



AZUSA PACIFIC
UNIVERSITY
DEPARTMENT OF SOCIAL WORK

FIELD EDUCATION MANUAL

2021-2022



Department of Social Work

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<i>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.</i>	

Dear Students,

Social work field education and your internship placement is a signature component of the social work program. The field internship provides you with multiple opportunities to apply the core competencies of social work and utilize the knowledge and skills you have learned in the classroom to actual practice situations. You will learn to respond to challenges, be trained to think critically and analytically, and to learn what it means to be a social worker. You will also develop a clearer understanding of faith integration and the role it plays for you personally and your service delivery in the community. The field internship experience is an exciting time and we encourage you to ask questions, take initiative in your learning, and allow our field faculty, and other professionals to share their practice experience and wisdom with you.

This Field Education Manual provides the information you need to guide your understanding of the policies and procedures of our field education program. Please read this document in its entirety and use it regularly as a source of reference.

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.

It is our goal for your field internship to be a positive and enriching experience even in the midst of ongoing changes with COVID-19. We encourage you to embrace your role as a learner as you attend to the needs of the clients and the community you are being trained to serve. We are excited to witness your professional and personal growth this year!

On behalf of the field faculty team, we wish you a successful year!

Blessings,

Jean Un, MSW, LCSW
Director of Social Work Field Education

Dear Field Instructors,

The faculty and administration of the Azusa Pacific University Department of Social Work Program are grateful to the field agencies and Field Instructors who freely provide field internship opportunities to our students. Thank you for your commitment to the social work profession, and for "paying it forward" to the next generation of social workers. Your invaluable contributions are vital to the Department of Social Work Program mission, goals, and objectives.

This Field Education Manual provides the information you need to guide your understanding of the policies and procedures of our field education program. Please read this document in its entirety and use it regularly as a source of reference.

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.

It is our goal for the field internship to be a positive and enriching experience for both the student and Field Instructor even in the midst of ongoing changes with COVID-19. We deeply appreciate your willingness to participate in the education and training of the next generation of difference makers in the field of social work.

Blessings,

Jean Un, MSW, LCSW
Director of Social Work Field Education

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Please refer to the [Field Education Website](#) for updated information on our Adjunct Field Faculty Liaison contact information.

CHAPTER 1: FIELD EDUCATION PROGRAM OVERVIEW

Field Education Introduction

The field education experience is an essential part of social work education that integrates the knowledge and practice skills required of professional social work practitioners. Azusa Pacific University is committed to providing excellent training and educational opportunities to all students in support of developing an ethical and competent professional workforce.

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.

Bachelor of Social Work Program Mission Statement

The Bachelor of Social Work Program at Azusa Pacific University seeks to develop competent generalist social work practitioners who can apply knowledge based in scientific inquiry, professional values, and skills of social work, integrating a Christian perspective, to enhance the well-being of diverse individuals, families, groups, organizations, and communities, in the context of their environment towards advancing social justice both locally and globally.

Master of Social Work Program Mission Statement

The Master of Social Work program in the Department of Social Work at Azusa Pacific University develops competent advanced social work practitioners and leaders who can integrate knowledge based on scientific inquiry, values, and skills of social work to advance human well-being, promote social and environmental justice, and advocate for 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

Field Education Requirements Overview

General overview of field education requirements based on specific cohorts are listed below (specific details of policies, criteria, and procedures are outlined throughout the manual). Refer to **Social Work Field Education Program Stipend And Special Program Opportunities** for specific requirements of students enrolled in special programs.

BSW Students

- Complete eight units of field education coursework over one academic year
- No less than 400 hours of agency placement
- BSW students are generally in field placement on Tuesdays and Thursdays
- Concurrent enrollment with field seminar courses

MSW Advanced Standing Students

- Complete eight units of field education coursework over one academic year
- No less than 600 hours of agency placement

- Advanced Standing students are generally in field placement three days a week
- Concurrent enrollment with field seminar courses

MSW 2-Year, 3-Year, and 4-Year Students

- Complete 16 units of field education course work over two academic years (2-Year Students: first and second years; 3-Year Students: second and third years; 4-Year Students: second and fourth years)
- No less than 960 hours of agency placement over two academic years
- MSW students are generally in field placement two days a week in the generalist foundation year (first year) and 2-3 days a week in the specialization year based on agency requirements
- Concurrent enrollment with field seminar courses

Forward

The Social Work Field Education Department has prepared this manual to assist agencies, field instructors, and students in guiding their understanding of the learning objectives, policies, procedures, and requirements of the Azusa Pacific University Social Work Field Education Program. Please review this manual and thoroughly familiarize yourself with the content. The field manual is a valuable resource for the student, the field faculty, and our field instructors alike. The information contained in this manual will assist you in negotiating the practicum field experience and should be kept accessible for your continued reference.

Department Of Social Work Learning Outcomes and Competencies

As articulated in the CSWE Educational Policy and Accreditation Standards (EPAS, 2015), the Bachelor of Social Work (BSW) Program and the Master of Social Work (MSW) Generalist Foundation Year Competencies are the same and are listed below. These competencies are reflected in and congruent with the mission of the APU Social Work Department. Competencies are developed and expanded during the specialization year of the MSW Program.

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 (MSW) / Critically Analyze How Christian Beliefs and Values can be Ethically Integrated into Social Work Practice (BSW)

BSW and MSW GENERALIST FOUNDATION YEAR COMPETENCIES and PRACTICE BEHAVIORS

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 lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, 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, and
- 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 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, and
- 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, and
- Engage in practices that advance social, economic, and environmental justice

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the process for translating research

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and

- 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 wellbeing, 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; and

- 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, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Competency 10 (MSW): 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

Competency 10 (BSW): Critically Analyze How Christian Beliefs and Values can be Ethically Integrated in Professional 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 self-awareness of own worldview, as it relates to a Christian worldview
- Articulate how a Christian worldview is integrated into social work practice
- Critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process

MSW SPECIALIZATION YEAR ADVANCED COMPETENCIES and PRACTICE BEHAVIORS

The MSW Specialization year supports advanced Clinical and Community (Macro) Practice interventions. Field education is a required component of the MSW curriculum and facilitates student learning in a supervised agency setting. Field education provides an opportunity for students to transfer learning from the classroom to the field agency setting for the development of a professional identity and social work practice skills.

Competencies EPAS 2015	Advanced Practice Behaviors	
	Clinical	Community
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
2. Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
3. Advance Human Rights and Social,	<ul style="list-style-type: none"> Identify and develop strategies that help to reduce and eliminate systemic forms of 	<ul style="list-style-type: none"> Integrate human rights principles for elimination of oppressive structures when

Economic, and Environmental Justice	<p>oppression an individual may experience in his/her community or institution.</p> <ul style="list-style-type: none"> ● 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 	<p>developing social policies on community, state, federal and global levels.</p> <ul style="list-style-type: none"> ● Apply theoretical, political, economic and social sciences frameworks when analyzing human rights and social justice issues. ● Engage in research-informed advocacy for the rights of diverse population groups to establish of social, economic and environmental justice
4. Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
5. Engage in Policy Practice	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
6. Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
7. Assess Individuals, Families,	<ul style="list-style-type: none"> ● Perform detailed client assessment and utilizes critical thinking to arrive at accurate diagnoses and treatment plans. 	<ul style="list-style-type: none"> ● Research, collect, analyze and interpret system policy, and community and

<p>Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> ● 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. 	<p>organizational data to inform assessment and intervention strategies.</p> <ul style="list-style-type: none"> ● 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
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>10. Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

BSW Program Overview

BACHELOR OF SOCIAL WORK PROGRAM DEFINITION OF GENERALIST PRACTICE

Grounded in a person-in-environment perspective and utilizing a flexible theory base, generalist social work practitioners apply a broad base of knowledge and skills to the effective implementation of a problem-solving process with client systems of all sizes, building from their unique strengths and available resources.

BACHELOR OF SOCIAL WORK PROGRAM GOALS

1. Equip students with generalist knowledge, values, and skills towards employment in social work practice with diverse individuals, families, groups, organizations, and communities within a global context.
2. Enhance application of knowledge through a learning environment that builds on a liberal arts foundation and promotes critical thinking, scientific inquiry, and preparation for social change through the advancement of racial, social, economic, and environmental justice.
3. Foster professional development and identity through applied learning experiences.
4. Prepare social workers who engage in ethical practice, including an understanding of ethical integration of a Christian worldview.
5. Provide a curriculum that affirms lifelong learning and is preparatory to graduate-level education; including the pursuit of an advanced standing graduate social work degree.
6. Engage in ongoing scholarship responsive to social work goals and needs.

BSW COURSE REQUIREMENTS

The academic portion of the BSW curriculum is focused on the development of foundational knowledge of persons as individuals and as members of families, groups, organizations and communities. Knowledge of social work theories and practice models, professional values and ethics, culturally sensitive practice, and methods of research are emphasized. A second focus of the BSW curriculum emphasizes the acquisition of professional competencies that are introduced and developed in the classroom and mastered in the field internship, where students work with actual clients to integrate

coursework knowledge, values and skill development. The third focus is on acculturation to the profession, to its values and skills, and through the classroom, field internship and the advisory program.

*For information on student coursework requirements, please refer to the **Bachelor of Social Work Student Handbook** on the [APU BSW Field Education](#) page.*

MSW Program Overview

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 nondiscrimination 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.

For information on student coursework requirements, please refer to the **Master of Social Work Student Handbook** on the [Student Resources page](#) of the APU MSW Program website.

Field Internship Learning Requirements

Demonstration of social work competencies is accomplished through in-person contact with clients and constituencies in field placement sites. Students are expected to complete learning requirements, as reflected in their Learning Agreements, which incorporate practice behaviors for each student learning outcome/competency.

BSW AND MSW GENERALIST FOUNDATION YEAR LEARNING REQUIREMENTS

Students in BSW and MSW Generalist Foundation Year internship will receive generalist social work practice experience with individuals, families, groups, organizations, and communities. Learning activities that fulfill generalist social work practice requirements include developing knowledge of the social work profession, developing a professional social work identity, learning and applying social work ethics in practice situations, developing skill as an adult learner, applying effective work management and communication skills, and beginning micro, mezzo, and macro-level social work practice skills. Utilization of critical thinking skills is expected. (See Learning Agreement for BSW/ MSW Generalist Foundation Year student learning outcomes/competencies and practice behaviors in Chapter 7. Field Education Forms).

MSW SPECIALIZATION YEAR LEARNING REQUIREMENTS

Students in MSW Specialization Year internship will build upon the Generalist Foundation Year field experience. Examples of learning activities include applying theory, research, and micro, mezzo, and macro practice knowledge in student's chosen specialization, either *Clinical Practice with Individuals and Families* or the *Community Practice and Partnerships*. Application of advanced critical thinking skills is expected. During the academic year, students should spend a minimum of 60% of their weekly hours on specialization-specific field assignments with relevant systems levels such as individuals, families, groups, organizations, and/or communities. Students who lack relevant learning activities should speak to their Field Instructor as well as field liaison.

MSW CAPSTONE LEADERSHIP PROJECT

Specialization Year students are required to complete a Capstone Leadership Project in their field internship setting. Students will discuss project ideas with their Field Instructors at the beginning of the internship year, which must be distinguished from regular field internship

activities, and submit project proposals during the Research Methods course in the Fall Semester. Projects will be completed during the Spring Semester in conjunction with the Capstone Leadership course, culminating with a Capstone poster presentation at the end of the academic year. No more than 15% of field internship hours may be dedicated to Capstone Leadership Projects. (See Specialization Year student learning outcomes/competencies and practice behaviors).

Social Work Field Education Program Stipend And Special Program Opportunities

Most field internship positions are unpaid because fieldwork is part of the BSW and MSW Program course requirements. On occasion, however, select field agencies offer a nominal stipend or payment as part of the internship. Special programs such as MSW GSWEC and LA DCFS Internship Program offer field internships that include a stipend. Paid or stipend field internships are highly competitive, involve a special agency screening process, and often require additional skills such as a bilingual language, advanced clinical training, and previous relevant experience. Other requirements may include an early field start or late end date, and/or completion of additional hours beyond APU fieldwork requirements. As with all field internships, paid placements must meet all field agency criteria including students in their role as a student learner (not an employee) during field hours and be approved by the field faculty.

Students who are paid an hourly rate by the field agency may be considered employees of the agency. The employing agency is responsible for all employee obligations and for insuring the activities of the student, including Workman's Compensation. It is the student's responsibility to notify the field faculty of his or her employment status if receiving payment at the field internship.

Students who are given a nominal stipend by the field agency are not considered employees of the agency. These students are covered by the university's Workman's Compensation policy.

BSW STIPEND OPPORTUNITIES

Joni Eareckson Tada Scholarship

The Joni Eareckson Tada Scholarship is a \$3500 award specifically for a social work or practical theology student who has a passion for working with persons with disabilities. You are eligible to apply if you are senior standing, entering field education practicum and commit to taking SOCW 420: Suffering: Theological and Practical Perspectives on Disability in Fall semester. If selected as a recipient of the award, your field internship

setting must be a placement that services persons with disabilities, whether physical, cognitive, or persistent mental illness. Application and instructions for applying to the scholarship will be sent via email to students who qualify based on senior standing and anticipated entry into field education practicum. Additional information can be found at the following links:

- <http://www.joniandfriends.org/blog/joni-eareckson-tada-scholarship/>
- <http://www.apu.edu/articles/18646/>

Patterson Resiliency Scholarship

The Patterson Resiliency Scholarship is a \$500 award specifically for a social work student who has demonstrated resilience in overcoming circumstances such as: former foster youth, chronic illness, poverty, homelessness, history of trauma, educational disadvantage, first generation student, or other challenging circumstances. You are eligible to apply if you are of senior standing, have a GPA of 3.0 or higher, demonstrate financial need, have a completed FAFSA form, and are in good academic and professional standing. The application is made available to BSW students of senior-standing by email each year. Scholarship is awarded annually based on availability of funds.

MSW STIPEND AND SPECIAL PROGRAM 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.

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: Social 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)*

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.

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.

CHAPTER 2: FIELD EDUCATION ROLES AND RESPONSIBILITIES

Field Agencies and Field Instructors - Roles and Responsibilities

The field agency and field instructor are instrumental participants in the field education program. Approved field education settings provide a challenging learning environment for the Social Work student under the supervision of a qualified field instructor. The field agency selection is based on specific criteria including, but not limited to, appropriateness of setting for learning needs, expertise of field instructors, and the provision of sound field instruction consistent with the mission, objectives, and goals of the Social Work Field Education program. Field instructors are ultimately responsible for all tasks performed by the student and assume an administrative, educational, and supportive role while the student is in placement. When preceptors are incorporated into the teaching and learning process within the internship, the extent of preceptor responsibility is determined by the field instructor and approved by the University.

AGENCY TO THE SOCIAL WORK FIELD PROGRAM

- Collaborate with Director of Field Education to complete executed Affiliation Agreement and Agency Application
- Agree to provide designated work space, equipment, and supplies to students on internship days
- Agree to provide a qualified field instructor capable of designating 1 hour weekly supervision for the entire academic year
- Be able to provide an experience reflective of the CSWE EPAS competencies and/or Learning Agreement in consideration of the micro to macro intervention continuum through in-person contact with clients and constituencies
- Be able to support student research/ Capstone activities

FIELD INSTRUCTOR TO THE SOCIAL WORK STUDENT

- Present documentation of qualifications for role as Field Instructor; including submission of Field Instructor Profile form, resume, and attendance at required Field Instructor training
- Provide agency orientation for students reviewing, at a minimum, what is listed in the Agency Orientation Checklist for Social Work Interns in IPT
- Assign tasks and responsibilities that meet the learning needs of the student
- Responsive to field faculty liaison regarding students' progress
- Provide timely communication to field faculty liaison regarding student concerns
- Provide weekly one hour, face-to-face individual supervision helping the student integrate theoretical knowledge, application of interventions, and development of faith integration into social work practice
- Commits to timely review and provision of feedback on student field assignments including, but not limited to, the Learning Agreement, Process Recordings, Time Logs and Evaluations.
- As applicable, supervises preceptor(s) and utilizes preceptor observations and knowledge in completing student evaluations

PRECEPTOR TO THE SOCIAL WORK STUDENT

- Assigns tasks and provides oversight in coordination with Field Instructor
- Serves as a secondary source of support of day-to-day internship activities when field instructor is off-site
- Informs field instructor and assists with providing feedback for student evaluation
- Enriches the field internship experience by providing interdisciplinary perspective on internship activities

Department of Social Work and Field Faculty - Roles and Responsibilities

The social work department has dual responsibility to field instructors and students. Field faculty commit to balancing the needs of the agency with student learning objectives. In this way, faculty support the field agency and student, recognizing that both are required for an optimal field experience. During the field education experience, students will be working closely with a core group of university field educators. These field faculty are dedicated to optimizing learning experiences by assisting each student integrate coursework knowledge with the field internship. The field faculty consists of the following roles: Director of Field Education, Coordinators of Field Education, and Field Faculty Liaisons.

DIRECTOR OF FIELD EDUCATION

- Oversees all aspects of the field education program to ensure alignment with CSWE accreditation standards and a positive and successful field placement experience for the student, field agency, and university field faculty
- Ensures execution of Affiliation Agreements and other agency documents in compliance with CSWE accreditation standards
- Develops field education curricula
- Administers the field placement process
- Maintains oversight of field agency recruitment and maintenance of relationships with community agencies, along with Field Instructors, students, and university field faculty
- Ensures support and training on current trends of social work field education and supervision for all field instructors through, but not limited to, the annual field instructor live trainings, online asynchronous field instructor training modules, live field instructor networking events, and other relevant communication
- Oversees student progress in field placements and maintains coordination and communication with field faculty, Field Instructors and/or the agencies where students are placed
- Addresses concerns such as disputes or conflicts involving students and field agency representatives in coordination with Field Liaison; as such, determines if remediation (Field Support Plan) is required in order to address student field learning issues
- Provides support and oversight for field stipends and special programs

COORDINATORS OF FIELD EDUCATION - MSW REGIONAL CAMPUS & BSW PROGRAM

- Responsible for the overall creation, implementation, and quality of the field education program for MSW Regional Campus and BSW students in collaboration with the Director of Field Education and in accordance with CSWE accreditation standards
- Recruits and retains high quality MSW and BSW field sites and training of MSW and BSW field instructors

- Coordinates field placement process for MSW Regional Campus and BSW students
- Serves as support contact for addressing student issues and concerns as arise in the course of BSW and MSW field education, consulting with the Director of Field Education, BSW or MSW Program Director, and Chair as indicated
- Provides oversight, feedback, and supervision to MSW and BSW field faculty
- Serves as field faculty liaison

FIELD FACULTY LIAISON

- APU Field Faculty Liaisons carry a dual role of university field faculty liaison and field seminar professor, thus the title will be used interchangeably in this manual
- Oversees the field experience for the student and field agency, and maintains contact with the Field Instructor as the primary university representative to the agency
- Completes a minimum of one in-person field visit in the fall semester, and a video field visit in the spring semester (for students/agencies with no concerns; those with concerns require in-person field visits) to monitor student progress in field, reviewing of student learning agreement and activities, and completes required site visit and other relevant field documents.
- Reinforces field policies
- Reviews student's fieldwork as follows: process recordings, time logs, process recording logs, evaluations, and documentation of other learning activities as specified in the learning agreement
- Serves as primary contact for addressing student issues and concerns as they arise in the course of field education, consulting with the MSW Regional Campus or BSW Coordinator of Field Education and Director of Field Education as indicated
 - Drafts remediation document (Field Support Plan) as needed
- Serves as seminar course instructor; facilitating course discussion of internship experience and integration of knowledge within field internship activities
- Full-time field faculty liaisons support MSW and BSW field site recruitment, student field placements, and other administrative tasks for field education

Student - Roles and Responsibilities

STUDENT AS LEARNER

The field experience is an essential component to social work education. As such, the student is regarded as an adult learner charged with sharing responsibility and taking initiative in the development of professional social work practice. Unexpected learning opportunities may occur requiring the student to demonstrate flexibility and to be open to teaching in all circumstances.

RESPONSIBILITIES OF STUDENT

The students' responsibilities are defined as:

- Completion of the required internship hour requirement
 - A minimum total of 400 hours for BSW students
 - A minimum total of 960 hours for MSW 2 year and 4 year cohorts
 - A minimum total of 600 hours for MSW Advanced Standing students
- Demonstrating professional responsibility in dress, attitude, and demeanor in the completion of all internship tasks and assignments per Student Handbook and NASW Code of Ethics
- Professional comportment in weekly supervision consisting of regular attendance, identifying agenda items for discussion, sharing reactions and reflections which impact service delivery, and regular communication regarding any issues impacting the field experience
- Accurate completion and on-time submission of all required field course documentation (i.e. Learning Agreement, Time Logs, Comprehensive Skills Evaluation)
- Sharing of course syllabi and classroom requirements that correlates with field internship
- Ensuring reliable transportation to and from the field internship
- Report any problem regarding the field internship to the attention of the field seminar instructor/field faculty liaison who will notify either the BSW or MSW Regional Campus Field Education Coordinator and/or the Director of Field Education or designee.

GUIDELINES FOR PROFESSIONAL AND ETHICAL CONDUCT

During the field internship, students will be working as a professional social worker-in-training and will be expected to adhere to the BSW/MSW Program Handbook, APU Catalog, agency-specific codes of conduct, and the NASW Code of Ethics. Students are required to observe standards of professional and ethical behavior when interacting with all agency personnel including Field Instructor, agency administrator and supervisors, community members, clients, faculty, and peers.

Please also note the following regarding professional relationships:

1. Do not enter into personal relationships with any of the clients. This is considered a dual relationship. This includes not making promises or exceptions to clients during field placement. Refrain from joining with clients in any criticism of the field setting to which you are assigned. Do not provide personal information to clients, including addresses, phone numbers, email addresses, or social media sites such as Facebook, Twitter, and Instagram. Please review the NASW Code of Ethics regarding dual relationships and discuss with your supervisor any issues regarding boundary crossing.
2. Maintain confidentiality as you would in any professional situation. Do not discuss the affairs of the agency with the general public. Refrain from identifying any individual client, employee, or situation if not pertinent to the field internship. The information discussed with supervisor(s) and/or faculty instructor(s) is confidential in nature. Students should use discretion when using case examples in course assignments.
3. Students are in the field internship as a learner and will be expected to ask questions to facilitate the learning process. Students are encouraged to contribute by sharing ideas and perspectives with agency supervisor(s).
4. Stay out of agency politics. If politics are observed, it is recommended that this is processed with the supervisor and not with agency personnel.

CHAPTER 3: FIELD EDUCATION AGENCY SETTING

Selection of General Field-Setting (Agency)

POLICIES

The field-setting selection process may be initiated by either the APU Field Faculty or agencies interested in participating in the BSW or MSW field education program as a field internship site. Interested agencies will meet with field faculty to discuss field agency requirements and the field agency approval process by completing a *Field Agency Application Packet* (accessible from the [Field Education Website](#)).

Agencies interested in hosting APU students for field internships are required to enter in an affiliation agreement. Students are only placed at agencies with fully-executed affiliation agreements with APU. Agreements are renewed every three years or as otherwise specified by the university or field agency. While a university approved affiliation agreement template is commonly used, non-APU affiliation agreements will be reviewed by the university general counsel, for final approval.

The Director of Field Education will review potential field instructors' profiles and resumes to begin the assessment process for agency and field education program fit. An on-site visit between APU Field Faculty, and potential agency representative and field instructor(s) will follow to determine how mutual professional values and educational goals for students align. Approved agencies must have learning opportunities that are consistent with social work ethical standards and principles.

CRITERIA - FIELD-SETTING AGENCY

The following summarizes the field agency criteria for both BSW and MSW Programs:

- The internship provides educationally-oriented training in social work practice supervised by a qualified professional social worker (See Criteria for Field Instructors)

- The internship training provides a structured and supportive learning environment in which the student can integrate the liberal arts and professional foundation with social work practice
- The internship provides assignments and activities that enable the student to acquire beginning competency in professional social work practice with individuals, families, groups, organizations, and communities. A minimum of 50 percent of a student's field assignments should be focused on direct practice in the foundation-year field internship. For specialization-year field internships, a minimum of 60 percent of assignments must be spent in the student's declared specialization.
- The internship provides an orientation to agency functions and the opportunity to function within the structure of an organization
- The internship offers practical experience in the social work process and strategies for learning through in-person contact with clients and constituencies, consistent with BSW or MSW practice curriculum, that includes opportunities to complete micro-, mezzo-, and macro-level interventions
- The internship provides the student an opportunity to observe ethical practice which reflects the values of social work and to critically evaluate ethical issues in practice situations
- The internship provides students with opportunities to learn methods of engagement, assessment, intervention, self-evaluation, practice evaluation, and program evaluation
- The Director of Field Education, field faculty, and Field Instructor model knowledge of diversity and acceptance of all populations
- A dedicated student work space, equipment, and supplies available on field internship days
- A qualified field instructor is present who possesses a CSWE accredited social work degree with a minimum of two years of postgraduate experience and/or an LCSW, is employed by the agency, and fulfills a supervisory role.
- A qualified field instructor commits to a minimum of one hour of weekly face-to-face individual supervision with the student. Student participation in group supervision and multidisciplinary meetings is highly recommended and an addition to student learning.
- Availability of trainings specific to the population served by the agency.
- Macro-level projects are highly desirable.

CRITERIA - FIELD INSTRUCTORS: BSW PROGRAM

- BSW or MSW degree from a program accredited by the Council of Social Work Education, with a minimum of two years post graduate social work experience
- Bachelor's degree with a minimum of five years of post-graduate human services experience in related field

- For cases in which a field instructor does not hold a CSWE-accredited social work degree or have the required experience, and the setting demonstrates sufficient merit as a social work field internship site, the BSW Program provides ongoing supplemental group supervision by a qualified Social Work faculty member to reinforce the social work perspective and documents how this is accomplished. Documentation is stored in the agency folder of field instructors who do not hold a CSWE-accredited social work degree.
- Information about the agency and the field instructor's resume is placed in the director of field education's office file and electronic field education folder, and kept confidential
- Completion of a mandatory Field Instructor Training course, prior to hosting an APU BSW student or concurrently. Field Instructors have two years from onset of field instruction to complete this requirement
- Commitment to social work values and student education
- Understanding of social work curriculum, program mission and ability to contribute to its improvement and modification, as necessary
- Ability to structure the educational experience and to use a variety of learning strategies in field instruction
- Willingness to satisfy the educational needs of the student, allowing them to express their differences and manage conflicts, and to help in the development of the student's strengths and limitations and their ability to use themselves in their professional capacity
- Ability to assign the student's responsibilities as related to the student's abilities
- Ability to use authority constructively
- Ability to evaluate the student's professional competence
- Ability to support the mission of the BSW Social Work Program at APU and the competencies outlined by the Council of Social Work Education, and the NASW Code of Ethics
- Supervisory experience is highly preferred with a desire to teach and mentor social work students
- NASW membership and involvement is strongly encouraged

CRITERIA - FIELD INSTRUCTORS: MSW PROGRAM

In order to ensure that the internship is an educational experience in social work practice, the student is to be supervised by a person who possesses a Master of Social Work degree (MSW) from a CSWE-accredited social work program along with a minimum of two years postgraduate experience, with supervisory experience preferred. On the rare occasion that this requirement is not met, and the setting demonstrates sufficient merit as a social work field internship site, the MSW Program shall arrange for

a qualified Social Work faculty member to provide supervision to reinforce the social work perspective. Field faculty will complete the field agency approval process to determine agency eligibility for such an exception.

- Possesses an MSW degree from a CSWE-accredited social work program, and/or LCSW, with minimum two years post-graduate experience
- For cases in which a field instructor does not hold a CSWE-accredited social work degree or have the required experience, and the setting demonstrates sufficient merit as a social work field internship site, the MSW Program shall arrange for a qualified Social Work faculty member to provide supervision to reinforce the social work perspective and document how this is accomplished. Documentation will be stored in the agency folder of field instructors who do not hold a CSWE-accredited social work degree.
- In a clinical specialization placement, an LCSW is preferred as a primary supervisor.
- Possesses exemplary social work skills in the chosen field of practice
- Completion of mandatory Field Instructor Training course, prior to hosting an APU MSW student or concurrently. Field Instructors have two years from onset of field instruction to complete this requirement
- Commitment to social work values and student education
- Understanding of social work curriculum, program mission and ability to contribute to its improvement and modification, as necessary
- Ability to structure the educational experience and to use a variety of learning strategies in field instruction
- Willingness to satisfy the educational needs of the student, allowing them to express their differences and manage conflicts, and to help in the development of the student's strengths and limitations and their ability to use themselves in their professional capacity
- Ability to assign the student's responsibilities as related to the student's abilities
- Ability to use authority constructively
- Ability to evaluate the student's professional competence
- Ability to support the mission of the MSW Social Work Program at APU and the competencies outlined by the Council of Social Work Education, and NASW Code of Ethics
- Supervisory experience is highly preferred with a desire to teach and mentor social work students
- NASW membership and involvement is strongly encouraged

CRITERIA - FIELD INSTRUCTORS: MSW COMMUNITY PRACTICE SPECIALIZATION

Students in the Community Practice and Partnerships Specialization, otherwise known as the “macro-practice specialization,” are placed in agencies where they can obtain experience in the following areas: program design and administration, community outreach and organizing, resource development and policy and advocacy.

Potential Field Instructors at macro placements are often agency executive directors or program managers who have expertise in leadership. Per CSWE, Field Instructors are required to possess a CSWE accredited MSW with at least two years post-masters experience. On rare occasions, an exception can be made, on a case-by-case basis, for select Community Practice Field Instructors, as approved by the Director of Field Education. The MSW Program will consider waiving the required MSW degree for a Community Practice Field Instructor if he or she 1) possesses a master’s degree or an advanced degree in a related field, 2) has sufficient supervisory experience and 3) demonstrates a high level of expertise in professional practice.

For cases in which a field instructor does not hold a CSWE-accredited social work degree or have the required experience, the MSW program shall also arrange for a qualified Social Work faculty member to provide supplemental supervision to reinforce the social work perspective and will document how this is accomplished. In addition, the field agency in which the Community Practice Field Instructor is employed must have programs that are consistent with social work ethical standards and principles. Non-MSW Field Instructors are required to complete the mandatory Field Instructor training course. Additional training modules will be offered, including understanding the social work perspective for macro practice and the NASW Code of Ethics. All such placement decisions will be made in compliance with CSWE field instruction standards.

CRITERIA FOR PRECEPTORS - BSW & MSW PROGRAM

Preceptors, who are commonly agency employees possessing an equivalent degree in a related field, along with appropriate postgraduate experience, may provide additional student supervision. These supervisors are also referred as task supervisors given the task-oriented nature of the supervisory contact. Examples of preceptor duties could include daily interactions and case assignments, and case consultation. Supervision meetings with preceptors do not replace student’s weekly individual supervision meetings.

PROCEDURE

1. The field-setting representative or APU Field Faculty initiate contact for the agency's potential participation in the BSW or MSW field education program as a field internship site.
2. Interested agencies will meet with Field Faculty to discuss field agency requirements and the field agency approval process by completing and submitting a *Field Agency Application Packet* (accessible from the [Field Education Website](#)) including the APU Field Agency Affiliation Agreement, Field Agency Application, and Field Instructor/Preceptor Profile.
3. Upon receipt of all required documents, the Director of Field Education will review potential field instructors' profiles and resumes to begin the assessment process for agency and field education program fit.
4. An on-site visit between APU Field Faculty, and potential agency representative and field instructor(s) will follow to determine how mutual professional values and educational goals for students align.
5. Upon completion of a successful agency visit, the Director of Field Education approves the field-setting for student field placement.

Selection of Employment-Based Field-Setting

POLICIES

Consistent with CSWE accreditation standards, BSW and MSW programs seek to provide students with exposure to new and diverse learning environments. As such, the Social Work Program generally encourages students to complete field internships outside of places of volunteer and/or employment settings in order to ensure consistency with the program's educational expectations.

On rare occasions, however, students may be familiar with or employed by an organization that may meet the following criteria and may request an exception by completing the [Field Internship Proposal Form](#). Completed proposals, in their entirety, must be received by the stated deadline outlined in the PROCEDURE section in order to give field faculty adequate time to evaluate the proposal and, if appropriate, complete the field site approval process. **Incomplete proposals will not be accepted.**

CRITERIA

All proposals will be reviewed and approved on a case-by-case basis using the following criteria:

- Social work is a primary function of the agency, and one in which social work practice can be clearly distinguished from other agency roles
- The agency meets all BSW and/or MSW field education requirements, and an affiliation agreement has been full-executed
- Student field assignments are distinct and different from volunteer or employment functions even if the student is paid a salary that includes payment for hours spent in field placement, and reflect social work field objectives as outlined in the academic syllabi Volunteer/Employment hours/responsibilities and internship hours/responsibilities are clearly and separately articulated and agreed upon by agency, student, and field faculty
- The internship supervisor must be different than the volunteer/employment supervisor and meets either BSW or MSW Field Instructor criteria as stated in the General Field-Setting Selection section above
- It is preferred that the physical location of the internship site is different from the employment site in order to maintain clear roles and boundaries
- The field site allows the student full participation in integrative course assignments
- If MSW student, a maximum of one field internship may be completed at the student's place of employment

PROCEDURE

1. Student completes the [Field Internship Proposal Form](#) and submits to the Director of Field Education according to the following deadlines:

Annual Proposal Deadlines (BSW)

- **November 1** for students admitted to the major and who have a current Sophomore or Junior standing

Annual Proposal Deadlines (MSW):

- **January 10** for full and part-time students entering Specialization Year field internship and part-time students entering Generalist Foundation Year field internship

- **March 1** for students admitted into the full-time Advanced Standing cohort
 - **April 15** for Generalist Foundation Year students entering the full-time program
2. Director of Field Education reviews the proposal with field faculty and ensures that the proposed field-setting meets appropriate criteria
 3. An on-site visit between APU Field Faculty, and a representative and field instructor(s) at the proposed agency will follow to determine how mutual professional values and educational goals for students align.
 4. Upon completion of a successful agency visit, the Director of Field Education approves the field-setting for student field placement.

Exemptions From Fieldwork

There are no exemptions from fieldwork based on prior employment, or internship experience. Academic or transfer credit cannot be given for life experience and previous work experience per CSWE accreditation requirements.

Evaluation of Field-Setting Effectiveness

POLICIES

At the end of each academic year, agencies are evaluated for field-setting effectiveness ensuring students are having safe, meaningful, and quality competency-based learning experiences. Field faculty will receive training on the evaluation process of field-setting effectiveness. New agencies are noted and followed from the onset of the partnership and assigned to a senior field faculty member to provide support and evaluate their effectiveness as a new field-setting.

CRITERIA

Field-setting effectiveness is evaluated based on available data reviewed including the review of field liaison semester field site visit observations and written report, student and field liaison informal feedback, end of year student field experience survey data, and review of field documents submitted (learning agreement, time logs, mid-semester evaluations, and end of semester comprehensive skills evaluations). At the end of the academic year, students submit end of year field experience surveys to provide feedback on their agency experience including experience with their field instructors and learning for purposes of quality assurance and improvement.

PROCEDURE

1. Provide field faculty liaisons with training on evaluating the effectiveness of field-settings
2. Field faculty liaisons will note observations from field site visits and document written feedback in agency site visit forms. Any concerns or feedback for improvement will be reported to the Director of Field Education in a timely manner
3. Field faculty liaison will work with the field instructor and agency to address any concerns or areas of improvement to provide needed feedback and support
4. At the end of the academic year, agencies will be reviewed after gathering data from the above mentioned sources listed in the CRITERIA section to determine continued student placement

New Field Agencies Interested In Partnerships With APU

We welcome partnerships with new field agencies interested in hosting APU student interns all throughout the year. The following forms are available on the [New Agency & Field Instructors](#) page on the APU Field Education Website for new agencies to complete and send to our Field Education office as outlined in the Field Agency Application packet.

- Field Affiliation Agreement
- Field Agency Application Packet
- Field Instructor/Preceptor Profile

CHAPTER 4: FIELD EDUCATION PLACEMENT PROCESS & REQUIREMENTS

BSW Student Field Placement

POLICIES

BSW Program Coursework

Students complete four units each semester of field education coursework in the BSW program, enrolled in Field Education I/ II. Additionally, students take a co-occurring Senior Practicum Seminar Course I/II. The Course Prerequisites are SOCW 310, 311, 332, 333, 360, senior standing, interview with the BSW Coordinator of Field Education and attendance at mandatory field orientation meeting. Co-requisite: SOCW 466/ 467 (Fall Semester) & SOCW 468/469 (Spring Semester)

Eligibility For Enrollment In BSW Field Education

In preparation for their field internship, students participate in social work classes that integrate a service-learning component that requires community based experiences with a variety of client ages, settings and situations. Through these experiences, students gain confidence by applying knowledge and develop basic skills. These service-learning activities give faculty an opportunity to evaluate students' demonstrated level of professional aptitude, self-awareness and agreement with the social work code of ethics to determine student readiness for field education.

The success of students in the field internship experience is reliant on progressing those individuals who demonstrate readiness. This assessment of students to determine field readiness is a continual process; starting with screening at the time of application to the BSW program and continued throughout the student participation in activities and academic achievement, then concluding with the application and interview process for entry into the field education component.

CRITERIA

Areas of review are as follows:

- **Academic preparedness:** Performance related to GPA, academic material conceptualization, practice and writing skill demonstration
- **Conduct:** Adherence to the APU and BSW code of conduct, and NASW Code of Ethics. Appropriate use of technology, behavior in the learning environments, and conduct within service learning experiences (Professionalism Rubric scoring considered)
- **Professionalism:** Including - Collegiality: Professional interaction with faculty, staff and peers in the classroom and other learning experiences. Maintenance of professional boundaries, respect, and tolerance for all individuals, and Self-Awareness: Utilization of feedback to guide professional judgment and behavior. Recognition of own biases and values and alignment with social work values (Professionalism Rubric scoring considered)
- **Extenuating Circumstances:** Consideration of specific individual situations or needs

PROCEDURE - BSW FIELD PLACEMENT PROCESS

Prior to starting the field internship year, students will receive an orientation to the field placement process, complete an application for field internship, and then meet with the BSW Coordinator of Field Education and/or field faculty for a pre-placement interview. Failure to complete the field application requirements by the posted deadlines could result in field placement delay or dismissal from field for the academic year.

BSW Field Education Coordinator and/or field faculty will review field applications to evaluate student eligibility for field internship positions. During the field placement process, student learning needs are considered, along with student placement preferences and prior related work or volunteer experiences. As such, placement decisions are made by the agency and field faculty in consideration of a student's growth potential at a particular agency.

Students admitted to the social work major are assigned to senior year internships through an intentional matching process. Internships must meet the criteria and learning objectives of BSW curriculum, including the development of generalist social work practice skills. Students devote approximately 50% of their field hours to direct practice

experience with individuals, families, and/or groups, with additional hours involved in mezzo and macro practice within the internship experience.

Outline of field placement process is as follows:

1. Student completes all prerequisite coursework
2. Student completes *Application for Field Internship*
3. Field faculty review applications
4. Student meets with the BSW Coordinator of Field Education and/or field faculty for pre-placement interview to review application, discuss professional practice interests, and learning goals
5. Full faculty in discussion with BSW Coordinator of Field Education and/or field faculty, after reviewing the student's application and experience, will determine the appropriate agency referral. Students are given one agency referral, and receive a mailed or emailed placement packet which consists of the *Field Internship Assignment Form* with the agency contact information and additional instructions. Student will also receive interview preparation material to review prior to the interview. Student is instructed to schedule an agency pre-placement interview with the Field Instructor or agency designee as instructed on the form.
6. Student attends mandatory BSW Field Orientation and Training
7. After the interview, the Field Instructor or agency designee will submit the completed *Field Internship Assignment Form* with the placement decision (e.g., "accepted" or "not accepted"). Comments are requested if "not accepted" is selected so that student and field faculty are aware of the reason(s) placement was denied.
8. *Field Internship Verification Forms* are sent to all students after the interview period ends and the agency provides verification of acceptance.
9. Students who are not accepted at the referred field internship agency are asked to provide feedback about the pre-placement interview, and will meet with the BSW Coordinator of Field Education to debrief about the interview experience as well as to discuss field readiness and placement options.

10. Pending availability, students may be presented a second and final field agency referral and will be expected to complete the pre-placement interview process again within the designated time frame. The BSW Coordinator of Field Education may request to complete further interview preparation and/or a mock interview with the student prior to agency interview. If not accepted by the second field internship agency in which they are referred, students will be asked to meet with the BSW Coordinator of Field Education to discuss options for remaining in the program. Deferment of placement may be required.

Student field placement process may be delayed if a student is not in good academic or professional standing. This may include, but not be limited to, students on academic probation.

MSW Student Field Placement Process

POLICIES

MSW Field Education Coursework

Students in the two and four year program options complete a minimum of 16 units of field education coursework in the MSW program. Advanced standing students complete eight units of field education coursework. An overview of the minimum field education requirements, by program option, is as follows:

Program Option	Generalist Foundation Year Field Coursework	Specialization Year Field Coursework	Required Hours
Full-Time 2-Year	SOCW 515, 516, 525, 526	SOCW 534 or 554; 535 or 539 or 553; 544 or 556; 545 or 548 or 555	480 hours per year, 960 hours at graduation
Full-Time 1-Year (Advanced Standing)	N/A	SOCW 534 or 554; 535 or 539 or 553; 544 or 556; 545 or 548 or 555	600 hours
Part-Time 4-Year	SOCW 515, 516, 525, 526 (enrollment in year two)	SOCW 534 or 554; 535 or 539 or 553; 544 or 556; 545 or 548 or 555 (enrollment in year four)	480 hours per year, 960 hours at graduation
Part-Time 2-Year (Advanced Standing)	N/A	SOCW 534 or 554; 535 or 539 or 553; 544 or 556; 545 or 548 or 555 (enrollment in year two)	
Part-Time 3-Year (Inland Empire)	SOCW 515, 516, 525, 526 (enrollment in year two)	SOCW 534 or 554; 535 or 539 or 553; 544 or 556; 545 or 548 or 555 (enrollment in year three)	480 hours per year, 960 hours at graduation

CRITERIA

Students are eligible for enrollment in MSW field education courses if the following are met:

- Admission to the MSW Program
- Student is in good standing in the MSW Program, as outlined in the [*Master of Social Work Student Handbook*](#)
- Student meets required prerequisites
- Student demonstrates timely follow-through on field application requirements, including submission of *Application for Field Internship*, communication with field faculty and referring agencies, and scheduling pre-placement agency interviews.
- Successful completion of pre-field training modules and field orientation
- Student has demonstrated professional conduct and communication, as noted in the Code of Ethics
- Student is available to complete a minimum of 16 hours per week of field internship during daytime working hours on weekdays throughout two academic years

PROCEDURE - MSW FIELD PLACEMENT PROCESS

Prior to starting the field internship year, students will receive an orientation to the field placement process, complete an online *Application for Field Internship*, and then may sign-up to meet individually with the field faculty to discuss learning interests. Failure to complete the field application requirements by the posted deadline could result in field placement delay or dismissal from field for the academic year.

Field faculty will review field applications to evaluate student eligibility for field internship positions. As identified in the MSW Program admission process, students must be available to complete field hours on two full weekdays during normal business hours. During the field placement process, student learning needs are considered, along with student placement preferences and prior related work or volunteer experiences. Placement decisions are finalized by both the agency and field faculty in consideration of a student's growth potential at the agency.

Generalist Foundation Year Student Field Placement Process

Students admitted to the MSW program are assigned to Generalist Foundation Year (GFY) internships through an intentional matching process. Generalist Foundation Year internships must meet the criteria and learning objectives of Generalist Foundation Year curriculum, including the development of generalist social work practice skills. Students

in the Generalist Foundation Year devote approximately 50% of their field hours to direct practice experience with individuals, families, and/or groups, with additional hours involved in mezzo and macro practice with organizations and communities.

The field placement process is as follows:

1. Student is accepted into the APU MSW program
2. Student completes *Application for Field Internship*
3. Field faculty review applications
4. Student meets with the field faculty (optional) to review field application, discuss professional practice interests, and learning goals
5. Students attend a field orientation and field interview preparation workshop to participate in mock interview sessions with faculty. Students will also receive interview preparation material to review prior to their agency pre-placement interview.
6. Field faculty, after reviewing the student's field application and experience, will determine the appropriate agency referral. Students are given one agency referral, and receive an email packet of the *Field Internship Referral Form* with the agency contact information and additional instructions. Students are instructed to schedule an agency pre-placement interview with the agency Field Instructor or agency designee as soon as form is received.
7. After the interview, the agency Field Instructor or agency designee will submit an online agency match form with the placement decision (e.g., "accepted" or "not accepted"). Comments are requested if "not accepted" is selected so that student and field faculty are aware of the reason(s) placement was denied.
8. Student submits signed *Field Internship Referral Form* certifying that interview was completed in the time frame requested.
9. Field Internship confirmation emails are sent to all students after the interview period ends.
10. Students who are not accepted at the referred field internship agency are asked to provide feedback about the pre-placement interview, and will meet with the field

faculty to debrief about the interview experience as well as to discuss field placement options.

11. Pending availability, students may be presented a second and final field agency referral and will be expected to complete the pre-placement interview process again within the designated time frame. Field faculty may request to complete further interview preparation and/or a mock interview with the student prior to agency interview.
12. Newly admitted GFY students who are not accepted after interviewing at their second field internship assignment are ineligible to enroll in the full-time MSW Program. Students in the part-time cohort who are entering Generalist Foundation Year fieldwork (part-time year two) may be required to defer enrollment in field courses, pending initiation of a remediation plan, if not accepted by the second field internship agency in which they are referred. Students will be asked to meet with the field faculty to discuss options for remaining in the program.

Specialization Year Student Field Placement Process

Students in the full-time 2-year, part-time 4-year, and part-time 2-year advanced standing cohorts begin the field internship selection process during the Spring Semester prior to their Specialization Year. In the Spring Semester of the field placement year, students are oriented to the placement process, complete an online *Application for Specialization Year Field Internship*, are then referred to two agencies, both of which are selected by the field faculty, with consideration given to the students' interests, level of experience, and qualifications. Student requests to interview at a specific agency or population will be taken into consideration during the selection process; such requests will be reviewed on a case-by-case basis. To prepare for interviews, students attend a mandatory field interview preparation workshop to participate in mock interview sessions with faculty.

Students who violate the field placement interview process will lose their interview and/or internship slot and are at risk of becoming ineligible to interview at other agencies.

After the interview period ends, students will receive a field internship confirmation email, indicating the agency in which they have been matched. Placement decisions are based on rankings made by each student and agency. Once the placement is confirmed, students are instructed to contact their new assigned field internship to complete any pre-placement and onboarding requirements. Field agency will also receive notification of the placement decision and await student contact.

Students who do not receive a placement offer after completing the initial two pre-placement interviews will be asked to meet with the field faculty to discuss field placement options and further interview preparation if necessary. Students who do not secure a field placement after interviewing at a third agency may be ineligible for internship, which could result in postponement of enrollment in field courses, delay of graduation or possible termination from the MSW Program due to inability to complete course requirements. After the third referral, field faculty will re-assess student readiness to begin field internship through a face-to-face meeting. Field faculty will determine readiness using academic and other fitness criteria (see program technical standards and professional conduct sections) and make a placement decision with specific recommendations on a case-by-case basis.

Advanced Standing (Full-Time) Student Field Placement Process

Newly admitted full-time advanced standing students begin their field placement process immediately after confirmation of their intent to enter into the program. The process is similar to that of the Specialization Year placement process, with the exception of the placement timeframe. As advanced standing students typically are offered admittance into the program during the Spring Semester, the placement process is adjusted in the following manner:

1. Students confirm intent to enter the advanced standing MSW Program.
2. Students complete an online *Application for Field Internship - Advanced Standing*.
3. Students attend a field orientation and interview preparation workshop.
4. Students are referred to two field agencies, selected by the field faculty based on the students' interests, qualifications, work history, and previous baccalaureate internship experience.
5. Confirmation of agency match emails sent to students after the interview period ends.
6. If not selected for either field placements, student will meet with field faculty to discuss interview outcome, complete further interview preparation (if necessary), then will be given a third, and final, field agency referral.
7. Once students are accepted for placement, a written confirmation will be sent to the student and agency. Students are expected to establish contact with the agency as soon as placement is secured. Completion of relevant internship onboarding requirements and paperwork is the responsibility of the student.
8. See above section, *Specialization Year Students' Field Placement Process* regarding consequences for violating the field placement process, as it also pertains to advanced standing students.

ADDITIONAL CRITERIA FOR FIELD PLACEMENT

Technical Standards – BSW and MSW Programs

Technical standards have been developed by the Department of Social Work to establish the essential qualifications required for safe and competent performance of the duties and skills needed in the social work profession. All standards apply in the fieldwork setting.

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.

Emotional and Physical Readiness

Students in the intern role are expected to be physically and emotionally able to work with clients at the assigned field agency. In certain situations, student personal matters can interfere with effective service delivery. It is the responsibility of the student to ensure that clients are well served. Therefore if a situation arises in which the student does not believe they are fit for field activities, students should notify the Field Instructor and field faculty. This notification may occur during the field interview process and should continue, as applicable, throughout the field internship. Ethically, the Field Instructor and field faculty are also responsible for discussing any concerns and/or removing a student

from the field internship if the safety and wellbeing of clients are threatened as a result of the student's actions.

If a student is having difficulty with emotional and/or physical readiness in field internships, students are encouraged to seek additional support from appropriate health, mental health, or spiritual resources. APU offers the following student support services for both BSW and MSW students regarding their physical, emotional, and spiritual well-being:

APU STUDENT HEALTH CENTER

Students have the option to seek primary care services at the Student Health Center including 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 Student Health Center is on East Campus.

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, 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.

Professional Liability Insurance

While in field internship, students are required to carry liability insurance in the minimum amount of \$1,000,000 individual and \$3,000,000 aggregate to cover the entire academic year with consideration for potential early start and late ending dates. Insurance must be purchased prior to the student entering field internship. A list of reputable social work insurance carriers is provided to the students during the field placement period. A copy of the liability insurance certificate of coverage must be submitted to the BSW Coordinator of Field Education/Director of Field Education in the respective Program office, as well as to the field agency if requested, before the onset of the academic year. Failure to provide current liability insurance will result in a late start in field internship and/or revocation of the field internship at the discretion of the field agency. Insurance providers include:

1. National Association of Social Workers (NASW) <https://naswinsure.com/>

2. Healthcare Providers Service Organization www.hpsso.com
3. North American Association of Christian Social Workers (NACSW)
www.nacsw.org

Background Check – BSW and MSW Programs

Field agencies may require background checks, Live Scans, and/or fingerprinting as a screening procedure prior to the start of field internship. To maintain eligibility for placement with the agency, students should follow all agency pre-placement onboarding requirements in the time frame requested. In the event that the field agency does not cover the cost of the background check, the student will be responsible for the associated expense. Field agencies are responsible for specifying the nature of the background check requirements and may refer students to a preferred vendor. All background checks must be completed in sufficient time to begin field internship. Questions about these requirements may be directed to the accepting field agency as well as the APU field faculty. Students are advised to disclose any past convictions or violations to the agency before completing the background check to avoid a delay in the intern approval process. Convictions and violations include felonies and misdemeanors, and include traffic or other violation tickets which may show up on a DMV record. Failure to disclose past convictions may result in internship disqualification by the agency. Students are instructed to discuss any potential concerns with the field faculty during the field application process before going to the agency interview.

Certain health care settings may require students to complete a background check at the student's expense. In these instances, faculty will refer students to Castlebranch.com, and provide login instructions. Students using this option will be provided instructions for completing the process online, and will include a description of their rights and a consent form. Students then give consent to share background clearance results with both the designated field faculty and the requesting field agency or field instructor. In the event a student's background check results in a flagged record, the requesting field agency shall determine whether the flagged record(s) disqualifies the student from interning at the agency.

Health Insurance

Students are eligible to purchase health insurance through APU. Although health coverage is not mandatory for enrollment into the BSW or MSW Program, select agencies require that students carry their own coverage policy. Students who do not have health coverage may be ineligible for certain field internships, per agency policies. It is the student's responsibility to ensure that health coverage is maintained while in the field internship.

A partial listing of professional organizations that provide student insurance include:

Healthcare Providers Service Organization (www.hpsso.com)
National Association of Social Workers (www.naswassurance.org)
North American Association of Christians in Social Work (www.nacsw.org)
American Professional Agency, Inc. (www.americanprofessional.com/socialwork/)

Immunizations

Students may be required to show proof of certain immunizations or vaccinations as a condition of field placement. These may include Tetanus, Diphtheria, and Acellular Pertussis (Tdap), H1N1, and other flu vaccinations. Students may also be asked to show proof of a current Hepatitis series. Students should discuss immunization requirements with the field internship agency.

Health Clearances – BSW and MSW Programs

Select agencies require that students complete a health clearance, tests, immunizations, and education as part of the placement process. This may include completion of blood borne pathogen training, which is provided at field orientation and training before the onset of field placements. Students are expected to abide by the agency's requirements and provide appropriate documentation of medical records, if appropriate. Students are also responsible for fees incurred for any health clearances and associated tests if not covered by the field placement agency. Nearby community healthcare centers that offer aforementioned health screening services include:

[APU Student Health Center](#)

[East Valley Community Health Center](#)

West Covina clinic appointments – (626) 919-5724 x2100

Pomona clinic appointments – (909) 620-8088 x3100

Monrovia Health Center (L.A. County Public Health)
(<http://publichealth.lacounty.gov/chs/spa3/index.htm>)
330 W. Maple Avenue
Monrovia, CA 91016
(626) 256-1600

For other free or low cost healthcare resources for TB testing and immunizations, visit the Los Angeles County Department of Public Health website at <http://publichealth.lacounty.gov/>.

BSW/MSW Mandatory Pre-Field Orientation & Training

Prior to the start of field internship, all social work students (BSW/MSW) must attend a mandatory live field orientation meeting. The purpose of this orientation and training is to prepare students for their entrance into the field internship. In addition, students are required to complete a series of asynchronous online modules, prior to the start of the field internship.

Topics for the orientation and online modules cover content area such as the overview and expectations in the field, legal and ethical mandates, professional conduct, sexual harassment, safety in the fieldwork setting, HIPAA and confidentiality, mandated reporter training (older adult and child abuse mandated reporter training), bloodborne pathogen training, ethical use of social media and technology, field documentation requirements, and ethical faith integration. The orientation and the online modules provide an opportunity for students to become acquainted with the policies and procedures contained in the Department of Social Work Field Education manual.

CHAPTER 5: FIELD EDUCATION STUDENT LEARNING

Monitoring Student Performance in Field Education

POLICIES

All BSW and MSW student progress in field education are monitored regularly through multiple means including weekly field practicum seminar courses taught by the same field faculty liaison throughout the academic year, reviewing learning agreements, mid-semester progress reports, field attendance time logs, process recordings, grading field seminar assignments and reflection journals, office hours, and field site visits.

Field Education Coursework

All students in field education must be enrolled in co-requisite field and field seminar courses each semester of an academic year taught by the same field seminar instructor/ liaison.

Field Attendance and Hours

The field internship requirement is that students complete a minimum of 400 hours (BSW students), 480 hours (two year and four year MSW students) or 600 hours (advanced standing students) in the assigned agency during the academic year. This is the *minimum* standard and in most cases, students will exceed the minimum number of hours per semester. Students are expected to remain in the field internship and will not reduce the number of hours at their internship site without the permission of the agency and either the BSW or MSW Regional Campus Field Education Coordinator or the Director of Field Education. Students are to be additionally reminded that the field internship experience is an integral part of Social Work education and having the mindset of “just doing the time” can be detrimental to the entire learning experience.

Field days are typically scheduled on weekdays during normal business hours (e.g., 8-5, 9-6 p.m.). Some field placements may require early evening field hours to accommodate clients' schedules. Field hours outside of typical business hours must be approved by the APU field faculty to ensure proper supervision and safety protocols are in place for the student.

The social work intern and agency Field Instructor will develop a field schedule that meets the needs of the agency and client population served and log all hours in the Time Log document. The agency, student and field faculty liaison monitor the student's accrual of hours towards the minimum requirement for each academic semester.

Absence From Field

No more than **two absences*** (identified as “**Floating Holidays**”) are permitted per semester for any reason. An additional absence results in a 10% reduction in the overall course grade. Any additional absence will result in an automatic 10% grade reduction without option for make-up unless previous arrangements have been made with student's Field Instructor. (*Note: One scheduled day in field = one absence)

If a student determines they have a medical condition that necessitates missing more than *two consecutive coursework days or two consecutive field internship days*, they can submit a department request for extended medical leave, with documentation from their treating physician, in order to work out a course plan, as indicated with the professor, to avoid grade reduction.

For ongoing health related situations, students will be referred to [Accessibility and Disability Resources](#) (ADR), (626) 815-2067, to develop a formal plan for accommodations.

It is important to note that excessive absences affect the student learning experience and pose ethical issues concerning client care. As such, students are required to adhere to course attendance policies to remain in good standing in the field internship. Ongoing absences will necessitate a field liaison visit to discuss student status in the field internship and to determine if the student should discontinue field work due to ethical issues.

Other Attendance Related Policies

FLOATING HOLIDAYS

Students are often placed in community-based agencies that close on holidays that are not observed by the university. Consequently, students may experience a hardship

when attempting to make up the field hours, given the limited number of field days available.

Therefore, students in field internships will be given two floating holidays per semester to off-set the missed field days. With Field Instructor approval, students may utilize these floating holidays to make up for a regularly scheduled field day in the event the agency is closed (due to a non-university holiday or other agency-related event). Please refer to university-observed holidays at the [APU Academic Calendars website](#). A floating holiday may also be used to make-up for illness or a personal situation requiring absence from field internship, contingent upon field instructor approval. It is the student's responsibility to notify the field instructor, as well as appropriate agency/program supervisors, of any absences from internship, whether they are planned absences or absences due to illness or emergency.

The following guidelines should be observed in the use of floating holidays:

1. Use of floating holidays should be pre-approved by agency field instructor.
2. Students should use floating holidays in an ethical manner, considering client needs the first priority.
3. Floating holidays may be applied to a holiday not observed by the university.
4. Floating holidays may be used for an unexpected sick day.
5. Floating holidays should not be considered a vacation day away from field.
6. Floating holidays can be used or applied to student's total field hours at the end of the semester with approval from the Director of Field Education prior to field completion.
7. Floating holidays should be recorded on field time log.
8. Floating holidays may not be carried over to the next semester.
9. Do not misuse floating holidays.

ILLNESS

The BSW and MSW Program do not grant sick days to students in fieldwork. Students must arrange to make up time for absences due to illness during their regular field internship hours or utilize a floating holiday with field instructor approval. Students shall contact the field faculty liaison **and** assigned Field Instructor or designee prior to the next regularly scheduled field day if unable to report for field internship. It is the student's responsibility to ensure that all hours are completed within the specified semester. A student needing to make-up hours shall schedule additional hours only at the approval of the Field Instructor. All make-up hours should be completed prior to the end of the semester in which the missed field day occurred.

EXTENDED MEDICAL LEAVE

BSW and MSW students who are absent for three or more consecutive field days, or 24 continuous field hours, from their field internships due to a medical condition will complete the *Request for Extended Medical Leave Form* (See MSW Student Handbook) along with a proposed *Field Support Plan*. Both forms must be approved by the Field Instructor, Field Liaison, and Director of Field Education. In some cases, if the medical leave is anticipated to be lengthy and/or student's extended absence may negatively impact client care, the Director of Field Education will advise the student to withdraw or postpone enrollment in field courses until the following academic year. Students must submit a *Request for Extended Medical Leave* at least 30 days prior to the anticipated medical leave, or as soon as reasonably possible in the event an urgent medical issue arises. Students must also submit a written *Field Support Plan*, describing how the missed field hours and/or coursework will be completed. The *Field Support Plan* is subject to review and final approval from the Field Instructor, Field Liaison, and the Director of Field Education and/or Coordinator, BSW Field Education. **Students returning to field must be medically cleared.** Forms may be obtained from the field faculty. For ongoing health related situations, students will be referred to [Accessibility and Disability Resources](#) (ADR), (626) 815-2067, to develop a formal plan for accommodations.

LEAVE OF ABSENCE POLICY

If circumstances arise that prevent a student from continuing in the program temporarily, the student should be in contact with either the BSW Program Director or the MSW Director of Student Services, 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. For more information and forms, refer to the [Graduate and Professional website](#) (MSW) or the most recent Undergraduate Academic Catalog (BSW).

HOLIDAYS AND SEASONAL BREAKS

The University does not require students to complete fieldwork during university observed holidays. However, the student and the agency Field Instructor should determine if she/he will continue fieldwork during the holiday periods due to client service needs. Agency programs rely on their interns to help maintain client continuity of care. Extended absences from social work interns could disrupt services and professional rapport with clients and constituents. With departmental support, students will be required to shorten their December break and return to field one week before classes resume in January (if required). The nature of the fieldwork and the agency's intern attendance policies will determine the student's responsibility to the clients during these periods. The Field Instructor and student will negotiate the number of hours the

student is to work, and the student is responsible for informing the Field Instructor of his/her holiday internship schedule by reviewing the APU Field Education calendar together. **Students are responsible for returning to field internship after a maximum of three weeks, or as otherwise specified by Field Instructor.**

Students remaining in field during holiday/seasonal breaks for continuity of care will be tracking hours on the APU section of their Time Log in IPT. **Please note, these hours will not count towards the Fall or Spring hour requirement.**

Students may receive field credit for university observed holidays that fall on a scheduled field day during the Fall or Spring Semester of the regular academic year. These holidays include: Labor Day, Thanksgiving Break, Christmas Holiday, New Year's Day, Martin Luther King Jr. Day, Good Friday, and Memorial Day. These dates are available on the [APU Academic Calendar](#) webpage. Students are required to make up field hours during agency observed holidays (or apply a Floating Holiday) that are not observed by the university including President's Day, Columbus Day, Veteran's Day, and Cesar Chavez Day.

JURY DUTY

Students do not receive credit for field if on jury duty, therefore, they are encouraged to request a deferment when possible. By request, the BSW or MSW Program office can provide a letter to the court confirming the student's enrollment in BSW or MSW courses. Students should request the letter, at a minimum, two weeks prior to jury duty, to allow processing time.

SOCIAL WORK CONFERENCES, TRAININGS, AND MEETINGS

Attendance at professional development events such as social work conferences, trainings, and meetings that occur on field time may be counted in the field hours at the discretion of the agency Field Instructor. The student may be expected to document and discuss the professional experience in field internship. If required by the agency to attend an event as part of the field experience, thereby requiring a missed class day, students must notify the field faculty or field seminar instructor to receive prior approval.

LOBBY DAYS

Students are highly encouraged to attend Lobby Days in the Spring Semester, as the experience is an integral part of social work education. Students who plan to attend Lobby Days are responsible for arranging the time off with their field agencies. Although field credit is not automatically granted for attending the event, students may approach their agency Field Instructor to negotiate field hour credit. It is the student's responsibility to communicate with the Field Instructor and the APU field faculty in advance of any missed field time to participate in Lobby Days.

CHAPEL ATTENDANCE POLICY – BSW PROGRAM

BSW students are expected to fulfill chapel requirements. Due to the variety of scheduled chapel services throughout the week, chapel excuses are not typically granted, but will be reviewed by the BSW Coordinator of Field Education on a case by case basis. Communication with Chapel Programs is also required. See current Undergraduate Catalog for university policy.

COVID 19 SUPPLEMENTAL POLICY

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.

APU Field Education Documents

Field documents (Learning Agreements, Time Logs, Agency Orientation Checklists, Mid-Semester Progress Reports/Evaluations, Comprehensive Skills Evaluations) will be maintained and managed online in the Intern Placement Tracking (IPT) database by the student in both Fall and Spring Semesters and monitored by both the Field Instructor and Field Faculty Liaison. The student will complete and submit all required documents and coursework throughout the academic year, as specified in the course schedule.

Agency Documentation Requirements

Students are expected to learn agency paperwork requirements and policies, and at the onset of field internship, will receive an orientation to documentation expectations. Agency paperwork is *in addition* to written work assigned in field seminar. Students are responsible for adhering to the agency documentation format and standards as well as obtaining agency Field Instructor co-signatures on documentation, following through on treatment plan deadlines, and complying with agency documentation requirements. Interns are to follow the privacy policies outlined in the Health Information Portability and Accountability Act (HIPAA) and [NASW Code of Ethics](#) confidentiality guidelines.

Field Site Visits

Field faculty liaisons complete a minimum of one in-person field visit in the fall semester, and a video field visit in the spring semester (for students/agencies with no concerns; those with

concerns require in-person field visits) to monitor student progress in field, reviewing of student learning agreement and activities, and evaluate agency's ability to meet APU's Field Education criteria. Student progress for fall and spring semesters are documented on department field site visit forms and other relevant field documents.

CRITERIA

BSW Field Education Coursework

Students in field must be enrolled in four units each semester of field education coursework in the BSW program, Field Education I/ II. Additionally, students take a co-occurring Senior Practicum Seminar Course I/II. Students complete assignments and reflection journals relating to their field experience.

MSW Field Education Coursework

All MSW students in field must be enrolled in four units each semester of field education coursework in the MSW program, co-requisite Field and Field Seminar courses. Students complete assignments and reflection journals relating to their field experience.

Field Attendance and Hours

BSW students will complete a minimum of 16 hours per week in the agency totaling a minimum of 200 hours each semester. MSW students will also complete a minimum of 16 hours per week in the agency in both Generalist Foundation and Specialization Years, unless additional hours are required by the agency as a condition of placement, totaling 240 hours each semester. Advanced standing students will complete a minimum of 20 hours per week, totaling 300 hours each semester. At least one field day must be an eight-hour block of time. Lunch break is not included in the total field hours and students' daily field hours must be adjusted accordingly (i.e., total 8.5 hours if getting a half hour lunch break). MSW Students in the Specialization Year who are required to complete more than the minimum 16 hours per week, will comply with agency-prescribed field schedules.

All students must attend internship for the minimum weekly required hours until the 15th week of the semester, even if the minimum total of hours for the semester has been reached. In the event a student's total hours fall below the minimum requirement, they will be required to develop a field support plan, with approval from their field instructor and field liaison, outlining how hours will be made-up. In some instances, students may be required to file for an incomplete grade in the course, which may delay the completion of internship and the co-occurring courses for one year.

Students consistently interning in excess of the minimum hour requirement must have the approval of the BSW or MSW Regional Campus Coordinator of Field Education and/or Director of Field Education. The Field Instructor or agency designee must submit

a written rationale explaining the need for student hours to exceed minimum program standards.

Field internship generally begins on the first week of the academic year for all students, unless otherwise specified on the *Field Education Calendar or per agency requirements*. On occasion, agencies may request that students begin field internship early for orientation and training purposes. Students are to communicate such requests to the field faculty for approval. Hours spent in agency orientation and training are credited to Fall semester hour accrual.

In the Spring Semester, students are required to return to field internship by the first full week in the new calendar year, as noted in the *Field Education Calendar*, unless otherwise approved by the agency field instructor. Students may not bank hours for the purpose of completing field requirements early. As such, students may not terminate with their agency before the 15th week of the academic semester (Fall or Spring) unless special circumstances warrant approval by the field liaison and field instructor. The Director of Field Education has final approval in this circumstance. Field supervisors and students are welcomed to speak with their field liaison about any concerns regarding accumulated hours.

No more than **two absences*** (identified as “**Floating Holidays**”) are permitted per semester for any reason. An additional absence results in a 10% reduction in the overall course grade. Any additional absence will result in an automatic 10% grade reduction without option for make-up unless previous arrangements have been made with student’s Field Instructor.

Arriving promptly to field, coming fully prepared, and participating actively in activities are important components of the learning experience.

APU Field Education Documents

All field education documents are reviewed and monitored by the Field Faculty Liaisons throughout the academic year to ensure appropriate competency based learning and safety in field.

1. Learning Agreements (Early October completion)
Student works with Field Instructor to identify learning goals and complete the Learning Agreement in its entirety in IPT. Field Instructors monitor student learning by periodically reviewing learning goals guided by CSWE competencies.
2. Agency Orientation Checklist (Early September completion)

Student works with Field Instructor to review and complete this checklist in IPT at the onset of the field internship experience to ensure appropriate knowledge of agency policies and safety protocols.

3. Semester Time Logs (Reviewed at mid and end of each semester)
Time logs will be completed regularly for Fall and Spring semesters in IPT. An additional section in the time log will be completed for students remaining in field for continuity of care. **Please note, any additional hours during winter student break will not count towards the Fall or Spring hour requirement.**
4. MSW Mid-Semester Progress Report or BSW Mid-Semester Evaluation
Field Instructor provides a mid-semester evaluation of student progress in IPT at the mid point of each semester.
5. Comprehensive Skills Evaluation - Part of the Learning Agreement (Completed at the end of each semester)
Field Instructor provides a semester evaluation of student performance with feedback and rationale in IPT.

Field Site Visits (One per Semester)

Field faculty liaisons complete a minimum of one in-person field visit in the fall semester, and a video field visit in the spring semester (for students/agencies with no concerns; those with concerns require in-person field visits) to monitor student progress in field, reviewing of student learning agreement and activities, and evaluate agency's ability to meet APU's Field Education criteria. Student progress for fall and spring semesters are documented on department field site visit forms and other relevant field documents.

PROCEDURE

1. Student must be enrolled in appropriate co-required Field and Field Seminar courses during field education
2. A time log will be used by the student to record attendance on a regular basis and monitored by Field Instructor and Field Faculty Liaison. Missing any part of a scheduled field day may be considered an absence; students must communicate with their agency field instructor in advance of anticipated missed field time.
3. At the beginning of a new field placement, student and Field Instructor will complete the Agency Orientation Checklist
4. Student and Field Instructor will identify learning goals and record goals in the Learning Agreement by the identified course due date
5. During the middle of each semester, the Field Instructor will evaluate student performance and provide feedback to student and Field Faculty Liaison

6. Each semester, the Field Faculty Liaison will conduct a site visit with the student and Field Instructor
7. At the end of each semester, the Field Instructor will evaluate student performance and provide feedback to student and Field Faculty Liaison

Evaluation of Student Learning

POLICIES

The student's fieldwork will be evaluated by the agency Field Instructor in coordination with the field faculty liaison. The student and Field Instructor should discuss progress throughout the field internship during supervision meetings. The student is also encouraged to seek regular feedback.

At the middle point of each semester to monitor student progress in field, students will receive a short written progress report (Mid-Semester Progress Report). Then later at the end of each semester, students will receive a written evaluation report in the form of a *Comprehensive Skills Evaluation* (CSE), which is to be submitted to the field liaison in IPT. The student will have the opportunity to respond to the evaluation and to make any additional comments he/she wishes to make. A student's response will be written, signed, and dated and then attached to the evaluation form. The BSW Coordinator of Field Education and the Director of Field Education, who in coordination with the field seminar instructor/ field liaison, has final responsibility for student field grades. The field seminar instructor/field liaison has the responsibility of assigning the field seminar grade.

If a student disagrees with the Field Instructor's written evaluation, he/she may request a conference with the field liaison, BSW Field Education Coordinator, and/or Director of Field Education prior to the completion of the final evaluation. In the event that the student remains dissatisfied with the evaluation, a request for review should be made to the Director of the BSW or MSW Program.

The CSE covers the 10 CSWE competency areas of field education, with corresponding practice behaviors. Reflected in the Learning Agreement, the student's progress is evaluated in each practice behavior within the ten competency areas, with specific, measurable learning activities. The CSE is to be completed mid-year and at the end of the academic year by the Field Instructor. It should include a narrative evaluation written by the Field Instructor.

Students are responsible for reviewing the CSE with the Field Instructor. The CSE must be submitted to the field seminar instructor in IPT each semester as specified in the field

seminar syllabus. Incomplete evaluations or evaluations submitted after the deadline may result in a grade reduction.

Remediation - Field Support Plan

Students who are not progressing in field internship, as evidenced in agency Field Instructor reports, written work submitted in field seminar, Mid-Semester Progress Report, or Comprehensive Skills Evaluation, may require remediation, also known as a *Field Support Plan*. The field faculty liaison shall meet with the student to discuss areas of learning that require remediation and will initiate a Field Support Plan to facilitate student improvement on learning goals. The BSW Field Education Coordinator and/or Director of Field Education will be notified of the remediation plan and will determine if further involvement in plan development is required. The *Field Support Plan* will identify the current concerns, a concrete plan of action and measurable goals, effective dates, and signatures of all participants. The student is responsible for active participation in the Field Support Plan. Failure to do so indicates unprofessional behavior and a lack of readiness for the field, and may result in a non-passing grade in field courses. Goals in a *Field Support Plan* may include increased supervision, professional mentoring, and recommendation to participate in counseling, or other problem solving strategies.

Evaluation Tips

Performance evaluations are an ongoing process that starts with the student's first day of field internship and culminates in a final written evaluation at the end of the placement. Ongoing evaluation of the student's progress is a built-in aspect of supervision. Students are expected to develop the ability to evaluate their own practice skills throughout the field experience. If there has been a continuous exchange throughout the placement, **written evaluations should hold no surprises**. The student should know what the Field Instructor is going to say before it is written.

Both students and Field Instructors experience anxiety about evaluations. It is important to recognize this anxiety and deal with it, discussing it together as a normal problem that commonly accompanies the evaluation process. The most effective way to deal with evaluations is to have a frank discussion with the student at the beginning of the field placement. It is highly recommended that the Field Instructor discuss his/her approach to performance evaluation, expectations of the placement, and how feedback will be given.

It is recommended that the student be given the opportunity to self-evaluate his or her progress either by using the *Comprehensive Skills Evaluation* or a written or verbal narrative format.

CRITERIA

A Field Support Plan will be developed when students are not progressing in field internships, as evidenced in agency Field Instructor reports, written work submitted in field seminar courses, Mid-Semester Progress Report, or Comprehensive Skills Evaluations. The following also details the BSW and MSW Program grading criteria.

BSW Program Grading Criteria

The field supervisor has the greatest opportunity to observe student performance in the agency; therefore, the supervisor's written recommendation and advice will be a primary factor in determining the final internship course grade. The grade for the field internship is the responsibility of, and recorded by, the BSW Coordinator of Field Education. Each student will earn a letter grade of A, B, C, D, F, or Incomplete. Continuation in the program requires a demonstration of academic ability. **An Incomplete will only be given in extreme circumstances and must be cleared prior to the end of the semester by the BSW Coordinator of Field Education.** The BSW Coordinator of Field Education may lower a grade based on incomplete documentation submission such as late timesheets or other required documentation. The original copy of the student evaluation will be maintained by the BSW Program office, and only the grade is reported to the Office of the Registrar.

Any students who receive a grade below "B" at the end of the Fall semester in the Social Work Internship are required to meet with the BSW Coordinator of Field Education. A student must maintain a "C" average or higher in all coursework and in required social work courses.

Students are encouraged to review the current APU Undergraduate Catalog for additional policies and procedures relevant to grading.

MSW Program Grading Criteria

A letter grade of A, B, C, D, F, or Incomplete will be assigned each semester. Continuation in the MSW Program requires a demonstration of academic ability. A student must maintain a 3.0 GPA and must pass all required social work courses with a "B-" or higher. Field and field seminar courses require "B-" or higher grades. Please note that continued financial aid is contingent upon students maintaining at least a 3.0 GPA.

The field grade is the responsibility of, and recorded by, the Director of Field Education, in coordination with the field faculty. Field seminar instructors/Field Liaison record the field seminar grade. The Field Instructor has direct opportunity to observe the student's process of learning and professional development, overseeing progress toward his/her field learning objectives and goals, and should provide an accurate evaluation of the student's progress and achievements. The Field Instructor recommends a grade of Credit, Incomplete, No Credit, or In Progress. The evaluation is factored in the student's final field grade. **An Incomplete will only be given in extreme circumstances and must be cleared prior to the end of the semester by the Director of Field Education.**

A copy of the student evaluation grade sheet will be maintained by the MSW Program office at the end of the field year, and the grade is recorded in the Office of the Graduate Registrar.

Students are encouraged to review the current APU Graduate Catalog for additional policies and procedures relevant to grading.

MSW FIELD GRADING PROCEDURES

The field faculty will assign a field grade for both Field and Field Seminar using the following formula:

Fall Semester

25% Field instructor feedback from Comprehensive Skills Evaluation
15% Professional Conduct, evaluated by field faculty, field instructor, and preceptor
60% Written Field Assignments_
100%

Spring Semester

25% Field instructor feedback from Comprehensive Skills Evaluation
15% Professional Conduct, evaluated by field faculty, field instructor, and preceptor
60% Written Field Assignments
100%

A minimum grade of "B-" is required to continue in field internship each semester. Students who earn a grade below "B-" at the end of any semester in the field internship will be required to attend a conference with the Director of Field Education to discuss field internship status and a field support plan if applicable. The field faculty shall review the student's Comprehensive Skills Evaluation (CSE) and pre-post skill assessment results in order to determine if the student met minimum skill expectations, as described

in the CSE Evaluation Key. Should minimum skill expectations not be met in any of the competencies, the field faculty will meet with the student and field instructor to discuss developing a field support plan to facilitate student improvement on learning goals as outlined in the **Remediation: Field Support Plan** section of this chapter.

Minimum skill criteria for each competency per level:

Generalist Foundation Year:

Fall semester: Minimum Level 1 rating

Spring semester: Minimum Level 2 rating

Specialization Year:

Fall semester: Minimum Level 2 rating

Spring semester: Minimum Level 3 rating

Graduate school grades typically range from B- to A+ provided students are meeting course expectations; any assignment that does not meet expectations should be graded no higher than C+, most likely C or below. If a student consistently does not meet expectations over the course of the semester, it is reasonable to expect them to repeat the course.

Grades should be able to distinguish between different levels of performance: Though every class is unique, **in general:**

A: excellent; clearly exceeds expectations; especially strong performance (10-15%)

A-: somewhat exceeds expectations, less strong than "A" (15-20%)

B+: meets expectations very well but does not exceed them (30%)

B: meets expectations (30%)

B-: somewhat meets expectations (5-10%)

To be meaningful, grades should also distinguish between top, average, and below average student performances.

Criteria for Letter Grade:

94-100=A	87-89=B+	77-79=C+	67-69=D+	0-59=F
90-93=A-	84-86=B	74-76=C	64-66=D	
	80-83=B-	70-73=C-	60-63=D-	

PROCEDURE

Evaluation of Student Learning

- As stated above in **Evaluation Tips**, student evaluation is an ongoing process from the beginning of the academic year. Provide feedback to the student during supervision as opportunities arise. The manner in which the evaluation process is handled can affect the student's response to the evaluation.
- Encourage student involvement during agency treatment planning meetings and agency conferences
- For mid-semester written evaluations in IPT:
 - Complete the form based on student's performance so far with written narrative feedback to support student learning and growth
- For the end of semester Comprehensive Skills Evaluations (CSE) in IPT:
 - Field Instructor completes the form in its entirety (all 10 competencies and cognitive-affective scoring) based on student performance from the current semester with written narrative feedback to support student learning and growth
- Discuss both mid-semester and end of semester evaluations with the student personally, be available to answer questions and deal with the student's reactions to the evaluation.
- The evaluation conferences should be held in a place where privacy and quiet are assured. Interruptions should be avoided and the student should feel that she/he has the Field Instructor's undivided attention
- Schedule the conferences well before the deadlines. Try to avoid scheduling the conference at the end of the day and allow a full hour or more
- Elicit the student's response after she/he has read the evaluation to check understanding, agreement, disagreement, and feelings, giving examples as needed
- Be open to making changes in the evaluation based on the discussion with the student when there is mutual agreement to make a change

- Most importantly, be honest! Students benefit from honest, constructive feedback with concrete recommendations for improvement. Students do not benefit from overly positive or negative evaluations with little narrative feedback
- Obtain both Field Instructor and student signatures AFTER both have discussed the evaluations and are in agreement with the evaluations by the stated deadline
- Students should download signed evaluations from IPT for their records
- Avoid completing the evaluations on your own without reviewing your evaluations with your student

Remediation: Field Support Plan

1. The field faculty liaison shall meet with the student to discuss areas of learning that require remediation and will initiate a Field Support Plan to facilitate student improvement on learning goals.
2. If appropriate, the field faculty liaison will meet with both the field instructor and student to further discuss areas of concern and facilitate student improvement on learning goals.
3. Field faculty liaison will complete the form with student and field instructor input outlining specific goals and dates of corrective actions along with follow up meeting dates and signatures from all parties.
4. The BSW Field Education Coordinator and/or Director of Field Education will be notified of the remediation plan and will determine if further involvement in plan development is required.
5. All interactions will be documented and submitted to the BSW Coordinator of Field Education (BSW Students) or Director of Field Education (MSW Students) for review and archiving in student records.

Problem Situations In Field Education

POLICIES

Problem situations occurring in field should be addressed as soon as possible to avoid further escalation of incidences. During this process, the agency field instructor, field liaison, BSW or MSW Regional Campus Coordinator of Field Education and/or Director of Field Education will exchange information pertaining to student's performance and learning needs.

CRITERIA

Examples of such situations may include, but are not limited to, caseload issues or conflicts with agency supervisors or other personnel.

PROCEDURES

If problems occur, the following course of action is recommended to students:

1. Discuss the situation of concern with the Field Instructor.
2. If no resolution results from the discussion, students should schedule an appointment with the field faculty liaison to discuss the situation.
3. The Field Faculty Liaison will meet with the agency Field Instructor and student to address the situation. If the situation is not resolved, a formal remediation plan (e.g., Field Support Plan) may be initiated by the field liaison. Notifications will be sent either to the BSW or MSW Regional Campus Coordinator of Field Education or to the Director of Field Education.
4. The field faculty liaison and either the BSW or MSW Regional Campus Coordinator of Field Education or the Director of Field Education will monitor progress made on the Field Support Plan progress. The Director of Field Education will intervene further as needed.
5. If the situation cannot be resolved, the field faculty may initiate an agency transfer **only as a last resort**.
6. If a student is asked to terminate the agency due to situations or problems caused by the student, he or she will meet with the field liaison and the BSW Coordinator of Field Education (BSW Students) or Director of Field Education (MSW Students) to discuss alternative field placement options if permitted to continue in the BSW or MSW Program. In such cases, there is no guarantee that the student will be accepted to an alternate field internship. While the field faculty will explore alternate placement options, it is ultimately the student's responsibility to correct problematic behaviors and work towards securing another field internship. In the event that an alternate placement cannot be established, the student's ability to continue in the social work program may be impeded or delayed.

7. All interactions will be documented and submitted to the BSW Coordinator of Field Education (BSW Students) or Director of Field Education (MSW Students) for review and archiving in student records.

Changes in field internship assignments occur only under extreme circumstances **after situations have been carefully evaluated. Such determinations are made on a case-by-case basis.** Reasons for an internship change may include, but are not limited to: agency failure to provide learning opportunities consistent with program objectives or student failure to meet learning objectives, loss of a qualified supervisor, or change in agency status.

Field Education Appeal, Probation And Termination Procedures

Professionalism and integrity is a basic characteristic required of students in the program. Violations of this code will initiate an investigation and possible sanctions. Students may be removed from the field internship for documented unprofessional conduct that is in violation of the NASW Code of Ethics, the Social Work Conduct Code, and/or Graduate Student Standards of Conduct. Additional reasons for removal may include failure to meet field learning objectives, as per the Learning Agreement.

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:

1. Plagiarism (refer to APU Catalog regarding academic integrity)
2. Misrepresenting or misstating events surrounding an incident involving professional conduct.
3. Poor or improper professional conduct during internship, classroom, or service learning assignments.
4. Being under the influence of alcohol and/or other controlled substances during classes and/or internship.
5. Unprofessional involvement with a client or supervisor while engaged in internship activities.
6. Breach of professional confidentiality.
7. Derogatory comments and behavior toward a client, agency employee, classmates, faculty or staff member.
8. Discrimination or harassment directed toward a client, agency employee, classmate, faculty, or staff member on the basis of class, sex, race, age, disability, national origin, gender, religion, and/or sexual orientation.

9. Violation of the [NASW Code of Ethics](#).
10. Insubordination.
11. Excessive and/or unexcused absences.
12. Falsifying field/classroom attendance hours.
13. Unprofessional use of social media sites.
14. Inconsistent attendance, frequent tardiness and/or lack of adherence to agency attendance policies.
15. Inappropriate professional attitude/disposition.

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

The BSW and MSW programs have 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 BSW or MSW program director, individual faculty member(s), the director of student services, his/her faculty advisor, field instructor, or the field director of his/her deficiencies and options for improvement and resolution. The director of field education or the BSW field education coordinator has the authority to take immediate corrective action in the internship area with regard to student conduct and performance. 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 change. If the student does not amend specified behavior, he/she is subject to dismissal from the BSW or MSW program.

If removal from field internship is warranted the basis for removal will be documented and kept in the student's field file. The steps for removal are as follows:

1. The agency Field Instructor notifies the Field Faculty Liaison of student's unprofessional conduct via email or phone.
2. The Field Faculty Liaison immediately notifies the Director of Field Education. For BSW Students, the BSW Field Coordinator will be notified. The BSW Coordinator will work with the Director of Field Education accordingly.

3. The Student is immediately removed from the field internship if a client's safety and/or wellbeing are at risk due to the student's actions.
4. The Student, Field Instructor, and Field Liaison meet as soon as possible to discuss concerns related to the issue.
5. The Student and Field Liaison have a subsequent meeting with the BSW Coordinator and/or Director of Field Education to discuss and identify performance concerns and/or infractions. In circumstances where an egregious action has occurred, the student is subject to immediate dismissal.
6. In circumstances of non-egregious action, and if determined the appropriate course of action after investigation, the Field Faculty Liaison will initiate a Field Support Plan, with actions to be completed in specified timeframe, and if the student is eligible to resume the field internship.
7. Failure to follow through with Field Support Plan within the timeframe requested may result in a non-passing grade, and/or dismissal from field internship, and could jeopardize a student's standing in the BSW or MSW Program.

CHARGES

Any faculty or staff member of the program or a 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 field instructor (if the violation occurs in the field) and the Accused Student. Any charge should be submitted as soon as possible after the event takes place, preferably within two business days. Pending the resolution of the charges, the program director may take interim action based on the nature of the charges, including but not limited to, restricting the student from participating in field work.

SANCTIONS

Sanctions for violations of the Code range from a warning, to implementation of Field Support Plan, 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 have the right and can appeal the decision under the student grievance and appeals process noted in the university catalog.

Note: Students may be removed from a field internship and could receive a failing grade in field courses with the potential for dismissal from the BSW or MSW Program for a serious agency infraction or ethical violation or for repeated violation(s).

CHAPTER 6: OTHER FIELD EDUCATION PLACEMENT REQUIREMENTS

Extending Field Hours

Per the APU field education calendar, both BSW and MSW students are expected to begin their field internships at the onset of the academic year (beginning of Fall Semester), and end field internships no earlier than the week before finals week (end of Spring Semester). In some circumstances, agencies may request an internship commitment that extends beyond the APU academic year. In this case, the agency field instructor must notify APU field faculty immediately who, along with the student, will determine whether an extended internship schedule can be approved. If approved, field agencies must submit a signed written agreement to extend the internship with the student to the Director of Field Education outlining specifics of the extension of field including the newly agreed upon end date, the commitment to ongoing supervision, and agreement to APU field faculty oversight. At minimum, an internship extension requires that the agency continue to provide one hour of field supervision each week and also requires continued APU field faculty oversight as well as student agreement. It is recommended that agencies notify students and field faculty of a required extended field internship commitment before the field internship begins.

Volunteering At Field Site

On occasion, students may consider staying on as a “volunteer” after their internship has been terminated. The field faculty cautions students against doing so for the following reasons: 1) students who take on a volunteer role may not have the opportunity to terminate appropriately with clients and staff at the end of the fieldwork year, and, further, may not make a clear distinction between the intern and volunteer role; 2) boundaries become blurred when students transition from the role of an intern to the role of a volunteer at the agency. Part of the student’s learning objectives in field education is to set professional boundaries with those encountered at the field agency. Students may feel led to volunteer for various reasons, including a sense of obligation or guilt about leaving the client or agency, or a perception that a client’s wellbeing is

dependent on the student's ongoing involvement. Other implications of volunteering after internship termination include risk management issues if performing clinical tasks outside a student's scope of competence.

The Department of Social Work, however, supports field agency decisions to offer part-time or full-time employment to students **after** the internship is completed and the student is properly terminated from their field internships.

Automobile Use And Transportation

It is the student's responsibility to have reliable transportation to and from the field agency. Agencies may require submission of proof of a valid driver's license and automobile registration and insurance meeting the State of California minimum requirements. Students who fail to provide any of the requested documentation to the agency may jeopardize the placement. Students who wish to maintain their out-of-state driver's license must verify that it is accepted by the field agency. Regardless of the license issuing state, it is the student's responsibility to review California driving laws on the [Department of Motor Vehicles website](#). Direct any questions or concerns regarding this potential requirement to the Director of Field Education and/or BSW Coordinator of Field Education.

Field faculty make reasonable efforts to place students within a 45 mile radius from their residence, and students should expect an average driving time of 45 minutes (each way) between residence and field agency. Costs associated with automobile use and maintenance is the responsibility of the student. In some instances, field agencies may reimburse for mileage associated with client in-home visits.

Due to the current nature of field internship assignments, agencies may expect students to have access to an automobile for field-based client visits, commuting from multiple agency sites, and for community-based meetings. As such, a student without access to a personal automobile limits field placement options and may result in inability to match student with an internship site.

Students are never allowed to use their own vehicles to transport clients. However, students may be allowed to transport clients in agency vehicles if certain conditions are met, as outlined in the [Transportation Waiver Form](#). Students are advised to meet with field faculty to discuss any transportation issues.

Field Instructor Changes

In the event a Field Instructor must take an extended leave of absence or suddenly resigns, the student should notify field faculty immediately. The field site should be prepared to discuss a plan to transfer the student to a new Field Instructor, or inform the BSW or MSW program if unable to replace the Field Instructor. The student's field faculty liaison will schedule a field visit to discuss the changes and will explore ways in which a smooth transition to a new Field Instructor could take place. The new agency Field Instructor will submit a Field Instructor profile form to the BSW or MSW Program to verify credentials. The field faculty liaison will orient the new Field Instructor to field requirements as needed including field instructor training.

Interpretation And Translation

Students in the intern role are discouraged from providing language interpretation and/or written translation for clients at the field agency unless it is a requirement of the field internship and is clearly identified as a task of the practicum. These services are not part of a student's traditional role at the agency, nor are they typically included as a student learning outcome, therefore should be avoided. Language interpretation and/or translation require special training, skill, and supervision; and untrained individuals are at risk of incurring liability if interpretation or translation is improperly conducted. Students who are being asked to provide such services on an ad hoc ("as needed") or ongoing basis should notify the university field liaison. Students are also encouraged to speak with the Field Instructor if asked to provide language interpretation and/or translation.

Confidentiality

Students are to respect the privacy and confidentiality of the clients served at their assigned field agency. Prior to the start of field in the generalist foundation year, students receive orientation and training on The Health Insurance Portability and Accountability Act (HIPAA) of 1996. The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections."

<https://www.hhs.gov/hipaa/for-professionals/privacy/index.html>

Students should follow field agency policies on the safeguarding of client information, including that which is kept in charts and on the computer. Any violation of client confidentiality could result in disciplinary action and/or removal from the field agency. Students are to consult with Field Instructors and/or designees if a client confidentiality issue is in question.

Outside of field internships and the classroom, students should avoid discussing client information. Further, students should avoid transmitting client information on electronic devices, such as computers (e.g. email, social media platforms) and mobile phones (e.g. text messages). Additionally, client identifying information should not be removed from the agency. Students are to omit client identifying information, such as names and obvious descriptions, on class assignments. Such assignments include case presentations, process recordings, and other classroom papers. Students are expected to use their discretion when presenting on client-related information.

Social Media Usage

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputation and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Department of Social Work and the NASW Code of Ethics. Before commencing field, students are required to sign a

[Social Media Policy](#) agreement and review the [Standards for Technology in Social Work Practice](#).

Social work students should consider that they will be representing professional social work practice as well as the Azusa Pacific University Department of Social Work program while in the classroom, the university community, and the broader area communities.

CHAPTER 7: FIELD EDUCATION PROGRAM SAFETY & RISK MANAGEMENT PROTOCOLS

Supporting Student Safety

POLICIES

Students are exposed to some risks when providing social work services to individuals, groups, and families in the field internship. Supporting student safety in field education occurs before and during field placement. Prior to the start of field, the field faculty will provide an orientation to safety and risk issues in the field, and will discuss student protocols. Also, all BSW/MSW students must purchase their own Professional liability insurance before commencing field which is in addition to APU's liability insurance offered to all students in field placements. During field, student safety is supported by field education faculty through ongoing discussion on safety training and awareness, and self-care in field seminar course discussions and assignments, reviewing of student learning agreements, discussion of safety issues during field site visits, and providing self-care resources particularly relating to burnout, compassion fatigue, transference and other concepts that may affect the social worker's health and safety when working with clients. Students will notify field liaison immediately if involved in an incident, if sustaining an injury on the field site, or if threatened harm.

Pre-Field Orientation and Preparation

Prior to the start of field internship, all social work students (BSW/MSW) must complete pre-field online modules and attend a mandatory live field orientation meeting to address and prepare students for various safety issues that arise in social work practice.

Agency Safety

Field agencies are also expected to provide an orientation to agency-specific protocols about safety and risk management and complete the Agency Orientation Checklist in IPT with the student at the beginning of the field placement. Students should seek clarification from agency personnel or the field faculty if there are problems or questions, particularly regarding safety or liability issues. Some recommended agency orientation topics include:

- Emergency contact procedures, which should include access to important phone numbers such as on-site security, local law enforcement, or emergency response teams
- Building and office security information
- Designated chain of command for emergencies
- Protocols for in-home visits and safety issues while in the community
- Protocols for interacting with agitated individuals who have potential for violence, suicidal ideation, or unforeseen acts of violence
- Protection from animals

Student Well-Being and Self-Care

Students in the intern role are expected to be physically and emotionally able to work with clients at the assigned field agency. In certain situations, student personal matters can interfere with effective service delivery. It is the responsibility of the student to ensure that clients are well served. Therefore if a situation arises in which the student does not believe they are fit for field activities, students should notify the Field Instructor and Field Faculty. This notification may occur during the field interview process and should continue, as applicable, throughout the field internship. Ethically, the Field Instructor and Field Faculty are also responsible for discussing any concerns and/or removing a student from the field internship if the safety and wellbeing of clients are threatened as a result of the student's actions. Students will be engaged in self-care training and content through field seminar assignments and course discussions throughout the academic year.

Affirmative Action And Non-discrimination

The BSW and MSW program are 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 consult and follow the student grievance policy as outlined in the APU Student Handbook or Academic Catalog and to consult with the program director.

Disability/Special Needs Policy

The BSW and MSW Program will make every effort to assist students with disabilities or accessibility challenges to participate fully in the Program. Students who have a disability or accessibility challenge that might impact their academic achievements should meet with an advisor in the [Student Success Center, Accessibility and Disability Resources \(ADR\)](#) office as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Students should also inform the director of field education of any accommodations that may be necessary while completing field education requirements at the field internship site. Please visit <https://www.apu.edu/academic-success/services/accessibility/>, email disabilityservices@apu.edu, or call (626) 815-3849 for further information.

Sexual Harassment Policy

The BSW and MSW Program are committed to providing a learning environment “that promotes personal integrity, civility, and mutual respect and is free from discrimination on the basis of sex, which includes all forms of sexual violence” and sexual harassment (<https://www.apu.edu/titleix/what-is-titleix/about/>, n.d.). Should a situation of sexual harassment arise, the MSW Program will adhere to current university policy and guidelines, as outlined in the [Title IX website](#). 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. For more information, please refer to the [Title IX website](#), <https://www.apu.edu/titleix/what-is-titleix/about/>.

Child Abuse Reporting Policy

The university is committed to the safety of children everywhere. If during the course of participating in the BSW and 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.

Reporting Fieldwork-related Incidents Or Illness

The BSW and MSW Program adheres to the University’s safety and risk management policies and procedures. In the event that an incident occurs during field hours in which a student is personally threatened or injured, the student and Field Instructor or designee should immediately contact the assigned field faculty liaison to evaluate the situation, and then will notify the BSW Coordinator of Field Education and/or Director of Field Education. The BSW Coordinator of Field Education and/or Director of Field Education will discuss with the student, Field Instructor, and field liaison the appropriate course of action needed to ensure the safety

and emotional/physical well-being of the student. All parties involved are responsible for documenting the incident. The university risk manager will also be notified.

Students who are not employed by the field agency, if injured during field-related activities, are covered under the University Worker's Compensation benefits, and will be referred to the appropriate university department for further evaluation as needed. If seeking medical intervention, students will notify the field liaison who will contact the Director of Field Education, designee, and/or BSW/MSW Program Office for further instructions about medical follow-up at the designated employee health facility.

APU Social Work Students who are injured while in sites other than the APU teaching facilities will be treated according to the University's Workers' Compensation policies. All injuries occurring while on internship assignment must be reported immediately to the agency field instructor. When an APU Social Work Student is injured while on internship assignment, they should receive initial exposure treatment at the site where the injury occurred whenever possible.

CRITERIA

Pre-Field Orientation and Preparation

All students must purchase professional liability insurance prior to beginning field placement. Topics for the orientation and pre-field online modules that specifically cover safety content areas are the following:

- Safety in the fieldwork setting
- Sexual harassment
- HIPAA and confidentiality
- Mandated reporter training
- Bloodborne pathogen training

Agency Safety

The Agency Orientation Checklist in IPT with the student at the beginning of the field placement includes the following agency orientation topics:

- Emergency contact procedures, which should include access to important phone numbers such as on-site security, local law enforcement, or emergency response teams
- Building and office security information
- Designated chain of command for emergencies
- Protocols for in-home visits and safety issues while in the community
- Protocols for interacting with agitated individuals who have potential for violence, suicidal ideation, or unforeseen acts of violence
- Protection from animals

Student Well-Being and Self-Care

If a student is having difficulty with emotional and/or physical readiness in field internships, students are encouraged to seek additional support from appropriate health, mental health, or spiritual resources. APU offers the following student support services for both BSW and MSW students regarding their physical, emotional, and spiritual well-being:

APU STUDENT HEALTH CENTER

Students have the option to seek primary care services at the Student Health Center including 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 Student Health Center is on East Campus.

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, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. Students may visit: <http://www.apu.edu/counselingcenter/> or call (626) 815-2109 for further information or an appointment.

PROCEDURE

1. Students complete pre-field online modules and field orientation, and purchase professional liability insurance prior to commencing field
2. Together with agency field instructors, students complete the Agency Orientation Checklist at the beginning of field placement following appropriate on-site agency orientation and training
3. Throughout the academic year, students will receive ongoing training on self-care and safety awareness topics through field seminar course discussions, assignments, reviewing of learning agreements, and field site visits
4. Students may seek various resources for their physical and mental well-being to support their role as a social work student
5. Students will notify field liaison immediately if involved in an incident, if sustaining an injury on the field site, or if threatened harm

UNIVERSITY EMERGENCY CONTACT

APU Field Faculty are available during regular university hours while students are in field internship and can be reached at (626) 857-2401 (MSW Office for MSW Field Faculty) or (626) 857-2410 (BSW Office for BSW Field Faculty). Students who complete field hours during non-school hours will be given alternate contact information for urgent matters.

COVID-19 Clause: The Field Education 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.

CHAPTER 7: FIELD EDUCATION FORMS

Field Documents

Field documents will be maintained and managed online in the Intern Placement Tracking (IPT) database by the student in both Fall and Spring Semesters with the exception of process recordings. Process recording forms and process recording logs may be downloaded from the [APU Social Work Field Education website](#). The student will complete and submit all required documents and coursework throughout the academic year, as specified in the course schedule, and will be evaluated based on timeliness as well as completeness and accuracy of documentation.

SIGNED STATEMENTS BEFORE COMMENCING FIELD INTERNSHIPS

At the beginning of the academic year, students are required to submit signed statements of understanding to the BSW Field Education Coordinator or the Director of Field Education before the first day of field internship. The following items are:

- Statement of Student Understanding/Criteria for Termination
- Bloodborne Pathogen Exposure Identification
- Hepatitis B Immunization Acceptance/Declination
- Social Media Use Policy
- APU COVID-19 Assumption of Risk for Field Program Participation Agreement
- APU COVID-19 Health Screening Attestation Form

IPT FIELD DOCUMENTS

The following field documents are completed and signed by the student, agency Field Instructor and Field Faculty Liaison in the Intern Placement Tracking system.

Field documents due at the **beginning of Fall Semester (due date on syllabus)**:

- Learning Agreement (GFY, Clinical, DCFS, or Community)
- Agency Orientation Checklist

Field documents due at the **beginning of Spring Semester (due date on syllabus)**:

- Spring Learning Agreement Revisions (found at the end of each competency in the Learning Agreement)

Field documents due at the **middle of each semester** (due date on syllabus):

- Mid-Semester Evaluation (BSW)
- Mid-Semester Progress Report (MSW)
- Field Time Logs (GFY, Clinical, or Community)

Field documents to be submitted at the **end of each semester** (due date on syllabus):

- Comprehensive Skills Evaluation
- Field Time Logs (GFY, Clinical, or Community)
- Client Service Log (BSW)

FIELD TIME LOGS

Field time logs are used to track student's accumulated hours as well as monitor field activities. Students are responsible for submitting their field time logs to the agency Field Instructor for review and signatures. Field time logs are due to the APU Field Faculty at regular intervals throughout the semester, as specified in the field seminar syllabus. Transportation time to and from the agency for the start and end of field is not to be included in fieldwork hours. The agency Field Instructor and APU field faculty are not responsible for documenting students' hours. Students submitting unsigned logs may not receive field credit at the discretion of field faculty.

PROCESS RECORDINGS

Process recordings, also known as educational-based recordings, are learning tools utilized by students and reviewed by their agency Field Instructors in field internships to document their practice and to facilitate deeper transfer of learning. Through recordings, students process the affective aspects of their practice to develop self-awareness, awareness of the client situation, as well as identification of themes, theories, and interventions. MICRO, MACRO, GROUP, MEETING, and Child Family Team (CFT) meeting process recording formats are provided to students through the [Field Education Website](#).

BSW students are required to complete and submit **two (2)** process recordings per semester (four (4) for the academic year) to their field seminar instructor as stated in the syllabi. Students must complete one of each type: MICRO, MACRO, GROUP, and MEETING (or CFT (Child Family Team) meeting for students in child welfare settings).

MSW students are required to complete a minimum of **eight (8)** recordings per semester.

*MSW students submit the **Process Recording Log** only to their field seminar instructor no later than the last day of each semester or as indicated in the syllabus. Process Recordings may be requested by the field seminar instructor throughout the semester.*

Generalist Foundation Year students must complete at least 5 MICRO and 1 MACRO process recordings out of their total requirement. A combination of other process recording forms may be utilized for the remaining recordings.

Specialization Year students also complete at least **six (6)** process recordings in the area of their specialization (MICRO for Clinical or MACRO for Community Practice). One MEETING process recording may be submitted in place of a MACRO process recording for Community Practice students. A combination of other process recording forms may be utilized for the remaining recordings.

OTHER FIELD FORMS

- [Transportation Waiver Form](#) (If transporting clients, signed during orientation)
- [Social Media Policy](#) (Signed during orientation)

END OF YEAR FIELD EXPERIENCE SURVEYS

- Student feedback of agency placements and field experience (Emailed to Students)
- Field Instructor field experience with APU students (Emailed to Field Instructors)

BSW Program Forms

BSW program forms can be accessed in the [BSW Field Education](#) page on the [APU Field Education Website](#).

BSW FIELD FORMS

All BSW Field Forms can be found on the [BSW Field Forms](#) page on the [APU Field Education Website](#).

- BSW Client Service Log
- BSW Learning Agreement and Skills Evaluation
- BSW Mid-Semester Evaluation
- BSW Time Log
- Agency Orientation Checklist
- Process Recording Micro
- Process Recording Macro
- Process Recording Group

- Process Recording Meetings
- Process Recording Form Child Family Team Meetings (CFT) - Optional

BSW FIELD RESOURCES

All BSW Field Forms can be found on the [BSW Field Resources](#) page on the [APU Field Education Website](#).

- BSW Field Education Calendar 2021-22
- APU Field Education Manual: 2021-22

MSW Program Forms

MSW program forms can be accessed in the [MSW Field Forms](#) page on the [APU Field Education Website](#).

MSW FIELD FORMS

All MSW Field Forms can be found on the [MSW Field Forms](#) page on the [APU Field Education Website](#).

All MSW Students

- Agency Orientation Checklist
- Process Recording Log
- Process Recording Form Micro
- Process Recording Form Macro
- Process Recording Form Group
- Process Recording Form Meetings
- Process Recording Form Child Family Team Meetings (CFT)
- Student Mid-Semester Progress Report

Generalist Foundation Year (GFY) Forms:

- GFY Learning Agreement and Comprehensive Skills Evaluation
- GFY Field Time Log

Specialization Year (SY) & Advanced Standing (AS) Forms:

- SY Clinical Learning Agreement and Comprehensive Skills Evaluation
- SY DCFS Clinical Learning Agreement and Comprehensive Skills Evaluation
- SY Clinical Field Time Log
- SY Community Learning Agreement and Comprehensive Skills Evaluation
- SY Community Field Time Log

MSW Field Resources

All MSW Field Forms can be found on the [MSW Field Resources](#) page on the [APU Field Education Website](#).

- [MSW Field Education Calendar 2021-22](#)
- APU Field Education Manual: 2022-22

Note: This information is current for the 2021-2022 academic year; however, all stated academic information is subject to change. Please refer to the current Academic Catalog for more information.

CHAPTER 8: FREQUENTLY ASKED QUESTIONS

What is the key to a successful field internship?

There are several factors that promote a successful field internship. In particular, students and field instructors who begin the field internship with a positive attitude toward developing a solid supervisor-supervisee relationship often have a successful year experience. In addition, developing clear expectations and goals is integral to a successful field internship. The successful student also possesses a high level of professionalism; understands and applies ethical social work practice; uses good judgment; is open to feedback; and actively seeks new learning experiences. Additional characteristics contributing to student success include flexibility, openness to change, initiative, and the ability to work independently. Student field evaluations are completed collaboratively by student, field instructor, and field faculty liaison.

How are my internship referrals determined?

Students are assigned to their field internship in their Generalist Foundation Year through a field placement application and interview process where more is learned about social work related or other transferable skills. In the specialization year, students interview at two field agencies and are placed in the site that is a mutually good fit for student and agency. (See *MSW Student Field Placement process in Chapter 4*)

How many hours of internship are required?

Students are required to complete a minimum of 16 field hours per week (BSW, two- and four-year MSW program options), or 20 hours per week (one- and two-year Advanced Standing program options). Students are also required to track their hours on the cohort specific Field Internship Time Log throughout the semester in IPT and will be submitted at the end of each semester as verification of their completion of field hours. Field days are usually scheduled on days when students do not attend classes on campus. Field days and hours are traditionally Monday–Friday, 8 a.m.–5 p.m. Students are required to complete at least one eight-hour field day per week, and may inquire if the agency will allow the student to break up the other eight hours over two days. Lunch break is not included in the total field hours and students' daily field hours must be adjusted accordingly (i.e., total 8.5 hours if getting a half hour lunch break). Days and

hours are ultimately arranged between the field instructor and student, and approved by the university field faculty. (See *Attendance and Field Hours in Chapter 5*)

Are there any special requirements before I start my field internship?

Yes. All students starting field internships will need to attend a field orientation which is to be held on the APU campus prior to beginning the academic year. In addition, students are to complete all field agency requirements such as background checks, paperwork, and/or health screenings. In some instances, the student is responsible for covering the costs of these pre-placement requirements. It is also the student's responsibility to ensure that all the requirements are completed prior to beginning field internship. In addition, some agencies will require specific workshops or trainings to prepare to work with a specific client population. (See *Field Education Placement Process and Requirements in Chapter 4*)

If I am in the MSW part-time program, when do I start field internship?

MSW part-time students complete their generalist foundation year internship in the second year of their academic program. Specialization year internship begins in the third (Inland Empire) or fourth (Azusa), both final years of the MSW program. (See *Field Education Placement Process and Requirements in Chapter 4*)

Are there evening and weekend internships available?

Weekend field internships with supervision are very limited. Students are required to set aside weekdays, during traditional work hours (generally 8 a.m.–5 p.m.), to complete field internships. Some field placements may require early evening field hours to accommodate clients' schedules. Field hours outside of typical business hours must be approved by the APU field faculty to ensure proper supervision and safety protocols are in place for the student. (See *Attendance and Field Hours in Chapter 5*)

Are background checks required for students in internship?

Background checks and/or live scan fingerprinting may be required by some agencies. Please be aware that agencies may not assume the financial costs and it is therefore the responsibility of the student to incur all costs. (See *Background Check in Chapter 4*)

Am I required to go to internship on holidays or school breaks?

The University does not require students to complete fieldwork during university observed holidays. However, the student and the Field Instructor should determine if she/he will continue fieldwork during the holiday periods due to client service needs. Agency programs rely on their interns to help maintain client continuity of care. Extended absences from social work interns could disrupt services and professional rapport with clients and constituents. With departmental support, students will be required to shorten their December break and return to field one week before classes resume in January (if required). The nature of the fieldwork and the agency's intern attendance policies will determine the student's responsibility to the clients during these periods. Students are strongly encouraged to review the APU field education calendar and begin this dialogue with their field instructor from the beginning of the academic year. (See *Attendance and Field Hours in Chapter 5*)

Can I change my internship?

Students may not switch internships if they merely do not like where they have been assigned. Field internships and students are matched through an intentional selection process. On rare occasions, field internships do not work out for various reasons. In this event, the student and the field instructor should first meet about the issue, with a follow-up meeting with the field faculty. If the issue cannot be resolved, the Director of Field Education with field faculty feedback shall make the final decision on the student's field internship status.

What if I am unable to complete the minimum number of field hours during the semester?

Together with the agency field instructor and APU field faculty liaison, students monitor accrual of field hours for each semester. However, it is the ultimate responsibility of the student to track and record all accrued field hours each semester in the semester time log in IPT with agency field instructor approval. At mid semester, the completion of hours will be examined also. If a student will be short in completing the minimum required field hours for the semester, then a field support plan is developed and implemented. The student may receive a grade of "Incomplete" for the semester. (See *Attendance and Field Hours in Chapter 5*)

What is a floating holiday?

Students are often placed in community-based agencies that close on holidays that are not observed by the university. Therefore, students in field internships will be given two floating holidays per semester to offset the missed field days. With Field Instructor approval, students may utilize these floating holidays to make up for a regularly scheduled field day in the event the agency is closed (due to a non-university holiday or other agency-related event) or due to illness. (See Floating Holidays in Chapter 5).

What happens if I have an excess of hours for the semester?

The social work intern and agency Field Instructor will develop a field schedule that meets the needs of the agency and client population served. The agency, student and field faculty liaison monitor the student's accrual of hours towards the minimum requirement for each academic semester.

The field internship requirement is that students complete a minimum of 400 hours (BSW students), 480 hours (two year and four year MSW students) or 600 hours (MSW advanced standing students) in the assigned agency during the academic year. This is the minimum standard. In some cases, students will exceed the minimum number of hours per semester. Students are expected to remain in field internship until the end of the semester and will not reduce the number of hours at their internship site without the permission of the agency and either the BSW Field Education Coordinator or the Director of Field Education. Students are to be additionally reminded that the field internship experience is an integral part of Social Work education and having the mindset of "just doing the time" can be detrimental to the entire learning experience. (See *Attendance and Field Hours in Chapter 5*)

Am I required to use my personal car?

Due to the current nature of field internship assignments, agencies may expect students to have access to an automobile for field-based client visits, commuting from multiple agency sites, and for community-based meetings. Students are never allowed to use their own vehicles to transport clients. However, students may be allowed to transport clients in agency vehicles if certain conditions are met, as outlined in the [Transportation Waiver Form](#). Students are advised to meet with field faculty to discuss any transportation issues. (see *Automobile Use & Transportation in Chapter 6*)

What happens if I am ever dismissed from my internship?

In the event of a dismissal, the field faculty liaison should be notified immediately about this situation. The field faculty liaison will discuss with you and your field instructor the

reason for the dismissal. In most cases, the student and field faculty liaison will meet with the BSW Field Coordinator (for BSW students) and/or Director of Field Education (for MSW students) to determine a course of action. (*See Field Education Appeal, Probation, and Termination Procedures in Chapter 5*)

RESOURCES

[Azusa Pacific University Student Health Center](#)

[Azusa Pacific University University Counseling Center](#)

[Azusa Pacific University BSW Program](#)

[Azusa Pacific University MSW Program](#)

[California Department of Mental Health](#)

[Council on Social Work Education](#)

[Department of Consumer Affairs, California Board of Behavioral Sciences](#) (CA BBS website)

[LSWO \(Latino Social Workers Organization\)](#)

[National Association of Social Workers](#)

[National Association of Black Social Workers](#)

[National Institute of Mental Health](#)

[The Network for Social Work Management](#)

[North American Association of Christians in Social Work](#)

[Substance Abuse and Mental Health Service Administration \(SAMHSA\)](#)

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