Spring Registration Opens
November 23	Professional Development Day – required for all MSW students (reserve the day)
November 25-28	HOLIDAY – Thanksgiving Break
December 10	Field Internship Comprehensive Skills Evaluation, Time Logs, & Process Recording Logs Due
December 17	Fall Classes and Field Internships End
December 27	Graduate Fall Semester Grades Due
<i>Spring 2022</i>	
Week of January 3	Students return to Field Internships
January 10	Spring Classes Begin
January 14	Last Day to Submit Intent to Graduate form (for May 7, 2022 graduation)
January 17	HOLIDAY: Martin Luther King, Jr. Day (no classes, offices closed)
January 18	Last Day to Register, Add/Drop Classes or Submit Independent Study Proposals
January 28	Field Instructor Training 2 (10:00am-12:00pm) <i>Via Zoom</i>
February 12	Interview Preparation Session (<i>mandatory for students entering specialization year internship in Fall 2022</i>) 8:30am-1:00pm (In-person location TBD)
March 4	Mid-Semester Progress Reports & Time Logs Due (<i>field students only</i>)
March 7-11	Mid Semester Break (No Classes)
March 31	Last Day to Withdraw from Classes (\$125 late fee applies, form needed)
April 15	HOLIDAY – Good Friday (APU closed)
April 26	Social Work Student Showcase (4:30-6:30 p.m.) UTCC
April 29	Field Internship Comprehensive Skills Evaluation, Time Logs, & Process Recording Logs Due
May 4	Graduation Hooding and Awards Ceremony
May 6	Spring Classes and Field Internships End
May 7	Spring Commencement
May 16	Graduate Spring Semester Grades Due

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

Calendar subject to change, if required by COVID-19 conditions. Information can be found at <https://www.apu.edu/covid-19/> in addition to state and county public health websites.

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 learning community at APU, in a professional practice field that is highly valued in local, regional, national, and global contexts. The MSW degree is highly valued in equipping 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.

As part of our response to the growing need for highly skilled social workers, we are pleased to welcome our second cohort in the MSW Program in San Bernardino at our Inland Empire Regional Campus. This expansion comes at a critical time of unprecedented change in our world. It also reflects our commitment to offering students who live beyond the greater Los Angeles area a second location where they can pursue their MSW degree and launch their professional career in social work.

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 field 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 different service delivery models. Your professors draw on their own experiences as practitioners and academic scholars, and they will engage you in integrating your knowledge, values, and skills in a variety of social work contexts. While in the program, we also encourage you to be involved 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
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, Christian faith is integrated throughout our programs. Within the MSW program, we are committed to living out the calling of Christ to advocate for justice, and to defend and support marginalized populations. We are also committed to living out the

love of Christ in our relationships with each other. In the classroom, Christian perspectives on various social welfare and social work topics, along with critical appraisal of these views, will be presented.

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

MSW PROGRAM DEFINITION OF ADVANCED SOCIAL WORK PRACTICE

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

MSW PROGRAM GOALS

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

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice and adequate preparation for leadership, advanced study, and lifelong learning.
4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being; promote social, 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 international social problems they encounter. Curriculum content in this specialization includes organizational behavior and management, program planning and evaluation, organizing for community change, human rights and social policy with an optional emphasis in international social work, and research methods for data-driven change.

MSW PROGRAM OPTIONS AND COURSE REQUIREMENTS

Full-Time Program (Azusa)

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

specialization courses in the second year. The program schedule is available online at: <https://www.apu.edu/bas/programs/msw/program-format/>.

Advanced Standing Program Options (Azusa)

The *10-month full-time* advanced standing program is designed for certain qualified BSW graduates. Students admitted into this program take two three-unit advanced standing courses in summer (eight weeks, three evenings per week, and some online work) and then continue directly into the specialization year classes of the full-time MSW program. Field internship is minimum 20 hours/week (only on weekdays during normal business hours). The program schedule is available online at: <https://www.apu.edu/bas/programs/msw/program-format/>.

A *two-year part-time* advanced standing program is also currently available, whereby students take the two three-unit advanced standing courses in summer and then join in with the third year part-time cohort to complete the two years of specialization level coursework. A minimum 20 hours/week internship occurs in the final year. The program schedule is available online at: <https://www.apu.edu/bas/programs/msw/program-format/>.

Four Year Part-Time Program (Azusa)

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

Three Year Part-Time Program (Inland Empire)

The Inland Empire Regional Campus (IERC) part-time program (three years, 60 units, year-round) meets every Thursday beginning at 4:20 p.m. and five Saturdays (all day) per semester. Supervised internships requiring minimum 16 hours per week occur in the second year at a generalist foundation field placement, and in the third year in a clinical specialization field placement. Placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties. *Clinical Practice with Individuals and Families specialization only*. The program schedule is available online at: <https://www.apu.edu/bas/programs/msw/program-format/>.

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 model and align with the CSWE 2015 EPAS as stated below and as required for CSWE 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: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Generalist Foundation Year Competencies and Behaviors (EPAS 2015)

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the [National Association of Social Workers \(NASW\) Code of Ethics](#), relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- use technology ethically and appropriately to facilitate practice outcomes.
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical

approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the process for translating research. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- assess how social welfare and economic policies impact the delivery of and access to social services.
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies.
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.

- facilitate effective transitions and endings that advance mutually agreed on goals.

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

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

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

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

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

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

Clinical Practice with Individuals and Families: Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use

of best practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate affective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of life-long learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice.

- Consistently apply and advance [NASW Principles and Code of Ethics](#) in ambiguous and complex practice situations.
- Recognize complex ethical considerations related to technology and practice.
- Recognize the role and appropriate use of supervision and consultation in ethical decision-making.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- Identify and develop strategies that help to reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution.
- Integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations.

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

- Demonstrate ability to attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
- Establish a relationally-based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective.
- Utilize appropriate multidimensional assessment instruments.

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

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

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

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

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

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

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

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

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

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

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

Community Leadership and Program Administration Specialization: Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

- Demonstrate advanced insight in personal reflection and self-regulation to maintain professionalism. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate ability to effectively communicate both orally and in writing when assuming a leadership role and when collaborating with other professionals.
- Use supervision and consultation to guide professional judgment and behavior.
- Apply ethical decision-making skills to address complex and ambiguous practice situations.
- Utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations and communities. Social workers collect information through identified stakeholders within critical systems. Social workers

are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence informed practice models in assessment of groups, organizations, and communities:

- Research, collect, analyze and interpret system policy, and community and organizational data to inform assessment and intervention strategies.
- Select and modify appropriate intervention strategies based on evidence and continuous assessment.
- Mutually develop agreed upon goals and measurable objectives.
- Initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community and/or policy arenas.

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

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

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

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

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

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

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

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

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

UNIVERSITY POLICIES

COVID-19 Policy Clause

The program reserves the right to adjust program policies in accordance with federal, state, county, local, and/or university public health responses to COVID-19. Additionally, CSWE accreditation mandates may influence policy revision and/or implementation. Students are advised to stay up-to-date with program communications and review the [university COVID-19 web page](#) regularly.

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/#submitbiasincidentreport> 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 Accessibility and Disability Resources office 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 director of accessibility and disability resources.

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, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note 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 Coordinator, Christine R. Guzman at (626) 815-2065 or crguzman@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 go to 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 full-time, three year or four year part-time MSW Program during the admission process. If, during the course of the program, circumstances arise that necessitate a request to change cohorts (including a change of campus), students must contact the director of admissions and student services and request an appropriate cohort change request form. This form must be completed by December 1 of the year prior to the requested change date. Cohort transfers within the Azusa campus must be made at the half-way point of the program (after year one of the full-time program, or year two of the four-year part-time program). Inland Empire transfers to Azusa can only be made after the first year Fall/Spring semester. Azusa transfers to the Inland Empire campus can only be made after the first year of the Fall/Spring semester, and the student must start in Summer course work of that same year. If the student is in good academic standing, has a valid reason for the change request, and there is room in the desired cohort, attempts will be made to allow the switch. No guarantees are made that a change of cohort is possible, therefore students must be prepared to complete the MSW Program in the cohort to

which they are admitted. The program will review forms, and students will be notified of a decision by February.

Specialization Transfer Request Policy

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

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

- a. If there is an *unequal distribution* of students among the specializations within a particular cohort and the petition is *to move from the specialization with higher enrollment to the specialization with lower enrollment*; and
- b. If the student is in good academic standing in both coursework and field internship.

Specialization Transfer Request Procedure

- Submit transfer requests in writing by December 1 prior to the specialization year(s) of the program.
- Contact the director of admissions and student services to request a Specialization Change Request Form.
- Program will review forms, and student will be notified of decision by February.

Attendance Policy

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

1. A sign-in sheet will be used to record attendance at the beginning of each class session. Missing any part of class may be considered an absence; student must communicate with instructor in advance of anticipated missed class time.
2. No more than **one absence*** is permitted per semester (for any reason). A **second absence** results in a 10% reduction in the overall course grade. *At faculty discretion*, for a second absence students may be given the option of making up the 10% by submitting an alternative assignment as developed by the instructor to make up the class content. A **third absence** or missing an additional three-hour period of class will result in an automatic 10% grade reduction without option for make-up.
3. Students missing more than nine hours for three-unit course, or six hours for two-unit course will not be allowed to pass the course (resulting in an F).
4. If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive field internship days, they can submit a department request for extended medical leave (Appendix 7), 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 Student Success Center, Accessibility and Disability Resources (ADR), to develop a formal plan for accommodations.

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

COVID-19 Supplemental Attendance Policy

The attendance policy applies to remote learning/ online attendance. Attendance will be taken in the remote platform using Canvas, chat feature, roll call, or other faculty-preferred methods. Virtual attendance requires students to be on camera and actively engaged in class. Students are encouraged to discuss course-specific virtual attendance requirements with faculty.

Students are encouraged to follow the recommendations and protocols provided by public health officials. Information can be found at <https://www.apu.edu/covid-19/> in addition to state and county public health websites. In the event of symptom development, exposure, family care needs, or other health guidelines requiring attendance modification, students need to communicate with faculty before the next class session to determine course attendance and course information attainment. Conditions requiring extended absences will be referred to Accessibility and Disability Resources.

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 can be downloaded from: <https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>

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 currently 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 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.

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:

- The applicant must have a bachelor's degree, master's degree, or doctoral degree from a regionally accredited college or university.
- 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, field internship agency and additional field meeting sites.
3. Functional use of the senses to acquire and integrate data in order to conduct accurate observations in the classroom and in field settings.
4. Language competence to communicate effectively with faculty and students, agency staff, clients and other professionals.
5. Reading and comprehension skills at a level and speed to respond to reports and other written documents in a timely manner.
6. Writing skills at a college level and produced within a timely manner.
7. Cognitive abilities to interpret objective and subjective data and functional use of abstract reasoning to problem-solve.
8. Mental adaptability to work under pressure in emotionally charged situations and unpredictable environments, and to demonstrate an acceptable handling of conflict without overt emotional display or aggression.

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

MSW Program Admission Requirements

MSW program requirements can be found at <https://www.apu.edu/bas/programs/msw/admission/>, 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 provisionally, at the program's discretion.

- 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 provisional status until proof of completion of course is submitted, at which time provisional 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
- Acknowledgement of the ability to meet MSW technical standards as outlined in the application and MSW Student Handbook.
- \$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 reference letters. References should specifically discuss 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, six to eight pages in length (double spaced), with responses to the following:
 - Motivation for pursuing MSW education, including relevant background experiences and professional goals.
 - Professional, internship, and volunteer experiences related to social work.
 - 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.
 - Discussion of a social problem of interest to you, including your perceptions of the causes of, and potential solutions to, the problem.
 - Discussion of an ethical challenge you have encountered in professional, field, or volunteer work and how you resolved it.

Personal statements are assessed based on:

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

Send official transcripts to:

Graduate and Professional Center
[Office of Graduate and Professional Admissions](#)
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
gpadmissions@apu.edu

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 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 field education.
- Minimum 3.0 GPA
- Minimum B grade in all social work courses
- Reference from a BSW field instructor

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 two reference letters
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 (unconditional admission, conditional admission, or denial) 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 9 units of coursework
16. Students are admitted to a specialization, and may not to change specializations after admission to the program except by petition using the specialization change form. Refer to the handbook section on program policy on transferring specializations

17. Students wishing to change specializations may contact the director of admissions and student services to obtain specialization change 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 reference letters, 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 field internship in the fall will receive an *Application for Field Internship* after the *Confirmation of Acceptance* and deposit have been received. This must be completed and returned to the field education faculty by the date specified. Students entering field placement must purchase an individual malpractice insurance policy. Information on acceptable policies will be provided by the field education faculty.
- 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](#). Information on graduate financial aid is available in the APU Academic Catalog and on the [Graduate and Professional Student Financial Services webpage](#).

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 field 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 transferrable 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 or SOCW 528, depending on their specialization. To be eligible for a waiver, MSW students are required to show and demonstrate they have the prerequisite knowledge to directly enter into the Capstone Leadership course SOCW 541. To qualify, students must:

1. Present a syllabus that shows an overlap of 75% of the material in either SOCW 527 (Clinical Specialization students) or SOCW 528 (Community Specialization students). 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. **Please note that the Research class is two units, but MSW electives are three units. Students who waive the 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 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 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:

Full-Time 60-unit students:	June 1, prior to Fall Research course
Part-Time 60-unit students:	June 1, prior to Fall Research course
Advanced Standing Students:	June 1, prior to Advanced Standing Summer bridge courses

Contact Information:

Director of Admissions and
Student Services:

Emily Kemp

ekemp@apu.edu

Capstone Coordinator: Olivia Sevilla oesevilla@apu.edu
Graduate Program Director (Azusa): Kimberly Setterlund ksetterlund@apu.edu
Program Director (Inland Empire): Evelyn Castro-Guillen eguillen@apu.edu

FIELD EDUCATION REQUIREMENTS

COVID-19 Policy Clause

The program reserves the right to adjust field program policies in accordance with federal, state, county, local, and/or university public health responses to COVID-19. Additionally, CSWE accreditation mandates may influence policy revision and/ or implementation. Students are advised to stay up-to-date with program communications and review the [university COVID-19 web page](#) regularly. Students should also review the Field Education Manual.

MSW Field Internship Requirements

The MSW Program offers a comprehensive field education experience for both generalist foundation students (first year for full-time students, second year for part-time students), and specialization year students (second year for full-time students, fourth year for part-time students, first year for full-time Advanced Standing students, and second year for part-time Advanced Standing students). The generalist foundation year field education experience focuses on exposing students to generalist social work practice with individuals, families, groups, organizations and communities. The generalist foundation year field internship setting is determined by the field faculty and is based on the availability of learning activities that facilitate the development of professional identity in social work, generalist practice skills, and knowledge, ethics, and values. Examples of 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 field experiences. For the Clinical Practice with Individuals and Families Specialization, agencies that offer advanced clinical training opportunities to students are selected. For the Community Leadership and Program Administration Specialization, agencies involved in community organization, program administration, policy, and advocacy will be considered. Field sites are screened and selected based on the availability of social work experiences as well as values and ethics consistent with the requirements of the Council 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 the field, for a minimum total of 960 hours at graduation. Advanced Standing students are required to complete a minimum of 600 field internship hours.

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

Please note that students are typically required to complete a minimum 16 hours/week of field internship, however some specialization year internships require additional hours as a

condition of placement. **Course credit is not given for life experiences or for previous or current work experience.**

Conduct in Social Work Field Internship

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

Please refer to the [2021-2022 Department of Social Work Field Education Manual](#) for a full description of all field education policies and procedures.

Field Internship Placement Procedure

Upon confirmation of acceptance into the MSW Program, students entering field must submit the Application for Field Internship. Students must show proof of liability insurance coverage by August 8, 2021 in order to begin field internship on time in the 2021-2022 academic year. Information on reputable insurance providers will be provided by the field faculty. It is the student's responsibility to have reliable transportation to and from the field agency. *Note: some agencies require the use of a car during internship hours for such activities as home visits and commuting between agency sites. **Students are never allowed to use their own vehicles to transport clients. However, students may be allowed to transport clients in agency vehicles under certain conditions as outlined in the Transportation Waiver Form. Please review the section in the Field Education Manual, "Automobile Use and Transportation," and contact the field faculty if this is an agency requirement.***

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

Field Internship Agencies

The Department of Social Work has approved many community-based agencies as MSW field internship sites throughout Los Angeles, Orange, San Bernardino, Riverside, and Ventura counties. These agencies have met the minimum requirements set forth by APU Department of Social Work field faculty, including 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 field 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 academic advising appointments as needed by contacting the MSW Program Office, (626) 857-2401. 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 Azusa students (by email) each semester of the enrollment requirements and course scheduling for the following semester. The program director for the Inland Empire MSW program, will advise Inland Empire students (by email). Azusa students may meet with the director of admissions and student services, and Inland Empire students may meet with Program Director at any time to discuss academic plans/progress. The field education faculty oversee field internships, provide advisement related to field education, and are available to discuss any ideas or concerns regarding field internships.

Student may receive academic advising by:

- Contacting the MSW Program Office to schedule an appointment with the director of admissions and student services (Azusa) or program director (Inland Empire)
- 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.

At the onset of the program, students are also 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:

Full-time students A-M (Clinical)

Regina Trammel

Full-time students N-Z (Clinical)	Lynn Raine
Part-time students (Community)	Margaret Lee
Part-time students A-M (Clinical)	Olivia Sevilla
Part-time students N-Z (Clinical)	Adria Navarro
Full-time students (Community)	Donna Gallup
Advanced Standing students	Kimberly Setterlund
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 to 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 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 program director 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 as 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 by requesting a review of the grade by 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 review the student can appeal using the grade change procedure outlined in the graduate catalog.

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 is a 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. 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.

MSW PROGRAM ASSESSMENT POLICY AND PROCEDURE

As part of the CSWE Educational Policy and Accreditation Standards (EPAS, 2015), 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 Year)

In the Foundation Year, while enrolled in field internship, students complete the Generalist Foundation Year Exam (referred herein as "Generalist Exam"), which consists of a case study followed by questions that measures student knowledge and application of content at the end of the academic year, associated with CSWE competencies. The Generalist Exam is administered in an online, timed format, at the end of spring semester. Students are oriented to the Generalist Exam in fall semester classes by the faculty, and curriculum and study materials are reviewed throughout the academic year. Students are required to demonstrate a minimum composite score of 2.0 (average of the total questions, on a 0-4.0 scale). Students who score below 2.0 average will meet with faculty to review outcomes and participate in remediation. Students are eligible to advance to Specialization Year upon successful completion of the remediation process. Failure to score 2.0 or higher will result in an academic review and evaluation of student readiness for Specialization Year.

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

MSW Exit Exam (Specialization Year)

Students in Specialization Year complete a similar program assessment tool, known as the Specialization Year Exit Exam (referred herein as “Specialization Exam”). The Clinical Specialization Exam consists of a clinical social work case followed by 10 questions that measures student progress associated with CSWE competencies. Likewise, the Community Specialization Exam consists of a macro case followed by nine questions.

In the Specialization Year, while enrolled in field internship, students complete the Specialization Exam, clinical or community 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 fall semester classes, and curriculum and study materials are reviewed throughout the academic year.

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

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

Format of Qualifying Exam (Generalist Foundation Year) and Exit Exam (Specialization Year)

- 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 100-minute computer format case vignette assessment in a classroom setting
- Faculty are randomly assigned Exams to be rated using an answer key and 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 schedule a debriefing with designated faculty to review Exam, and explore opportunities to strengthen content area

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

Charges

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

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

It is the student's responsibility to provide accurate feedback on both strengths and challenges in the program through various feedback mechanisms, including but not limited to, 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 and/or participation in graduate student government.
- 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 e-mail. **It is your responsibility to maintain and check these accounts daily.**

Change of Address Notification

If you have a change of address after acceptance into the MSW program, please complete the following two Change of Address forms:

1. Graduate and Professional Center:

https://formstack.apu.edu/workflows/grpr_name_address_change_form_wf?sso=60a2c5f0aca02

2. MSW Program:

Azusa students: https://formstack.apu.edu/forms/az_change_of_address

Inland Empire students: https://formstack.apu.edu/forms/ie_change_of_address

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. APU IMT provides information on Google Workspace applications at the following link: <https://imtservicecatalog.apu.edu/g-suite>. 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 requiring the attendance of MSW students. Such meetings may involve program policies, accreditation visits, or other issues of concern to all involved in the MSW Program. Every effort will be made to give students prior notice of the date of such meetings so that attendance is possible.

Retaining Course Syllabi

It is strongly recommended that students maintain a file with all courses descriptions and syllabi, including field internship learning agreements, and evaluations. Doing so may assist with future 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 or Behavioral Sciences.

Application for Graduation

Graduation is not automatically granted upon completion of all coursework. Students intending to graduate in May must complete an *Intent to Graduate* form online prior to 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

MSW STIPEND AND SPECIAL PROGRAM OPPORTUNITIES

Certificates and Credential Options

Human Services Management Certificate

Through a partnership with [The Network for Social Work Management \(NSWM\)](#), APU Master of Social Work students taking the Community Leadership and Program Administration specialization can earn a Human Services Management Certificate, under the advisement of a faculty member. The MSW program, including its management content, prepares students for fulfilling administrative and leadership roles, and the Human Services

Management Certificate helps them develop their leadership skills and launch their careers in management. The competencies outlined by the NSWM speak to areas of great importance to the social work profession, and to successful leadership and management within health and human services.

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

Pupil Personnel Services Credential (PPSC)

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 field education faculty who will refer individuals to PPSC-approved field internship sites in the specialization year. Students who are interested in completing the PPS credential for school social work must complete a 600-hour field internship in an approved school-based field internship under the supervision of a field 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 field 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 field internships are held in late fall 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 field 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)*
- *SOCW 554: Field Seminar V Clinical: School Social Work (1 unit)*
- *SOCW 555: Field VI Clinical: School Social Work (3 units)*
- *SOCW 556: Field Seminar VI Clinical: School Social Work (1 unit)*

Scholarship and Stipend Opportunities

Geriatric Social Work Education Consortium (GSWEC)

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 12 Centers of Excellence, community agencies that specialize in providing

services for older adults. GSWEC provides a directed social work field education 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 12 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 Community Practice Specializations, are eligible to apply for this program which offers an average \$4000 stipend with no work/payback requirement. 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 field education practicum. For more information about GSWEC, please visit the [GSWEC page](#) on the APU Field Education website.

LADCFS + UCLA Academy of Workforce Excellence Child Welfare Stipend Internship Program

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.

MSW students interested in pursuing a career in public child welfare, who then agree to work for Los Angeles DCFS upon graduation, are encouraged to apply. A stipend in the amount of \$18,500 is offered to MSW students in the Clinical Specialization. The stipend is offered in the final year of the MSW program. Students undergo a competitive interview process. Stipend awardees complete their field internship at the Department of Children & Family Services. All students participate in specialized training and agree to work for L.A. County DCFS upon graduation. For more information about the Child Welfare Stipend internship program, please visit the [Child Welfare Stipend Program](#) page on the APU Field Education website.

Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students

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 full-time specialization students. Please refer to the Department of Social Work [MSW website](#) for full description of the program and application criteria.

Homeless Social Work Education

Clinical or Macro specialization year students interested in working with homeless individuals and families are eligible to complete their final specialization year field 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 field 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 two Generalist Foundation Year Community Specialization students, one from the full-time and part-time cohorts, who have demonstrated excellence in academic coursework, field internship, and professionalism, along with an impressive 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.

Graduation 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:

- *Most Inspirational Student Award* – this student-nominated award is presented to a student in each cohort who has been an inspiration to others.

- *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.
- *Outstanding Student Award* - this faculty-nominated award is presented to a student in each cohort who has demonstrated excellence in academic performance, field internship, community contributions, and professional demeanor.

Additional Opportunities

International Social Work (ISW) Study Away

The MSW Program offers students the opportunity to study international social work (ISW) in a global study away course offered each summer. Faculty-facilitated ISW courses have been offered in Kenya and Ecuador. ISW course options are evaluated each academic year and are subject to student interest, global health/safety restrictions, and minimum enrollment. ISW information and application requirements will be provided to students each fall semester. *Note: ISW global study away opportunities will be determined by the university, per public health guidelines pertaining to COVID-related travel policies.*

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 field internship setting and present their work at the annual Social Work Student Showcase. To view the 2021 student research, visit the [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 Center) must then be submitted to the MSW Program for all approving signatures and forwarded to the Graduate and Professional Center by the *Last Day to Add or Drop Classes or Independent Studies* (see academic calendar). An independent study fee of \$125 per unit will be assessed in addition to the regular tuition.

Legislative Lobby Days

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

Legislative Lobby Days is a two-day event held in Sacramento each spring (March/April) that educates students and professionals about important legislation affecting clients and the social work profession. Foundation Year Policy course instructors disseminate information about Lobby Days in fall semester, including registration, travel, accommodations, and meals. Students are encouraged to include the cost of participation in their financial aid package, as Legislative Lobby Days is an important part of the MSW Program experience. For further information on Legislative Lobby Days, please visit:

<https://www.naswca.org/page/164>.

Interprofessional Education

Interprofessional Education (IPE) is a pedagogical framework, in which collaborative learning by students from two or more professions occurs, and focuses on learning about, from, and alongside one another to improve health outcomes (World Health Organization, 2010). In alignment with the CSWE EPAS (2015) 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 511 Introduction to the Social Work Profession and applied in SOCW 515/525 Field Seminar I/II concurrent with the student's field 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 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 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 trainings to augment the MSW curriculum. Past offerings include motivational interviewing, suicide risk assessment, elder justice, animal-assisted therapy, and self-care and mindfulness practices. Students participate in Professional Development in lieu of regular class attendance, and receive course credit.

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 hours in no less than two years, complete pre-licensure course requirements, and successfully pass a law and ethics exam (effective January 2016).

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 year MSW curriculum. Please also refer to Appendix 1, BBS Coursework Map.

- Human Sexuality (10 hours)
- Alcohol and Other Chemical Substance Dependency (15 hours)
- Child Abuse Assessment (7 hours)
- Spousal or Partner Abuse (15 hours)
- Aging and Long-Term Care (10 hours)
- California Law/Professional Ethics (18 hours)
- Suicide Assessment and Intervention (6 hours)

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 Marital 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 taken 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: http://www.bbs.ca.gov/app-reg/lcs_requirement.shtml.

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) <http://lsw.org/>

LSWO is a national organization committed to providing continuing education, student mentorship to professionals and students for over 20 years.

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. 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 our campus chaplain (See Soul Care below).

Employment

Part-time, summer and professional employment information is available on the Department of Social Work Alumni website, or on the notice board outside the office. The Department does not guarantee the employment for its graduates, however, actively disseminates workforce resources and employment information to graduates. Information on employment

opportunities and other educational opportunities will be emailed and posted online at:
<https://sites.google.com/apu.edu/apusocialwork>.

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.

Facebook: <https://www.facebook.com/groups/1094385213967878/>

LinkedIn: <https://www.linkedin.com/groups/8295656>

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

Soul Care

Spiritual support is available to all MSW students by a graduate chaplain. The chaplain hosts several Soul Care meetings (held during lunch or dinner break) throughout the academic year and is also available for prayer support. *Please note there will be no meetings on campus during COVID-19 lockdown.*

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: <https://www.facebook.com/APUSocialWork/>

Instagram: @APUSocialWork

Get Connected 

And Stay Informed 

Follow 

The APU Department of Social Work

  

Facebook Page	Facebook Group	LinkedIn Group	Instagram
APU Department of Social Work www.facebook.com/APUSocialWork	APU Social Work Alumni https://www.facebook.com/groups/1094385213967878/	APU Department of Social Work https://www.linkedin.com/groups/8295656	apusocialwork @APUSocialWork

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

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.

Graduate and Professional Center

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

Information and Media Technology (IMT)

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information to APU faculty, staff, and students in the area of technology. The support desk provides assistance with online accounts and wireless connection. Please visit www.apu.edu/imt/ or call (626) 815-5050 for more information on IMT services. IMT support resources can be found at <https://support.apu.edu/hc/en-us>

Wireless Internet

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

Computer Facilities

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

Downloads – Free University Software

Students may download a variety of software applications for academic use at no cost. Software includes Microsoft Office 365 and IBM SPSS (required for analyzing quantitative data in research and capstone courses). For more information, visit <https://support.apu.edu/hc/en-us/articles/221901528-Downloads-Free-University-Software>

Canvas Online Platform

All MSW classes use Canvas. To learn how to navigate Canvas, please visit: <https://gocanvas.apu.edu/>.

Campus Safety

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

Libraries

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

Dining

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

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 <https://www.apu.edu/academic-success/services/accessibility>, email disabilityservices@apu.edu or call (626) 815-2067.

University Bookstore

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

Writing Center

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

University Counseling Center

The University Counseling Center (UCC) is staffed with professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic and spiritual wellness of the APU community. UCC services are available to any student currently enrolled in graduate courses, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. Please visit: <http://www.apu.edu/counselingcenter/> or call (626) 815-2109 for further information or an appointment.

Emergency Response and Preparedness

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

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 <https://www.apu.edu/alumni/services/> for further information.

Graphic Center

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

APU Trolley Service

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

Health Center

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

Health Insurance

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

International Student Health Insurance

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

International Student Services (ISS)

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

Mail Services

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

Fitness Center

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

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 and Media Technology (IMT)

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

Wireless Internet

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

Computer Facilities

Students have access to computers 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 Microsoft Office 365 and IBM SPSS (required for analyzing quantitative data in research and capstone courses). For more information, visit <https://support.apu.edu/hc/en-us/articles/221901528-Downloads-Free-University-Software>

Canvas Online Platform

All MSW classes use Canvas. To learn how to navigate Canvas, please visit: <https://gocanvas.apu.edu/>.

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: <https://www.apu.edu/library/regional/> for more information.

University Bookstore

Online textbook ordering and reservations are available at www.bookstore.apu.edu or by calling (626) 815-5044.

Writing Center

The Writing Center provides support to students at the Inland Empire Regional Campus (IERC) by appointment. Their office is located on the third floor. They provide free writing resources, facilitated by highly qualified writing consultants, to students from all disciplines and skill levels. A consultant from the Writing Center visits the IERC once a week to meet

students with scheduled appointments. Support is also available online. Please visit: <http://www.apu.edu/writingcenter/> for more information or to make an appointment.

University Counseling Center

The University Counseling Center (UCC) is staffed with professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic and spiritual wellness of the APU community. Teletherapy services are available, in partnership with TimelyMD, to any student currently enrolled in graduate courses. All counseling services provided by the UCC are confidential. Please visit: <http://www.apu.edu/counselingcenter/> or call (626) 815-2109 for further information or an appointment.

Student Lounge

IERC students have access to vending machines, a microwave, and refrigerator in the student lounge on the second floor.

COURSE DESCRIPTIONS

To view all course descriptions visit the Academic Catalog by clicking the link above or <http://catalog.apu.edu/academics/school-behavioral-applied-sciences/social-work/social-work-msw/#coursestext>

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.

APPENDICES

Azusa Pacific University MSW BBS Course Map
August 2020

Sections are from [BBS Statutes and Regulations](#)

Overview of CA BBS Additional Coursework (Section 4996.25)		
<ul style="list-style-type: none"> ▪ 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) - BBS effective date 1/2021 		
BBS Additional Coursework	Specific Statute Language	Courses that Cover Topic
<p>Child Abuse Assessment and Reporting Section 4996.2(h)</p> <p><i>*Course that meets topic requirement for Advanced Standing Clinical Specialization students</i></p>	<p>A minimum of seven contact hours 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.</p>	<p>SOCW 515 Field Seminar I (4 hours): California mandated reporting training SOCW 514 Practice I (3 hours): assessment, mandated reporting</p> <p><i>Elective Course:</i> *SOCW 537 Children & Adolescent Behavioral Health: advanced assessment skills, use of self, countertransference</p>
<p>Human Sexuality Section 4996.2(g)</p> <p><i>*Advanced Standing Students: Provide UG syllabi or complete elective course</i></p>	<p>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.</p> <ul style="list-style-type: none"> ▪ Physiological-psychological and socio-cultural variables associated with sexual identity, sexual behavior or sexual disorders 	<p>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)</p> <p><i>Elective Course:</i> *SOCW 569 Human Sexuality and Sex Therapy</p>

<p>Alcoholism and Chemical Substance Abuse & Dependency Section 4996.2(e)</p> <p><i>*Advanced Standing Students: Bring UG syllabi or complete elective course</i></p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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 	<p>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</p> <p><i>Elective Course:</i> *SOCW 561 Treatment for Substance Use Disorder</p>
<p>Spousal or partner abuse Section 4996.2(f)</p> <p><i>*Advanced Standing Students: Bring UG syllabi or complete elective</i></p>	<p>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, 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.</p>	<p>SOCW 511 Introduction to Social Work (2 hours) – add resources and referrals 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 SOCW 513 Micro Theory (3 hours) – theory content SOCW 522 Diversity (2 hours) – gender, power dynamics SOCW 524 Practice II (3 hours) - content on DV/IPV interventions</p> <p><i>*Elective Course: SOCW 567 Marital Therapy and Domestic Violence</i> <i>Elective Course: SOCW 566 Elder Mistreatment within couples (2 hours)</i></p>
<p>Aging and Long-term Care</p>	<p>Any applicant for licensure as a licensed clinical social worker who</p>	<p>SOCW 511 Introduction to the SW Profession (2</p>

<p>Section 4996.25</p> <p><i>*Advanced Standing Students: Bring UG syllabi or complete elective course</i></p>	<p>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.</p>	<p>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</p> <p><i>*Elective course: SOCW 566 Social Work & Aging</i></p>
<p>Suicide Risk Assessment and Intervention Section 4996.27</p>	<p>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 under supervision in suicide risk assessment and intervention. See specific requirements in Section 4996.27.</p>	<p>SOCW 514 Practice I (4 hours) SOCW 525 Field Seminar II (2 hours) – spring semester</p>
<p>Law & Ethics Requirements Section 4996.17 (2)</p>	<p>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.</p>	<p>Embedded in the MSW coursework.</p>

Graduation Checklist

Community Leadership and Program Administration Specialization

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

Graduation Checklist

Community Leadership and Program Administration Specialization (Advanced Standing)

Course	Units	Semester/ Year Taken	Grade
SOCW 550 Advanced Standing: Intermediate Practice	3		
SOCW 552 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

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)

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		



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

FACULTY FEEDBACK ON PROFESSIONAL CONDUCT

Date: _____
 Student: _____
 ID#: _____
 Faculty: _____
 Course#: _____
 Field Instructor: _____

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

1: Demonstrate Ethical and Professional Behavior

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

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

Faculty comments:

Student's corrective action plan:

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

Student: _____ Date: _____

Faculty: _____ Date: _____

 <p>AZUSA PACIFIC UNIVERSITY</p>	<p>REQUEST FOR EXTENDED MEDICAL LEAVE</p>	<p>Department of Social Work MSW Program 901 E. Alostia Ave./ P.O. Box 7000 Azusa, CA 91702-7000 (626) 857-2401 (PH) (626) 815-3861 (FAX)</p>
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This form must be completed when students will miss more than two consecutive class sessions or three or more field internship days (or 24 continuous hours) and/or field seminar due to a medical condition. Whenever possible, this request should be submitted 30 days prior to the extended medical leave with a related healthcare provider note, and/or a Field Support Plan, and/or course plan developed with the instructor. Depending on the nature of the absence, the student may be referred to the Student Success Center, Accessibility and Disability Resources office.

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

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

Current or expected dates of medical leave: _____

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

Healthcare provider signature: _____

Today’s date: _____

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

3. Estimated number of class days missed: _____

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

CONFIRMATION OF RECEIPT OF MSW HANDBOOK
(to be completed electronically)

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

PHOTO/VIDEO RELEASE

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

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

Student Signature

Print Name

Date

This form must be completed electronically by Sept. 1 at the link that was provided to you by email and on the checklist in the handbook (p. 5).

- Azusa:** https://formstack.apu.edu/forms/confirmation_of_receipt_of_msw_handbook_copy
- Inland Empire:** https://formstack.apu.edu/forms/ie_handbook_confirmation

If you have any questions, please contact:

*Kimberly Setterlund at ksetterlund@apu.edu prior to Sept 1, 2021 (Azusa), or
Dr. Evelyn Castro-Guillen at eguillen@apu.edu prior to Sept 1, 2021 (Inland Empire)*