# Table of Contents

## Chapter 1
**Department of Social Work Field Education Program Overview**
- BSW Field Calendar 5
- MSW Field Calendar 6
- Field Faculty Roster 7
- Forward 9
- Field Practicum Introduction 9
- Azusa Pacific University Statement of Mission and Purpose 9
- BSW Program Mission Statement 9
- MSW Program Mission Statement 9
- BSW Program Overview 9
- MSW Program Overview 10
- Department of Social Work Learning Outcomes and Competencies 11
- MS Advanced Competencies and Practice Behaviors 16
- BSW Coursework Requirements 19
- MSW Coursework Requirements 19
- MSW Program Stipend Grant and Special Programs 21
- - Geriatric Social Work Education Consortium (GSWEC) 21
- - Pupil Personnel Services Credential 22
- - Department of Children and Families (DCFS) Title IV-E MSW Stipend Program 22
- BSW Program Stipend Grant and Special Programs 22

## Chapter 2
**Roles and Responsibilities** 24
- Director of Field Education 25
- Responsibilities 25
- BSW Coordinator of Field Education 25
- Field Faculty 27
- Field Seminar Instructor/Field Liaison 27
- Field Liaison 27
- Field Instructor and Agency 27
- Field Instructor Responsibilities – MSW Program 28
- Field Agency Responsibilities for All Programs 29
- Field Instructor Changes 30
- Student Responsibilities 30
- Additional Requirements 33
- Agency Documentation Requirements 34
- Guidelines for Professional and Ethical Conduct 34

## Chapter 3
**Policies and Procedures** 35
- Overview of Field Education Coursework 36
- BSW Program Coursework 36
- Eligibility for Enrollment in BSW Field Education 36
- BSW Field Orientation and Training 37
- BSW Student Placement Process 37
- MSW Program Coursework 38
- Eligibility for Enrollment in MSW Field Education 39
- MSW Field Orientation and Training 39
- MSW Student Placement Process 39
- Technical Standards 42
- Background Check – BSW and MSW Programs 43
- Health Clearances – BSW and MSW Programs 43
Social Equity
-Affirmative Action and Non-Discrimination
-Policy on Disability/Special Needs
-Sexual Harassment Policy
-Child Abuse Reporting Policy
Liability Insurance
Health Insurance
Immunizations
Exemptions from Fieldwork
Paid Field Internships
Field Internships with Concurrent Employment
Field Affiliation Agreement
Required Hours – BSW Program
Field Internship Hours – MSW Program
Attendance Policies
Illness
Extended Medical Leave
Leave of Absence Policy
Holidays and Seasonal Breaks
Floating Holidays
Jury Duty
Social Work Conferences and Meetings
Lobby Days
Chapel Attendance Policy – BSW Program
Policy on Extending Field Hours
Policy on Volunteering at Field Site
Field Internship Learning Requirements
Process Recordings
Automobile Use and Transportation
Interpretation and Translation
Field Instructor Changes
Fitness for Duty Criteria
Social Work Conduct Code
Social Work Program Appeal, Probation and Termination Policy and Procedures
Confidentiality
Social Media Use
Handling Problem Situations in Field Internship
Remediation
Procedure for Removal from Field Internship
Field Agency Criteria for Participation
Criteria for Field Instructors – BSW Program
Criteria for Field Instructors – MSW Program
Supervision for Students in the Community Practice Specialization – MSW Program
Agency Criteria

Chapter 4
RISK MANAGEMENT
- Reporting Fieldwork-Related Incidents or Illness
- University Emergency Contact
- Safety, Agency Protocols, Orientation Checklist

Chapter 5
FIELD EDUCATION EVALUATION
- Student Evaluation
- Evaluation Process
- Evaluation Tips
# APU Department of Social Work, BSW Program
## Field Calendar 2017-2018

### Fall Semester 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10 - Thursday</td>
<td><strong>Field Instructor Training:</strong> North Upper Turner Campus Center 10:00 am-3:00 pm <em>(mandatory for new field instructors)</em></td>
</tr>
<tr>
<td>August 29 – Tuesday</td>
<td>Fall Semester Classes Begin</td>
</tr>
<tr>
<td>September 5 – Tuesday</td>
<td>Official First Day of Field Internships</td>
</tr>
<tr>
<td>September 21 - Thursday</td>
<td><strong>Field Instructor Training:</strong> North Upper Turner Campus Center 8:30 am-3:00 pm <em>(optional)</em></td>
</tr>
<tr>
<td>September 29- Friday</td>
<td>Learning Agreements Due with signatures</td>
</tr>
<tr>
<td>October 13 – Wednesday</td>
<td>Process Recording #1 Due</td>
</tr>
<tr>
<td>October 27- Friday</td>
<td><strong>Mid-Semester Progress Reports due – Field Instructors</strong></td>
</tr>
<tr>
<td>October - November</td>
<td>Fall Semester Field Visits</td>
</tr>
<tr>
<td>November 15 - Wednesday</td>
<td><strong>Field Instructor Training:</strong> LAPC 8:30 am-3:00 pm <em>(optional)</em></td>
</tr>
<tr>
<td>November 17 – Tuesday</td>
<td>Process Recording #2 Due</td>
</tr>
<tr>
<td>November 20-24</td>
<td><strong>UNIVERSITY HOLIDAY:</strong> Thanksgiving Holiday (no classes, offices closed)</td>
</tr>
<tr>
<td>December 11-15</td>
<td>Last Week of Field for Fall Semester and Undergraduate Finals Week</td>
</tr>
<tr>
<td>December 25-January 1</td>
<td><strong>UNIVERSITY HOLIDAY:</strong> Winter Break (no classes, office closed)</td>
</tr>
</tbody>
</table>

**Winter break policy:** Students MAY be required to complete field hours during winter break for client continuity of care and out of professional obligation to the agency. A modified field schedule may be acceptable if approved by agency Field Instructor. Students should not schedule vacations until they speak with their Field Instructors.

Total Fall Semester field hours required: 200 minimum

### Spring Semester 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 8*</td>
<td>Students Return to Field Internship</td>
</tr>
<tr>
<td>January 8 - Monday</td>
<td>Spring Semester Classes Begin</td>
</tr>
<tr>
<td>January 15 - Monday</td>
<td><strong>UNIVERSITY HOLIDAY:</strong> Martin Luther King, Jr. Day (no classes, offices closed)</td>
</tr>
<tr>
<td>February 9- Friday</td>
<td><strong>Process Recording #3 Due</strong></td>
</tr>
<tr>
<td>February 28- Wednesday</td>
<td>Common Day of Learning</td>
</tr>
<tr>
<td>March 5-9</td>
<td><strong>UNIVERSITY HOLIDAY:</strong> Mid-Semester Break (no classes, offices closed)</td>
</tr>
<tr>
<td>March (TBD)</td>
<td><strong>Joint Field Symposium – Field Instructors</strong></td>
</tr>
<tr>
<td>March 29-30</td>
<td><strong>UNIVERSITY HOLIDAY:</strong> Good Friday (no classes, offices closed)</td>
</tr>
<tr>
<td>March-April</td>
<td>Spring Semester Field Visits</td>
</tr>
<tr>
<td>April 13- Friday</td>
<td>Annual Social Work Job Fair (optional)</td>
</tr>
<tr>
<td>April 20- Friday</td>
<td><strong>Process Recording #4 Due</strong></td>
</tr>
<tr>
<td>April 27- Friday</td>
<td><strong>Final Student Evaluations Due</strong></td>
</tr>
<tr>
<td>April 23-27</td>
<td>Last Week of Field for Spring Semester</td>
</tr>
<tr>
<td>April 30- May 4</td>
<td>Undergraduate Finals Week</td>
</tr>
<tr>
<td>May 1 - Tuesday</td>
<td><strong>Field Instructor Training:</strong> LAPC 2-4pm <em>(mandatory for new field instructors)</em></td>
</tr>
<tr>
<td>May 1 – Tuesday</td>
<td>Senior Recognition Banquet – 4:30-7:30pm</td>
</tr>
<tr>
<td>May 5 - Saturday</td>
<td>Commencement – 6:00pm</td>
</tr>
</tbody>
</table>

Total Spring Semester field hours required: 200 minimum

*Some Agencies may require return date earlier or intermittent attendance during break (See Field Manual Policy)
### Field Calendar 2017-2018

**Fall Semester 2017**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10 - Thursday</td>
<td>Field Instructor Training # 1 - North Upper Turner Campus Center 10:00 am-3:00 pm <em>(mandatory for new field instructors)</em></td>
</tr>
<tr>
<td>August 18 - Friday</td>
<td>Field Training - <em>all</em> Foundation Year students <em>(1st year full time and 2nd year part time)</em> 9:00 am-5:00 pm LAPC Room (East Campus)</td>
</tr>
<tr>
<td>August 21 - Monday</td>
<td>New MSW Student Orientation <em>All incoming first year students (full and part-time cohorts)</em> 5:00 pm – 8:00 pm North Upper Turner Campus Center (East Campus)</td>
</tr>
<tr>
<td>Week of August 28</td>
<td>First week of field internships for <em>all</em> students</td>
</tr>
<tr>
<td>August 29 – Tuesday</td>
<td>Fall Semester classes begin</td>
</tr>
<tr>
<td>September 21 - Thursday</td>
<td>Field Instructor Orientation and Training # 2 - North Upper Turner Campus Center <em>(mandatory for new field instructors)</em> 8:30 am-3:00 pm</td>
</tr>
<tr>
<td>October 3 or 5</td>
<td>Learning Agreements due with signatures</td>
</tr>
<tr>
<td>October 3 or 10</td>
<td>Foundation Year students</td>
</tr>
<tr>
<td>October 5 or 12</td>
<td>Concentration Year students – <em>part-time cohort</em></td>
</tr>
<tr>
<td>Week of October 23</td>
<td>Mid-Semester Progress Reports due – <em>Field Instructors (8th week)</em></td>
</tr>
<tr>
<td>October – November</td>
<td>Semester field visits</td>
</tr>
<tr>
<td>November 15 - Wednesday</td>
<td>Field Instructor Training # 3 - LAPC 8:30 am-3:00 pm <em>(mandatory for new field instructors)</em></td>
</tr>
<tr>
<td>November 23-24</td>
<td>UNIVERSITY HOLIDAY: Thanksgiving Holiday <em>(no classes, offices closed)</em></td>
</tr>
<tr>
<td>December 4-8</td>
<td>Last week of field internships</td>
</tr>
<tr>
<td>December 11-15</td>
<td>Last week of classes; finals week; field internship extension if needed</td>
</tr>
<tr>
<td>December 12 or 14</td>
<td>Comprehensive Skills Evaluation due</td>
</tr>
<tr>
<td>December 25-January 1</td>
<td>Winter Break – campus closed</td>
</tr>
<tr>
<td></td>
<td><strong>Winter break policy:</strong> Students MAY be required to complete field hours during winter break for client continuity of care and out of professional obligation to the agency. A modified field schedule may be acceptable if approved by agency Field Instructor. Students should not schedule vacations until they speak with their Field Instructors.</td>
</tr>
<tr>
<td></td>
<td>Total Fall Semester field hours required for full and part-time students: 224 <em>(unless otherwise required by agency)</em></td>
</tr>
<tr>
<td></td>
<td>Total Fall Semester field hours required for Advanced Standing students: 284</td>
</tr>
</tbody>
</table>

**Spring Semester 2018**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 2</td>
<td>Students return to field</td>
</tr>
<tr>
<td>January 8 - Monday</td>
<td>Spring Semester classes begin</td>
</tr>
<tr>
<td>January 15 - Monday</td>
<td>UNIVERSITY HOLIDAY: Martin Luther King, Jr. Day <em>(no classes, offices closed)</em></td>
</tr>
<tr>
<td>January 30 or February 1</td>
<td>Learning Agreement Revisions due</td>
</tr>
<tr>
<td>January 30 or February 6</td>
<td>Foundation Year students</td>
</tr>
<tr>
<td>February 1 or 8</td>
<td>Concentration Year students – <em>part-time cohort</em></td>
</tr>
<tr>
<td>February 24 - Saturday</td>
<td>Interview Preparation Session – <em>mandatory for students entering 2018-2019 CY field internships</em></td>
</tr>
<tr>
<td>Late February – April</td>
<td>Semester field visits</td>
</tr>
<tr>
<td>Week of February 26</td>
<td>Mid-Semester Progress Reports due – <em>Field Instructors (8th week)</em></td>
</tr>
<tr>
<td>March (TBD)</td>
<td><strong>Joint Field Symposium – Field Instructors</strong></td>
</tr>
<tr>
<td>March 30 - Friday</td>
<td>UNIVERSITY HOLIDAY - Good Friday <em>(no classes, offices closed)</em></td>
</tr>
<tr>
<td></td>
<td>Note – students may receive field credit if this is a regularly scheduled field day</td>
</tr>
<tr>
<td>April 13 - Friday</td>
<td>Annual Social Work Job Fair <em>(Concentration Year Only)</em></td>
</tr>
<tr>
<td>April 16-20</td>
<td>Last week of internships</td>
</tr>
<tr>
<td>April 23-27</td>
<td>Last week of classes; finals week; field internship extension if needed</td>
</tr>
<tr>
<td>April 24 and 26</td>
<td>Comprehensive Skills Evaluation due</td>
</tr>
<tr>
<td></td>
<td>Field Portfolio due</td>
</tr>
<tr>
<td>May 2 - Wednesday</td>
<td>Graduation Dinner, Hooding and Awards Ceremony</td>
</tr>
<tr>
<td>May 5 - Saturday</td>
<td>Commencement Services – 9:30 am</td>
</tr>
<tr>
<td>May 14 - Monday</td>
<td>Field Instructor’s Appreciation Brunch – LAPC 9:00 am – 11:00 am</td>
</tr>
<tr>
<td></td>
<td><strong>Floating Holidays:</strong> Students in field internships will be given two floating holidays per semester to offset missed field days in the event the agency is closed due to an observed holiday, furlough, or other agency-related event. <em>It requires field instructor approval.</em></td>
</tr>
</tbody>
</table>

Total Spring Semester field hours required for full and part-time students: 256 minimum *(unless otherwise required by agency)*

Total Spring Semester field hours required for Advanced Standing students: 316 minimum
# Department of Social Work Field Faculty Roster

## Full-Time Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Numbers</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Froylana Heredia-Miller, MSW, LCSW</strong></td>
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<td><a href="mailto:fmiller@apu.edu">fmiller@apu.edu</a></td>
<td></td>
</tr>
<tr>
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<td><a href="mailto:atauati@apu.edu">atauati@apu.edu</a></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td><a href="mailto:jun@apu.edu">jun@apu.edu</a></td>
<td></td>
</tr>
<tr>
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</tr>
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<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td>Martha Ekblad</td>
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<td><a href="mailto:mekblad@apu.edu">mekblad@apu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jennifer Fierro</td>
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<td></td>
</tr>
</tbody>
</table>

## Adjunct Faculty

Phone: (626) 857-2401

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqui Bradbard, MSW, LCSW</td>
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<tr>
<td>Laura Cravens, MSW, LCSW</td>
<td><a href="mailto:lcravens@apu.edu">lcravens@apu.edu</a></td>
</tr>
<tr>
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<td><a href="mailto:ecuello@apu.edu">ecuello@apu.edu</a></td>
</tr>
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</tr>
<tr>
<td>Rhonda Gee, MSW, LCSW</td>
<td><a href="mailto:rgee@apu.edu">rgee@apu.edu</a></td>
</tr>
<tr>
<td>Alysha McCuistion, LCSW</td>
<td><a href="mailto:amccuisition@apu.edu">amccuisition@apu.edu</a></td>
</tr>
<tr>
<td>Anne Wrotniewski, MSW</td>
<td><a href="mailto:awrotniewski@apu.edu">awrotniewski@apu.edu</a></td>
</tr>
</tbody>
</table>
Chapter 1
Department of Social Work
Field Education Program Overview
Department of Social Work

Forward
The Social Work Field Education Department has prepared this manual to assist agencies, field instructors, and students in guiding your understanding of the learning objectives, policies, procedures, and requirements of the Azusa Pacific University Social Work Field Practicum 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.

Field Practicum Introduction
The field practicum experience is an integral part of social work education that develops 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 work force.

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 BSW Program at Azusa Pacific University seeks to develop competent generalist social work practitioners who can apply knowledge, values, and skills of social work, integrating a Christian perspective, in order to enhance the wellbeing of diverse individuals, families, groups, organizations, and communities, advancing social justice both locally and globally.

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

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. To prepare students for professional social work practice with diverse individuals, families, groups, organizations, and communities, both locally and globally.

2. To provide knowledge based on scientific inquiry, built on a liberal arts foundation of human behavior and the interaction of person and environment.

3. To prepare students for lifelong learning, critical thinking, and advanced study.

4. To equip students for collaboration with the community in advocating for the development of policies, resources, and programs that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity.

5. To educate students regarding the values and ethics of the profession and the integration of Christian values throughout their practice.

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

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

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

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

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

5. Graduates will practice according to the values and ethics of the profession and understand the ethical integration of Christian faith in practice, including non-discrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

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) Foundation Year Competencies are the same and are listed below. These competences are reflected in and congruent with the mission of the APU Social Work Department. Competences are developed and expanded during the specialization year of the MSW Program.

**Department of Social Work Competences**

<table>
<thead>
<tr>
<th>Competency 1:</th>
<th>Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2:</td>
<td>Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>Competency 3:</td>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>Competency 4:</td>
<td>Engage in Practice-Informed Research and Research-Informed Practice</td>
</tr>
<tr>
<td>Competency 5:</td>
<td>Engage in Policy Practice</td>
</tr>
<tr>
<td>Competency 6:</td>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 7:</td>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 8:</td>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 9:</td>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 10:</td>
<td>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)</td>
</tr>
</tbody>
</table>

**BSW and Foundation Year Competences 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 works also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• Use technology ethically and appropriately to facilitate practice outcomes; 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 deliver, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social work:

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

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

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

• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Facilitate effective transitions and endings that advance mutually agreed on goals.

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

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

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

**Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice (MSW)**

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 world view 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: Critically Analyze How Christian Beliefs and Values can be Ethically Integrated in Professional Social Work Practice (BSW)**

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 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.

<table>
<thead>
<tr>
<th>Competencies EPAS 2015</th>
<th>Advanced Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>1. Demonstrate Ethical and Professional Behavior</strong></td>
<td><strong>Clinical</strong></td>
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<tr>
<td></td>
<td>Consistently apply and advance NASW principles and code of ethics in ambiguous and complex practice situations.</td>
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<td></td>
<td>Recognize complex ethical considerations related to technology and practice.</td>
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<td>Recognize the role and appropriate use of supervision and consultation in ethical decision-making</td>
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<td><strong>2. Engage Diversity and Difference in Practice</strong></td>
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<td></td>
<td>Demonstrate and express how cultural concepts of distress and identity as well as intersectionality, shape assessment, diagnosis, and treatment.</td>
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<td>Apply cultural humility and competence in adapting integrated services to meet diverse client needs.</td>
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<tr>
<td></td>
<td>Collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed</td>
</tr>
</tbody>
</table>
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
   - Identify and develop strategies that help to reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution.
   - Integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations.
   - Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
   - Integrate human rights principles for elimination of oppressive structures when developing social policies on community, state, federal and global levels.
   - Apply theoretical, political, economic and social sciences frameworks when analyzing human rights and social justice issues.
   - Engage in research-informed advocacy for the rights of diverse population groups to establish of social, economic and environmental justice.

4. **Engage in Practice-informed Research and Research-informed Practice**
   - 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.
   - 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**
   - 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.
   - 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**
   - 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.
   - 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, Groups, Organizations, and Communities**

- Perform detailed client assessment and utilizes critical thinking to arrive at accurate diagnoses and treatment plans.
- Select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client’s presenting problems.
- Critically apply diagnostic classification systems in a process of continuous assessment.
- Research, collect, analyze and interpret system policy, and community and organizational data to inform assessment and intervention strategies.
- Select and modify appropriate intervention strategies based on evidence and continuous assessment.
- Mutually develop agreed upon goals and measurable objectives.
- Initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community and/or policy arenas.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- 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.
- 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.

10. **Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice**

- 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.
- 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 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.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Course</th>
<th>FALL SEMESTER</th>
<th>Credits</th>
<th>SPRING SEMESTER</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td></td>
<td>*GE 101 First Year Seminar</td>
<td>3</td>
<td>*Philosophy</td>
<td>3</td>
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<td></td>
<td></td>
<td>*MIN 108 Christian Life, Faith, and Ministry</td>
<td>3</td>
<td>*URB 100 Exodus/Deuteronomy</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>*Writing 1: WRIT 110 The Art and Craft of Writing</td>
<td>3</td>
<td>*Humanities (Fine Arts)</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>*Social Sciences: PSYC 110 General Psychology</td>
<td>3</td>
<td>*Natural Sciences: BIOL 101, 131, PSYC 470, or BIOL 250/251</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>*Civic Knowledge &amp; Engagement: SOCW 250 Intro to Social Work</td>
<td>3</td>
<td>*SOC 120 INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
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<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>Total</strong></td>
<td>16</td>
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</tbody>
</table>

| TWO  |        | *URB 230 LukeActs | 3       | *Upper Division Bible Course | 3       |
|      |        | *Foreign Language 1 | 4       | *Foreign Language 2 | 4       |
|      |        | *Writing 2: Genre, Evidence, and Persuasion | 3       | *Oral Communication | 3       |
|      |        | SOCW 251 SOCIAL WELFARE POLICY & SERVICE | 3       | *Humanities (Literature) | 3       |
|      |        | SOCW 310 HUMAN BEHAVIOR & SOCIAL ENVIR. I (F) | 3       | SOCW 311 HUMAN BEHAVIOR & SOCIAL ENVIR. II (S) | 3       |
|      |        | **Total** | 16      | **Total** | 16      |

| THREE |        | *Theology | 3       | *Humanities (History) | 3       |
|       |        | *Quantitative Literacy: MATH 130 Intro to Statistics | 3       | *PE/Fitness for Life/Varsity Sport | 1       |
|       |        | *Intercultural Competence: SOC 358 Human Diversity | 3       | *Writing 3: SOCW 351 Child Welfare | 3       |
|       |        | SOCW 355 AGING: IMPLICATIONS FOR POLICY & PRACTICE | 3       | SOCW 333 SW PRACT (S) or SOCW 335 COMMUNITY TRAN. | 3       |
|       |        | SOCW 332 SW PRACTICE WITH INDIVIDUALS & FAMILIES | 3       | SOCW 369 SW PRACTICE WITH GROUPS (S) | 3       |
|       |        | **Total** | 15      | **Total** | 13      |

| FOUR  |        | *Int. & Appl. Learn.: SOCW 456 Sr. Sem. Ethics in the Help Prof. | 3       | *Writing 3: SOCW 479 Social Work Research Project (S) | 3       |
|       |        | SOCW 467 SENIOR PRACTICUM SEMINAR I (F) | 4       | SOCW 469 SENIOR PRACTICUM SEMINAR II (S) | 3       |
|       |        | SOCW 468 FIELD INTERNSHIP I (F) | 4       | SOCW 488 FIELD INTERNSHIP II (S) | 4       |
|       |        | SOCW 470 SW RESEARCH METHODS (F) | 3       | SOCIAL WORK ELECTIVE (1 of 2) | 3       |
|       |        | SOCIAL WORK ELECTIVE (2 of 2) | 3       | **Total** | 16      |
|       |        | **Total** | 16      | **Total** | 13      |

NOTES: If a student is required to take any remedial coursework (MATH 90 Elementary Algebra, or MATH 95 Intermediate Algebra), the student should do so in the first semester. (P) Offered in fall only; (S) Offered in spring only.

*Foreign Language: Proficiency requirement may be met by AP/college proficiency test, AP, CLEP, or SAT/ACT test scores, or completion of an AP/college language numbered 102 or higher.

MSW Course Requirements

Full-Time Program

The full-time program is a two year program, with 16 hours of internship per week (only on week days during normal business hours). Additional hours may be required in second year field placements (20-24), depending on agency requirements. Classes are held during the day, with the exception of some electives which may be offered in the evening. All students take the same foundation courses in the first year and specific concentration courses in the second year.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Intro. to Social Work Profession (2)</td>
<td>Groups (2)</td>
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<tr>
<td></td>
<td>Diversity and Social Justice (3)</td>
<td>Social Welfare Policy/Practice (3)</td>
</tr>
<tr>
<td></td>
<td>Micro-Theory/Human Develop. (3)</td>
<td>Macro-Theory &amp; Communities/Organizations (3)</td>
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<tr>
<td></td>
<td>Practice I – Interview/Assessment (3)</td>
<td>Practice II – Intervention/Evaluation (3)</td>
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<tr>
<td></td>
<td>Field Seminar I (1)</td>
<td>Field Seminar II (1)</td>
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<td></td>
<td>Field I (3)</td>
<td>Field II (3)</td>
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</table>

**Year 2**

**Community Practice Concentration**
Research (2)
Program Planning/Evaluation (3)
Org. Behavior & Management (3)
Field Seminar III (1)
Elective (3)
Field III - Community (3)

**Clinical Practice Concentration**
Research (2)
Advanced Clinical Practice I (3)
Children and Adolescents (3)
Elective (3)
Field Seminar III (1)
Field III - Clinical (3)

**Year 2**

**Community Practice Concentration**
Organizing for Community Change (2)
Human Rights/Sustainable Development (3)
Capstone Leadership Project (3)
Elective (3)
Field Seminar IV (1)
Field IV - Clinical (3)

**Clinical Practice Concentration**
Social Welfare Policy & Health/MH (2)
Advanced Clinical Practice II (3)
Capstone Leadership Project (3)
Elective (3)
Field Seminar IV (1)
Field IV - Clinical (3)

*Please note that the curriculum has been changed slightly, effective Fall 2016. Students entering in 2016 and after will be under the above plan. Students beginning 2015 or earlier will remain under the curriculum plan in place at the time of admission.*

**Advanced Standing Program**
The *nine-month full-time* advanced standing program is designed for certain qualified BSW graduates. Students admitted into this program take two three-unit advanced standing courses in August (six hours/day of class, five days/week, for three weeks) and then continue directly into the concentration year classes of the full-time MSW program. Field internship is 20 hours/week only on week days during normal business hours. *Please note that 2016 advanced standing students fall under the previous curriculum, for which the schedule has been emailed to all students.*

A *two-year part-time* advanced standing program is also currently available, whereby students take the two three-unit advanced standing courses in August and then join in with the third year part-time cohort to complete the two years of concentration level coursework. A 20 hours/week internship occurs in the final year. *Please note that 2016 advanced standing students fall under the previous curriculum, for which the schedule has been emailed to all students.*
Part-Time Program
The part-time program is designed to meet the needs of students who wish to continue working while attending the MSW Program. Students attend classes one evening per week (4:20-10:30 p.m.) for all four years. Years one and three also have weekend intensive courses (see notes on table below). The field internship comprises of 16 hours per week in years two and four. Students must be available two week days during traditional agency hours and may need to adjust their work schedule accordingly to meet the field internship requirements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>1</td>
<td>Intro. to Social Work Profession (2)</td>
<td>Groups (2)</td>
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<td>Diversity and Social Justice (3)</td>
<td>Social Welfare Policy/Practice (3)</td>
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<td>Micro-Theory/Human Develop. (3)</td>
<td>Macro-Theory &amp;</td>
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<td>Communities/Organizations (3) **</td>
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<td>Field Seminar I (1)</td>
<td>Field Seminar II (1)</td>
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<td>Practice I – Interview/Assessment (3)</td>
<td>Practice II – Intervention/Evaluation (3)</td>
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<td>Field I (3)</td>
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<td>2</td>
<td>** Community Practice Concentration **</td>
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<td>Program Planning/Evaluation (3) **</td>
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<td>Advanced Community Practice (3)</td>
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<td>Clinical Practice Concentration **</td>
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<td>Advanced Clinical Practice I (3) **</td>
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<td>Children and Adolescents (3)</td>
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<td>** Community Practice Concentration **</td>
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<td>Field Seminar III (1)</td>
<td>Field Seminar III (1)</td>
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<td></td>
<td>Research for Data Driven Change (2)</td>
<td>Field Seminar IV (1)</td>
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<td></td>
<td>Field III - Community (3)</td>
<td>Capstone Leadership Project (3)</td>
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<td>**</td>
<td>Field IV - Clinical (3)</td>
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<td>Clinical Practice Concentration **</td>
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<td>Field Seminar III (1)</td>
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<td>Research for Evidence Informed Practice (2)</td>
<td>Capstone Leadership Project (3)</td>
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<td>Field III - Clinical (3)</td>
<td>Field IV - Clinical (3)</td>
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<td>4</td>
<td>** Community Practice Concentration **</td>
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<td>Field Seminar III (1)</td>
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<td>Field III - Community (3)</td>
<td>Field IV - Clinical (3)</td>
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* Weekend Intensive courses (2 units) meet three or four Saturdays per semester: 8 a.m. – 6 p.m.

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

MSW Program Stipend Grants and Special Programs

Information about stipend grants and special programs, including the application process, is provided to the students during the Concentration Year field placement meeting. This meeting occurs in the Spring Semester when the student will be interviewing for field internships.
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 ten Centers of Excellence, agencies that focus on providing care 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 ten 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. Concentration Year students, either in the Clinical or Community Practice Concentrations, are eligible to apply for this program which offers a stipend with no work/payback requirement. The recruitment process begins in January of the students’ Foundation Year.

Pupil Personnel Services Credential (PPSC)
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 PPS-credentialed field instructor. After degree posting, students are then eligible to apply to a post-MSW PPSC Program to complete the credential requirements. 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. Concentration Year students are given priority for PPSC placements. School-based field internships require direct-practice experience; therefore school sites often prefer and prioritize Clinical Concentration students. Community Concentration students are informed of these limits to the PPSC internship opportunity. However, on occasion, a school site may consider a Community Practice Concentration student. The MSW Program’s course curriculum meets the prerequisite requirements for application to post-MSW PPSC Programs in the UCLA and CSULB Schools of Social Work. Information about PPSC field internships will be provided in early Spring Semester of each academic year.

Department of Children and Family Services (DCFS) Title IV-E MSW Stipend Program
The DCFS Title IV-E MSW Stipend Program, formerly known as the University Consortium for Children and Families (UCCF), is a federally funded program and partnership between the County of Los Angeles Department of Children and Families (DCFS) and six Master of Social Work (MSW) programs in Los Angeles, under the IV-E provision of the Social Security Act, with the goal of improving the professional preparation of public child welfare agencies. MSW students interested in public child welfare, who then agree to work for Los Angeles DCFS for two years upon graduation, are encouraged to apply.

Azusa Pacific University, along with other Los Angeles area MSW Programs, has contracted with the County of Los Angeles DCFS to participate in this workforce development program.
Twelve stipends, each for $18,500 for two years, will be offered to MSW students in the Clinical Concentration who are interested in exploring a career in public child welfare. Students undergo a competitive interview process. Stipend awardees will complete their Foundation Year field internship in a child welfare agency and the Concentration Year field internship at DCFS. All students participate in specialized trainings, and agree to work for L.A. County DCFS for a minimum of one year upon graduation.

BSW Program Stipend Grants and Special Programs

Joni Eareckson Tada Scholarship

- [http://www.apu.edu/articles/18646/](http://www.apu.edu/articles/18646/)
Chapter 2
Roles and Responsibilities
**Director of Field Education Responsibilities**

The Director of Field Education oversees all aspects of the Field Education Program, including the development of the field education curricula and the administration of the field placement. In addition, the Director maintains oversight of field agency recruitment and maintenance of relationships with community agencies, along with Field Instructors, students, and university field faculty. The Director oversees student progress in field placements and maintains coordination and communication with field faculty, Field Instructors and/or the agencies where students are placed. In addition, the Director has the responsibility of addressing concerns such as disputes or conflicts involving students and field agency representatives. The Director is responsible for coordinating with the field faculty to determine if remediation (Field Support Plan) is required order to address student field learning issues. The Director’s primary objective is to ensure a positive and successful field placement experience for the student, field agency, and university field faculty.

**Responsibilities**

1. Oversee the development of new field placement sites that are consistent with program goals and objectives for field education.
2. Review and reinforce minimum required qualifications for individuals with an MSW/LCSW interested in providing field instruction.
3. Oversee curricula development, consistent with CSWE EPAS, to facilitate field faculty, Field Instructor and student integration of coursework in the field.
4. Ensuring, tracking, and maintaining current contracts with all field sites.
5. Provide Field Instructors with collaborative support and ongoing contact.
6. Discuss course objectives and classroom activities in relation to the agency experiences.
7. Communicate roles of the student, field liaison, Field Instructor, and other agency staff.
8. Oversee field faculty activity, and provide orientation, mentoring and training as needed.
9. Provide support and oversight of Title IV-E, HRSA, and GSWEC internship programs
10. Conduct or assign field liaison semester field visits to evaluate student progress in the field setting.
11. Ensure that field faculty confers with the Field Instructor and agency staff to obtain an evaluation of the student’s work.
12. Orient and train new Field Instructors, provide ongoing training for experienced Field Instructors, update all returning Field Instructors on department changes.
13. Provide opportunities for Field Instructors to give input and evaluation of the social work curriculum.
14. Ensure that the following are received from students: Learning Agreement and Comprehensive Skills Evaluation, field time logs, process recording logs, and signed documentation validating that students have read and the NASW Code of Ethics, Field Manual, and termination process information.
15. Train agencies to identify safety and liability issues in the fieldwork setting.
16. Provide students with a field orientation prior to the field internship year to discuss and initiate the field application process. Screen students to identify related work/volunteer experience, learning interests, and learning needs to assist with the field placement process.
17. Refer students to field placements for pre-placement interviews.
18. Oversee field faculty review of student field documentation.
19. In coordination with field faculty, evaluate the students’ progress in fieldwork and, with input from the agency Field Instructor, assign the final grade.
20. Ensure that students to take responsibility as adult learners, and critically consider issues in practice including safety, risks, ethics, and liability.
21. Participate in social work consortium meetings and committees to ensure consistent field curriculum requirements are met among all local schools/departments of social work.

**BSW Coordinator of Field Education Responsibilities**

The BSW Coordinator of Field Education in aspects of field education is under the oversight of the Director of Field Education, while reporting to the Chair of the Department of Social Work, and is responsible for the overall direction and administration of undergraduate field education in the Department of Social Work. Responsibilities include:

1. Responsible for the overall creation, implementation, and quality of the field education program for BSW students in collaboration with the Director of Field Education.
2. In coordination with the Director of Field Education, is responsible for the development and maintenance of high quality BSW field sites, and recruitment and training of BSW field instructors.
3. Support BSW Program Director in implementation of undergraduate program and curriculum.
4. Maintain IPT database as relative to BSW field education.
5. Coordinate field placement process for BSW students.
6. Provision of field education orientation for incoming BSW students.
7. Support Director of Field Education in ensuring, tracking, and maintaining current contracts with all field sites.
8. Engage in ongoing coordination with the Director of Field Education.
9. Serve as point person for addressing student issues and concerns as arise in course of BSW field education, consulting with the Director of Field Education, BSW Program Director, and Chair as indicated.
10. Ongoing collaboration with BSW field consortium sub-committee.
11. In consultation with the Director of Field Education, provide oversight, feedback, and supervision to designated field faculty.
12. In consultation with the Director of Field Education and Chair recruit, hire, and supervise adjunct field faculty liaisons.
13. Assist in CSWE accreditation/reaffirmation activities, ensuring compliance of BSW field program with CSWE EPAS.
15. In coordination with the Director of Field Education, update University website information as related to Field Education.
16. Convene regular meetings of the BSW Field Faculty.
Field Faculty Responsibilities

Field Seminar Instructor/Field Liaison
The field seminar instructor facilitates a regularly scheduled seminar for students currently in field placement. The field seminar instructor facilitates discussions, as well as application and integration of practice material from the classroom to the field setting. The field seminar instructor also serves as the field liaison.

Field Liaison
The field liaison is a faculty member who 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. He or she completes a minimum of one field visit per semester, and as needed to monitor student progress in field. The field liaison is responsible for reinforcing field policies and for reviewing student's fieldwork at the agency as follows: field portfolio containing process recordings, time logs, process recording logs, and documentation of other learning activities as specified in the learning agreement. The field liaison will document contact on the Field Liaison Semester Visit/Consultation Form. The second page of the form should be completed and submitted to the Director of Field Education if problems have been identified in the field internship necessitating a remediation (Field Support Plan). All such forms shall be completed and submitted by the last day of each semester. Field visits are completed between the sixth and thirteenth weeks of each semester, or as deemed appropriate by the field liaison, Field Instructor, and student. Initial contact should be made with the Field Instructor no later than the fourth week of the semester, but preferably within the initial two weeks of the semester.

Field Instructor and Agency Responsibilities

The Field Instructor plays a central role in the field internship experience and functions in an educative, supportive and administrative capacity. He or she is committed and dedicated to providing the maximum learning opportunities for the student.

Field Instructor Responsibilities – BSW Program

1. Provide an agency orientation for students covering, at minimum, what is listed in the Orientation Checklist for Social Work Interns (found in the Learning Agreement).

2. Prepare intentional learning experiences for the student consistent with learning objectives. Ensure that learning objectives are recorded in the Learning Agreement.

3. Assign relevant undergraduate level assignments and projects to the students. This will be accomplished while keeping in mind the progressively diverse and complex nature of learning experiences.

   a. Ensure that diversity of assignment includes both micro and macro focused activity.

4. Provide, at minimum, one hour of individual supervision for ongoing review of assignments and evaluation of progress in the field placement. Supervision schedule should be consistent.
5. Review and give input on assignments including agency documentation, research project, client interactions and process recordings.

6. Participate in training sessions, meetings and other professional activities at the agency.

7. Monitor, review, and sign-off on student field time and service logs.

8. Submit a Mid-Semester Progress Report (to be completed with student during the semester) and a Comprehensive Skills Evaluation at the end of each semester.

9. Attend 16 hour Field Instructor Training, scheduled in fall and spring semester, if not yet completed, and as often as possible to remain current on field information. Provide certificate if 16-hour course was completed at another CSWE accredited program. Field Instructors must complete Training within two years.

10. Be available to the student for informal consultation regarding challenging situations.

11. Provide evidence-based practice literature to strengthen client services provided at the agency.

12. Inform APU field faculty of perceived barriers to student’s learning and goal attainment.

13. Teach students about safety practices in the agency, as well as crisis management and liability issues and monitor as needed.

14. Provide the field faculty with a Field Instructor Profile along with professional resume.

Field Instructor Responsibilities – MSW Program

1. Provide an agency orientation for students covering, at minimum, what is listed in the Orientation Checklist for Social Work Interns (found in the Learning Agreement).

2. Prepare intentional learning experiences for the student consistent with learning objectives. Ensure that learning objectives are recorded in the Learning Agreement.

3. Assign relevant graduate level assignments and projects to the students. This will be accomplished while keeping in mind the progressively diverse and complex nature of learning experiences.

4. Provide, at minimum, one hour of individual supervision for ongoing review of assignments and evaluation of progress in the field placement. Supervision schedule should be consistent.

5. Review and give input on assignments including documentation, psychosocial assessments, and process recordings.
6. Participate in training sessions, meetings and other professional activities at the agency.

7. Monitor, review, and sign-off on student field time logs.

8. Submit a Mid-Semester Progress Report (to be completed with student during the semester) and a Comprehensive Skills Evaluation at the end of each semester.

9. Attend 16-hour Field Instructor Training, scheduled in fall and spring semester, if not yet completed, and as often as possible to remain current on field information. Provide certificate if 16-hour course was completed at another CSWE accredited MSW Program. Field Instructors must complete Training within two years.

10. Be available to the student for informal consultation regarding challenging situations.

11. Provide evidence-based practice literature to strengthen client services provided at the agency.

12. Inform APU field faculty of perceived barriers to student’s learning and goal attainment.

13. Teach students about safety practices in the agency, as well as crisis management and liability issues and monitor as needed.

14. Provide the field faculty with a Field Instructor Profile along with professional resume.

FIELD INSTRUCTOR MUST BE PRESENT AT THE AGENCY ON A REGULAR BASIS.

Field Agency Responsibilities

1. Provide a statement of agency function as a provider of social services or related services.

2. A minimum of 50% of a student’s field assignment should be focused on direct practice in the BSW/Foundation Year field internships. In the Specialization Year, a minimum of 60% of the experience should be in the concentration.

3. Provide a structured and supportive learning environment with a variety of planned social work assignments.

4. Allocate a dedicated student work space, equipment, and supplies available on field internship days.

5. Assign a qualified Field Instructor according to BSW and/or MSW field education requirement who possesses a BSW and/or MSW degree with a minimum of two years post graduate experience and is employed by the agency in a supervisory role. Supervisors possessing a LCSW are also highly desirable. Macro-level Field Instructors must possess a master’s degree or higher in a related field, appropriate post-graduate experience, supervisory
expertise, and ability to apply supervision using professional social work ethics, principles, and standards.

6. Ensure availability of a comprehensive learning experience at the BSW/MSW student level, consistent with MSW practice curriculum, and includes opportunities to complete micro, mezzo, and macro level interventions.

7. Make available a reasonable student caseload assignment for the duration of the student’s field placement assignment.

8. Provide opportunities to attend in-services or trainings specific to the population served in agency.

9. Assign a macro level intervention project to BSW/Foundation Year students or offer Capstone Project ideas to Concentration Year students. Provide feedback and evaluate project; review student’s summary at the end of the academic year.

10. Ensure that a minimum of one hour of weekly individual supervision is provided with a qualified Field Instructor. Student participation in group supervision and multidisciplinary meetings are highly recommended, but may not replace the individual supervision requirement.

11. In some instances, field agency may hire a qualified social work consultant to fulfill the Field Instructor role should the agency supervisor not meet qualifications to be the Field Instructor. The social work consultant must be on-site to observe and evaluate the student’s work, complete supervision requirements, and oversee the field experience. A qualified preceptor, also known as the on-site supervisor, may oversee the student’s day-to-day learning activities when the Field Instructor is a social work consultant.

12. Provide student with an agency orientation.

13. Discuss agency's expectations of the student.

Field Instructor Changes
Please see Policies and Procedures for instructions on handling Field Instructor changes.

Student Responsibilities

1. BSW students complete a minimum of 400 hours per academic year.

2. MSW students complete a minimum 480 hours (2 year and 4 year cohorts) or 600 hours (advanced standing) per academic year. Specific hours required in the Fall and Spring Semesters are noted in the field course syllabi. Specialization year students who are in field internships that require additional hours must abide by the agency’s requirements and may not end field early in any given semester. Additionally, students may be required to have an early field start date or late end date if
required by the agency as a result of client needs. All such requirements are to be specified on the student’s Learning Agreement at the onset of the field internship year.

3. The student will maintain a field time log that is to be available for review at field visits and submitted as stated in course syllabus, or as instructed by the field seminar instructor. **Any absences are to be arranged with Field Instructor prior to the next scheduled field day. Students are also responsible for scheduling make-up field hours with the Field Instructor. No-shows are not acceptable and may be grounds for dismissal from field internship and may impact overall standing in the BSW or MSW Program.**

4. Complete and submit Learning Agreement by the date specified on syllabus. The Learning Agreement must be reviewed with the Field Instructor. Student is responsible for timely submission of Learning Agreement with all required signatures. In the Spring Semester, student will complete and submit the Learning Agreement Revisions (found at the end of the Learning Agreement).

5. MSW Foundation Year Students develop a Macro Project Proposal and are expected to implement the project during either or both semesters, at the direction of the Field Instructor. Assignment will be discussed in field seminar.

6. For MSW Specialization Year students, a Capstone Leadership Project Proposal will be developed and is submitted in the Fall Semester to the Capstone Project faculty advisor.

7. For BSW and MSW Foundation Year students, copies of practice course and other relevant syllabi must be submitted to the Field Instructor at the beginning of each semester. Specialization Year students will submit copies of all concentration-specific course syllabi.

8. Consistently demonstrate professional conduct and adherence to the NASW Code of Ethics.

9. Make and keep appointments with the agency (please refer to Field Education Calendar for deadlines).

10. Provide own transportation to and from the field assignment.

11. If applicable, student may be asked to use personal transportation to complete assignments in the field (i.e. home visits, other visits in the field, meetings, and trainings). On occasion, students may be allowed to transport clients in agency vehicles. Before this may occur, student will discuss request with the field faculty, and then will review and sign the Transportation Waiver Form.

12. Follow through on commitments to the agency with promptness and reliability.

13. When assignments cannot be kept or if student will be late reporting for duty (e.g., emergency), student is to notify supervisor as soon as possible. Timely communication is extremely important and an indication of a student’s professionalism.
14. Be flexible. Unexpected learning opportunities may include attending special meetings, exposure to specific client populations, and political or agency trends and changes. Moreover, be open to teaching in all circumstances.

15. Participate in supervision as an active learner. Prepare for supervisory sessions by developing a supervision agenda.

16. BSW Students complete two process recordings per semester. MSW Students complete one process recording per week, for a total of 10 per semester. Specialization Year students complete an audio or video recording as part of the required 10 recordings. Students should be prepared to discuss process recordings during individual supervision. Process recordings may also be submitted in field seminar during different intervals of the semester. Audio or video recordings remain at the field agency to maintain client confidentiality and will be reviewed by supervisor for teaching purposes only.

17. Participate in developing learning goals in the Learning Agreement, and the evaluation process using the Comprehensive Skills Evaluation. Will refer to the documents with Field Instructor to monitor progress throughout the field internship year. Student is responsible for maintaining the original documents for the duration of the internship.

18. Students will seek clarification from agency personnel or the field faculty if there are problems or questions, particularly regarding safety or liability issues. Student will notify field liaison immediately if involved in an incident, if sustaining an injury on the field site, or if threatened harm.

19. Students will bring any problem regarding the field internship to the attention of the field seminar instructor/field liaison who will notify either the BSW Field Education Coordinator and/or the Director of Field Education or designee.

20. Complete readings assigned by the agency Field Instructor or the field seminar instructor that address areas specific to the field internship.

21. Attend all field seminars. Attendance and participation are mandatory to receive a passing grade. See attendance requirements for detailed information.

22. Submit final evaluation of the field internship that will be submitted at the end of the Spring Semester.

23. Dress professionally; comply with agency dress codes as per Field Instructor.
Additional Requirements

Signed Statements
At the beginning of the academic year students are required to turn in signed statements of understanding which are to be turned in to the BSW Field Education Coordinator or the Director of Field Education before the first day of field internship. The following items are:

- Statement that NASW Code of Ethics has been read - signed by student
- Statement of Student Understanding/Criteria for Termination - signed by student

All field documents shall be maintained and submitted as specified by the field faculty.

Documents to be submitted at the beginning of Fall Semester:
- Learning Agreement signed by Field Instructor and student (due date on syllabus)

Documents to be submitted at the end of Fall Semester:
- Macro Project Proposal – MSW Foundation Year Students (due date on syllabus)

Documents to be submitted at the beginning of Spring Semester:
- Learning Agreement Revisions (found at the end of the Learning Agreement)

Documents to be submitted at the end of Spring Semester:
- Macro Project Summary (MSW Foundation Year Students)
- Student Feedback of agency placements
- Field Instructor Questionnaire

Documents to be submitted at the end of each semester:
- Comprehensive Skills Evaluation (due no later than the last day of each semester)
- Field Time Log (due no later than the last day of each semester)
- Service Log (BSW)
- Process Recording Log (due no later than the last day of each semester)
- Process Recordings (if requested by field seminar instructor)

Field Time Logs:
Field time logs are used to tracking student’s accumulated hours as well as monitoring field activities. Students are responsible for submitting their field time logs to the Field Instructor for review and signatures. Field time logs are due to the field faculty at regular intervals throughout the semester, as specified in the field seminar syllabus.

Transportation time to and from your agency is not to be included in fieldwork hours.

**The agency Field Instructor and APU field faculty are not responsible for documenting students’ hours. Students need to keep a duplicate copy for personal reference. Students submitting unsigned logs will not receive field credit.**
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 supervisor co-signatures on documentation, following through on treatment plan deadlines, and complying with agency documentation requirements. Interns are to follow privacy policies outlined in the Health Information Portability and Accountability Act (HIPAA) and NASW confidentiality guidelines.

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 NASW Code of Ethics. Students are required to observe standards of professional and ethical conduct when interacting with all agency personnel including Field Instructor, agency administrator and supervisors, community members, clients, faculty, and classmates. 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 NASW Code of Ethics regarding dual relationships and discuss with your supervisor any issues regarding boundary crossing. Failure to adhere to NASW Code of Ethics could be grounds for termination.

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. Confidentiality in field seminar: The material discussed in the field seminar is confidential and should not be shared with others outside of the seminar setting. This includes client and agency information shared by peers. If the field seminar instructor learns that confidentiality has been breached, student may risk termination from field and/or the program (see chapter 2 for student termination process).

4. 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).

5. Stay out of agency politics. If politics are observed, it is recommended this is processed with the supervisor and not with agency personnel.

Students may be removed from a field internship and could receive a failing grade in this 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 3
Policies and Procedures
Policies and Procedures

Overview of Field Education Coursework

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, and interview with the BSW Coordinator of Field Education. 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 a community based experiences with a variety of client ages, settings and situation. 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 ethical 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. 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.
- **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.
- **Self-Awareness:** Utilization of feedback to guide professional judgment and behavior. Recognition of own bias and values and alignment with social work values.
- **Extenuating Circumstances:** Consideration of specific individual situations or needs.

BSW field internship sites are contracted by the university to participate in the field internship experience. Sites are located throughout Southern California; including Los Angeles, San Bernardino, Riverside, and Orange counties.
BSW Field Orientation and Training
All Junior Year students are required to attend a mandatory field orientation and training to prepare for their entrance into their field internship. Sample training topics covered include: 1) field placement process, 2) overview and expectations in the field, 3) confidentiality, 4) mandated reporting, 5) professional conduct, 6) sexual harassment, 7) blood borne pathogen training, 8) safety in the fieldwork setting, 9) HIPAA and documentation requirements, 10) faith integration and cultural competency, and 11) self-care.

BSW Student 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 sign-up to meet individually 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 deadline 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 the 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.

The field placement process is as follows

1. Student completes all prerequisite coursework
2. Student attends mandatory BSW Field Orientation and Training
3. Student completes Application for Field Internship
4. Field faculty review applications
5. 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
6. 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 soon as form is received.

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. Student submits signed *Field Internship Assignment Form* certifying that interview was completed in the timeframe requested.

9. *Field Internship Verification Forms* 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 BSW Coordinator of Field Education 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 timeframe. BSW Coordinator of Field Education may request to complete further interview preparation and/or a mock interview with the student prior to agency interview.

**MSW Program Coursework**

Students in the two and four year program options complete a total 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 field education requirements, by program option, is as follows:

<table>
<thead>
<tr>
<th>Program Option</th>
<th>Foundation Year Field Coursework</th>
<th>Concentration Year Field Coursework</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time two years</td>
<td>SOCW 515, 516, 525, 526</td>
<td>SOCW 534; 535 or 539; 544; 545 or 548</td>
<td>480 hours per year, 960 hours at graduation</td>
</tr>
<tr>
<td>Full-time one year (Advanced Standing)</td>
<td>N/A</td>
<td>SOCW 534; 535 or 539; 544; 545 or 548</td>
<td>600 hours</td>
</tr>
<tr>
<td>Part-time four years</td>
<td>SOCW 515, 516, 525, 526 (enrollment in year two)</td>
<td>SOCW 534; 535 or 539; 544; 545 or 548 (enrollment in year four)</td>
<td>480 hours per year, 960 hours at graduation</td>
</tr>
</tbody>
</table>
Eligibility for Enrollment in MSW Field Education
Students are eligible for enrollment in field education courses if the following are met:

- Student is in good standing in the MSW Program, as outlined in the MSW Student Handbook
- 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.
- Student has demonstrated professional conduct and communication, as noted in the Code of Ethics
- Student is available to complete 16 hours of field internship during daytime working hours on weekdays.

MSW Field Orientation and Training
All Foundation Year students are required to attend a mandatory field orientation and training to prepare for their entrance into their Foundation Year in field internship. Advanced standing students are also required to complete a training prior to the start of their Specialization Year field internship. Training topics covered include: 1) overview and expectations in the field, 2) confidentiality, 3) mandated reporting, 4) professional conduct, 5) sexual harassment, 6) blood borne pathogen training, 7) safety in the fieldwork setting, 8) HIPAA and documentation requirements, 9) faith integration and cultural competency, and 10) self-care.

MSW Student 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 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 made by the agency and field faculty, in consideration of a student’s growth potential at the agency.

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

The field placement process is as follows:

12. Student is accepted into the APU MSW program

13. Student completes Application for Field Internship

14. Field faculty review applications

15. Student meets with the field faculty (optional) to review application, discuss professional practice interests, and learning goals

16. Students attend a field orientation and interview preparation day to participate in mock interview sessions with faculty

17. 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 soon as form is received.

18. 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.

19. Student submits signed Field Internship Assignment Form certifying that interview was completed in the timeframe requested.

20. Field Internship Verification Forms are sent to all students after the interview period ends.

21. 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.

22. 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 timeframe. Field faculty may request to complete further interview preparation and/or a mock interview with the student prior to agency interview.
23. Newly admitted 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 Foundation Year fieldwork (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 Students’ Placement Process
Students in the full-time 2-year, part-time 4-year, and 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 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 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 in danger of becoming ineligible to interview at other agencies.

After the interview period ends, students will receive a Field Internship Verification Forms, 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 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 Students’ Placement Process
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 Concentration Year placement process, with the exception of the placement timeframe. As advanced standing students typically are offered admittance in the program during the Spring Semester, the placement process is adjusted in the following manner:
1. Students confirm intent to enter advanced standing MSW Program.

2. Students complete 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. Verification of placement forms are sent to students after the interview period ends.

1. 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.

2. Once students are accepted for placement, a written confirmation will be sent to student and agency. Students are expected to establish contact with the agency as soon as placement is secured. Completion of relevant internship paperwork is the responsibility of the student.

3. 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.

**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.

**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 requirements in the timeframe 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 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 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 (BSW Students Only)
http://www.apu.edu/healthcenter/
West Covina clinic appointments – (626) 919-5724 x2100
Pomona clinic appointments – (909) 620-8088 x3100

Monrovia Health Center (L.A. County Public Health)
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/](http://publichealth.lacounty.gov/).

**SOCIAL EQUITY**

*Affirmative Action and Non-Discrimination*

The BSW and MSW program is committed to equal opportunity and to non-discrimination for all students, and to ensuring that students are not discriminated against on the basis of race, color, national origin, gender, religion, sexual orientation, age, disability, or status as a veteran. Please refer to the Statements of Compliance (under General Information) in the University 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 University Catalog and to consult with the program director.

*Policy on Disability/Special Needs*

The BSW and MSW Program will make every effort to assist students with disabilities to participate fully in the Program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (LEC), (626) 815-3849; [http://www.apu.edu/lec/](http://www.apu.edu/lec/) 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 during field education at the field site.

*Sexual Harassment Policy*

The BSW and MSW Program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment arise, the MSW Program will adhere to current university guidelines. Under these guidelines, however, if a student discloses to a professor, a situation of harassment occurring within the APU community, the professor is not allowed to keep this information confidential, and must follow up according to university procedure. While in field internship, if a student experiences discomfort, receives threats, or perceives that he/she is the target of sexual discrimination or harassment, the student should notify the field faculty immediately.
**Child Abuse Reporting Policy**
The university is committed to the safety of children everywhere. If, during the course of participating in the BSW or 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.

**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. 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 Director of Field Education in the MSW 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.

**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.hps.com](http://www.hps.com))
- National Association of Social Workers ([www.naswassurance.org](http://www.naswassurance.org))

**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.

**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.

**Paid Field Internships**
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 GSWEC and DCFS Title IV-E offer field internships that include a stipend (see pgs. 20-21). 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 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.

See pages 20-21, under Stipend Grants and Special Programs, for a description of stipend field internships.

Field Internships with Concurrent Employment- MSW Program
Consistent with CSWE accreditation standards, MSW programs seek to provide students with exposure to new and diverse learning environments. As such, the MSW Program generally encourages students to complete field internships outside of places of employment in order to ensure consistency with the program’s educational expectations. On rare occasions, however, students employed or previously employed at select agencies that meet the following requirements may request an exception by completing the Field Internship Proposal Form. Completed proposals, in their entirety, must be received at the onset of the field placement period 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.

Annual Proposal Deadlines:

- **February 12** for full and part-time students entering Concentration Year field internship and part-time students entering Foundation Year field internship
- **March 1** for students admitted into the full-time Advanced Standing cohort
- **April 15** for Foundation Year students entering the full-time program

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

1. Social work is a primary function of the agency, and one in which social work practice can be clearly distinguished from other agency roles.
2. The agency meets all MSW field education requirements, and an affiliation agreement has been full-executed.

3. Student assignments are distinct and different from employment functions, and reflect social work field objectives as outlined in the syllabi. Employment hours/responsibilities and internship hours/responsibilities are clearly and separately articulated and agreed upon by agency, student, and field faculty.

4. The internship supervisor must be different than the employment supervisor and meets MSW Field Instructor requirements.

5. The physical location of the internship site is different from the employment site.

6. The field site allows the student full participation in integrative course assignments.

7. A maximum of one field internship may be completed at the student’s place of employment.

**Field Affiliation Agreement**

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.

**Required Hours – BSW Program**

BSW Students will spend a minimum of 400 hours in the assigned agency during the academic year (200 hours per semester). Students are required to complete 16 hours per week. Fewer than 200 hours completed by the end of the first semester will place the student in a position where they may be unable to make up the missing hours in the spring semester. In the event a student’s total hours fall below 200, they will be required to develop a written plan, with approval from their supervisor and field liaison, outlining how hours will be made-up. In some instances, students may be required to file for an incomplete in the course, which may delay the completion of internship and the co-occurring courses for one year.

It is the student’s responsibility to make up missed hours if holidays fall on an internship day during the semester. The agreement between APU and contracted agencies is that field internship begins in September and ends during the last week of April. Students may not terminate with their agency before the end of April unless there are special agency circumstances, which are approved by the field liaison and the agency. Field supervisors and students are welcomed to speak with their field liaison about any concerns regarding accumulated hours.

**Field Internship Hours- MSW Program**

No less than 480 field hours will be completed during each academic year for students in the two year and four year programs. A minimum of 240 hours in the Fall Semester and a minimum of
240 hours in the Spring Semester are required to receive credit toward a passing grade in field. Advanced standing students complete their MSW requirements over a nine month period are required to complete a minimum of 600 hours during the academic year. All field hours must be complete by the last week of the semester, unless otherwise specified by the field faculty.

It is expected that students will accrue more than the minimum required 480 hours during the academic year. As such, students are expected to continue fieldwork through the end of each semester to meet client and agency service needs. Field hours above the minimum requirements in the Fall Semester can be applied in the Spring Semester. Students, however, may not bank hours for the purpose of completing field requirements early. Students may be asked to accrue field hours during holidays for continuity of client services. Agencies may also have strict policies on number of days students may be off during the holiday season.

Field internship generally begins on the first week of the academic year for all students, unless otherwise specified on the Field Education Calendar. On occasion, agencies may request that students to begin field internship early for orientation and training purposes. Students are to communicate such requests to the field faculty for approval. 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.

**Foundation Year Students**
Approximately 50% of field hours should be utilized for direct social work practice in the Foundation Year, and a maximum of 50% of field hours shall be utilized for all other learning activities including mezzo and macro-level activities, documentation, trainings, and other agency related functions that are described in the Learning Agreement. Foundation Year students who have less than 50% of field hours dedicated to direct social work practice should meet with the Field Instructor to explore opportunities to increase such learning activities. Students who do not have 50% direct social work practice hours by the beginning of the second semester of the internship will be meet with the field faculty to discuss options for continuing in the field internship.

**Specialization Year and Advanced Standing Students**
Specialization Year students are required to utilize a minimum of 60% of field internship time on activities focused on the specified concentration, and a maximum of 40% of field internship may be utilized for activities outside of the concentration if such activities are consistent with generalist social work practice and the program competencies.

Travel time to and from your agency may not be counted toward total field hours. If the student leaves the agency and on the way home makes a home visit, the time from the agency to the visit is counted; however, travel time from the visit to home may not be counted. Travel from field agency to a field-related activity, such as a training or conference, may be counted as field hours.

Examples of activities not allowed at field internship:
- Class-related work including, readings, projects, and assignments
- Employment-related tasks
- Cell phone usage, text messaging, and non-field related web browsing
Cell phones should be turned off or silenced to avoid distractions during field hours. As part of the agency orientation, students are instructed to inquire about the cell phone usage policy during field hours, particularly if cell phone usage is expected to contact clients. Computer use is reserved for agency-related tasks.

A student who has too much “down time” at field internship should discuss the issue with the Field Instructor. Completion of agency-related reading, process recordings, field time logs, and process recording logs are considered activities to be counted in the field hours.

**Attendance Policies**

**Off-Campus Fieldwork Attendance Policy**
The student will spend 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 (200/200 hours in Fall/Spring for BSW students; 240/240 hours in Fall/Spring for two year and four year students; 300/300 for advanced standing students). Field days are scheduled on weekdays during normal business hours (e.g., 8-5, 9-6 p.m.). BSW students will complete a minimum of 16 hours per week in the agency. MSW students will complete a minimum of 16 hours per week in the agency in both Foundation and Concentration Years, unless additional hours are required by the agency as a condition of placement. Advanced standing students will complete a minimum of 20 hours per week. At least one field day must be an eight-hour block of time. 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 schedule. For all students, total hours may not be completed earlier than the 15th week of each semester.

The social work intern and Field Instructor will develop a field schedule that meets the needs of the agency and client population served. In the event of an emergency, the student should notify the Field Instructor in advance, whenever possible, should he or she need to be absent from field internship.

Students should note the Field Instructor's preferred method of communication to avoid a delay in transmission of messages. Students should not assume that an email or text message to the Field Instructor is sufficient.

Arrangements must be made with the Field Instructor to make up time missed during the course of the semester.

**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 student should discontinue field work due to ethical issues.

**Senior Practicum Seminar Attendance Policy- BSW Program**
Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. Practice-related didactic teaching, skill-building assignments, and written field assignments will be incorporated in the seminar class.

The following standards are intended to clarify expectations and policies regarding attendance and participation:

The Senior Practicum Seminar course will utilize multiple in class experiential exercises, thus class attendance and participation are essential. Each unexcused absence beyond 2 will deduct 5 points from your final score. You are responsible for any information given in class during your absence. Excessive tardiness will also result in points being subtracted from the final grade. Participation will be assessed and applied towards the final score for the course. Please see syllabus for additional information.

On-Campus Fieldwork Attendance Policy - MSW Program
Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. Practice-related didactic teaching, skill-building assignments, and written field assignments will be incorporated in the seminar class.

The following standards are intended to clarify expectations and policies regarding missed class time:

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

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

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 (MSW students) with field instructor approval. Students shall contact the 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 field days, or 24 continuous hours, from their field internships due to a medical condition will complete the Request for Extended Medical Leave Form 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 should 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. MSW 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. Forms may be obtained from the field faculty.

**Leave of Absence Policy**
If circumstances arise that prevent a student from continuing in 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. A Request for Leave of Absence form can be downloaded from: [http://www.apu.edu/graduatecenter/download/](http://www.apu.edu/graduatecenter/download/).

**Holidays and Seasonal Breaks (Christmas/Spring Break)**
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. 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. Students are responsible for returning to field internship after a maximum of three weeks, or as otherwise specified by Field Instructor.
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, which include: Labor Day, Thanksgiving (and the day after), Martin Luther King Jr. Day, Presidents’ Day, and Good Friday. These dates are available for viewing on the graduate academic calendar (http://www.apu.edu/calendar/academic/). Students are required to make up field hours during agency observed holidays that are not observed by the university including Columbus Day, Veteran's Day, and Cesar Chavez Day.

Floating Holidays- MSW Program

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 in previous section. 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 preapproved by agency field instructor.
2. Students should use floating holiday 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.
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.

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 MSW courses. Students should request the letter, at 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 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, student 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 Field Instructor to negotiate field credit. It is the student’s responsibility to communicate with the Field Instructor and the field faculty in advance, if they will miss a field day to participate in Lobby Days.

**Chapel Attendance Policy – BSW Program**
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 APU 2017-2018 Undergraduate Catalog.

**Policy on 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 require an internship commitment that extends beyond the APU academic year. In this case, students must notify field faculty immediately who will determine whether an extended internship schedule can be approved. 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. It is recommended that agencies notify students and field faculty of a required extended field internship commitment before the field internship commences.

**Policy on Volunteering at Field Site**
On occasion, students may consider staying on as a “volunteer” after their internship has terminated. The field faculty cautions students against doing so, for several reasons, including: 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 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, in which student properly terminated field internship.

**Field Internship Learning Requirements**

Students are expected to complete learning requirements, as reflected in their Learning Agreements, which incorporate practice behaviors for each student learning outcome/competency.

**BSW Foundation Year Learning Requirements**

Students in Foundation Year internship will receive generalist social work practice experience. 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 Foundation Year student learning outcomes/competencies and practice behaviors).

**Specialization Year Learning Requirements**

Students in Specialization Year internship will build upon the Foundation Year field experience. Examples of learning activities include applying theory, research, and micro, mezzo, and macro practice knowledge in student’s chosen concentration, either *Clinical Practice with Individuals and Families* or the *Community Practice and Partnerships*. Application of advanced critical thinking skills is expected. By mid-year, students should spend a minimum of 60% of their hours on concentration-specific field assignments. Students who lack relevant learning activities should speak to their Field Instructor as well as field liaison. Concentration 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 at the end of 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 may be dedicated to Capstone Leadership Projects. (See Concentration Year student learning outcomes/competencies and practice behaviors).

**Process Recordings**

Process recordings, also known as educational-based recordings, are learning tools utilized by students in field internship 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 audio/video process recording formats are provided to students.

BSW students are required to complete two process recordings per semester. MSW students are required to complete, at minimum, 50% micro process recording forms in the Foundation Year. Specialization year students are required to complete 50% of the process recordings in the concentration (clinical or community practice). One meeting process recording may be submitted in place of a macro process recording. All other process recording forms may be utilized for the remaining recordings. Ten recordings are required per semester in the Foundation Year. Specialization Year students complete 10 recordings, which includes an audio/video recording in the Fall Semester.
Automobile Use and Transportation
It is the student’s responsibility to have reliable transportation to and from the field agency. 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. Prior to beginning fieldwork, students are required to submit proof of a valid driver’s license to the BSW or MSW Program Office and provide copies of automobile registration and insurance meeting the State of California minimum requirements to the internship agency if requested. Students must maintain insurance coverage throughout the entire field internship period. 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 at http://www.dmv.ca.gov/portal/home/dmv.htm. Students who fail to provide any of the requested documentation the agency may jeopardize the placement. 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. 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.

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.

Field Instructor Changes
In the event a Field Instructor must take an extended leave of absence or suddenly resigns, the agency should notify the student and 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 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 Field Instructor will submit a Field Instructor profile form to the BSW or MSW Program to verify credentials. The field liaison will orient the new Field Instructor to field requirement as needed.
Fitness for Duty Criteria
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 he/she is fit for duty, student should notify the Field Instructor and field faculty. 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.

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

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

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

The 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 MSW director of field education or 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.

**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 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.

**BSW Program Low Grade Average:** Continuation in the program requires a demonstration of academic ability. A student must maintain a "C" average or higher in all coursework and in required social work courses.
MSW Program Low Grade Average: 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 grade. Please note that continued financial aid is contingent upon students maintaining at least 3.0 GPA.

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 foundation year, students receive orientation and training on The Health Insurance Portability and Accountability Act (HIPAA) of 1996. “The Office for Civil Rights enforces the HIPAA Privacy Rule, which protects the privacy of individually identifiable health information; the HIPAA Security Rule, which sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety (retrieved on August 23, 2010 from http://www.hhs.gov/ocr/privacy/).”

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 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, Facebook) 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
Students in community-based field internship settings are required to maintain ethical practices in the use of social media. As a form of communication, social media usage is full of ethical challenges as well as clinical complexities including ethics-related problems concerning boundaries, dual relationship, informed consent, confidentiality, privacy, and documentation (Reamer, 2011). While in the BSW or MSW program, students are required to abide by the following policies regarding social media usage:

1) Privacy settings should be activated on all social media (including but not limited to Facebook, Instagram, Snapchat, and Twitter). Do not interact with clients through any social media source. With regard to Facebook, do not “friend” clients and/or do not accept friend requests and do not seek out client information as doing so is a violation of ethical standards of practice, particularly regarding boundaries and dual relationships.

2) Make every effort to refrain from posting any information regarding a client, a client’s session, personal feelings about a client, or any related material on social networking sites regardless of how “disguised” the information may be. This is considered a direct breach of confidentiality and unethical, unprofessional practice.
3) Do not communicate with clients via email as it is not 100% secure. Doing so may expose a client to breaches of confidentiality and privacy (Reamer, 2011).

4) Do not communicate with clients through text messaging as it is not 100% secure. Students should not give clients their personal cell phone numbers. Refer to agency policies regarding acceptable methods of communication.

5) Do not use search engines to research your clients. Again, students run the risk of violating client confidentiality by doing so.

6) Follow all agency policies and procedures regarding the safeguarding of the client record and social media usage.

7) Do not post information on your clients on social media even if no names are used.

Students who may be engaging in this practice should be reported to the Director of Field Education or to a member of the field faculty. Per the NASW Code of Ethics (2.11), social workers (and this includes students) should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

**Handling Problem Situations in Field Internship**

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, coordinator of BSW Field Education and/or Director of Field Education will exchange information pertaining to student’s performance and learning needs. Examples of such situations may include, but are not limited to, caseload issues or conflicts with agency supervisors or other personnel. If problems occur, the following course of action is recommended:

1. Discuss the situation of concern with the Field Instructor.

2. If no resolution results from the discussion, student should schedule an appointment with the field liaison to discuss the situation.

3. The field liaison will meet with 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 Coordinator of BSW Field Education or to the Director of Field Education.

4. The field liaison and either the Coordinator of BSW 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 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 Coordinator of BSW 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 this case, there is no guarantee that the student will be accepted to an alternate field internship, and while the field faculty will explore alternate placement options, it is ultimately the student’s responsibility to be offered another field internship.

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.

Remediation (Field Support Plan)
Students who are not progressing in field internship, as evident in 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 liaison shall meet with 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.

Procedure for Removal from Field Internship
Students may be removed from the field internship for documented unprofessional conduct that is in violation of NASW Code of Ethics, Social Work Conduct Code, and Graduate Student Standards of Conduct. Additional reasons for removal may include failure to meet field learning objectives, as per the Learning Agreement. The Director of Field Education, BSW Field Education Coordinator, field liaison, or Field Instructor may initiate the request for removal. The steps and basis for removal will be documented and kept in the student’s field file. The steps for removal are as follows:

1. The Field Instructor notifies the field liaison of student’s unprofessional conduct.
2. 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.
3. Student, Field Instructor, and field liaison meet as soon as possible to discuss issue.
4. Field faculty will initiate a Field Support Plan, with actions to be completed in specified timeframe, if student is eligible to resume the field internship.
5. 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 student’s standing in the BSW or MSW Program.

Field Agency Criteria for Participation
Agencies interested in participating in the BSW or MSW field education program as a field internship site may contact the field faculty to discuss field agency requirements. Agencies may initiate the field agency approval process by completing a Field Agency Application Packet. Approved agencies must have learning opportunities that are consistent with social work ethical standards and principles.

The Director of Field Education will review potential field supervisors’ profiles and resumes to begin the assessment process for agency and field education program fit. A telephone interview or on-site interview between the Director of Field Education and potential field instructor will follow to determine how mutual professional values and educational goals for students align.

Criteria for Field Instructors - BSW Program
- BSW degree from a program accredited by Council of Social Work Education, with a minimum of two years post graduate social work experience;
- MSW degree from a program accredited by Council of Social Work Education, with a minimum of one year post graduate social work experience;
- Bachelor’s degree with a minimum of five years of post-graduate human services experience in related field. Information about the agency and the field instructor’s resume is placed in the director of field education’s office file and kept confidential
- 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 NASW Code of Ethics.
- NASW membership and involvement is strongly encouraged.

Criteria for Field Instructors - MSW Program
In order to insure 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) 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 faculty member to provide supervision. Field faculty will complete the field agency approval process to determine agency eligibility for such an exception. 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.

1. Possesses a MSW degree, and/or LCSW, with minimum two years post-graduate experience.
2. In a clinical concentration placement, an LCSW is preferred as a primary supervisor.
3. Possesses exemplary social work skills in the chosen field of practice.
4. Completion of a 16-hour 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.
5. Skilled application and modeling of professional social work practice.
6. Practice behaviors consistent with social work Code of Ethics.
7. Knowledge, application, and reinforcement of MSW practice curricula content including professional use of self, ethics, theoretical applications, and stages of interventions.
8. Supervisory experience is highly desired.
9. A desire to teach and mentor social work students.

Supervision for Students in the Community Practice Specialization- MSW Program

Students in the Community Practice and Partnerships Concentration, otherwise known as the “macro-practice concentration,” 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 an 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 advanced degree in a related field, 2) has sufficient supervisory experience and 3) demonstrates a high level of expertise in professional practice. 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 16-hour 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.
Agency Criteria
The following summarizes the field agency requirements for both BSW and MSW Programs:

1. The internship provides educationally-oriented training in social work practice supervised by a professional social worker.

2. The internship training provides a setting in which the student can integrate the liberal arts and professional foundation with social work practice.

3. 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.

4. The internship provides an orientation to agency functions and the opportunity to function within the structure of an organization.

5. The internship offers practical experience in the social work process and strategies for learning.

6. 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.

7. The internship provides students with opportunities to learn methods of engagement, assessment, intervention, self-evaluation, practice evaluation, and program evaluation.

8. The Director of Field Education, field faculty, and Field Instructor model knowledge of diversity and acceptance of all populations.
Chapter 4
Risk Management
Risk Management

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 liaison to evaluate the situation, and then will notify the Director of Field Education or designee. After conferring with the Director of the BSW or MSW Program, the 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 involved are responsible for documenting the incident. The Director of Field Education will document the steps taken by the BSW or MSW Program, and will provide copies to all involved. The university risk manager will also be notified as appropriate.

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.

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

Safety, Agency Protocols, Orientation Checklist
Students are exposed to some risks when providing social work services to individuals, groups, and families in the field internship. 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. Field agencies are also expected to provide an orientation to agency-specific protocols about safety and risk management. Some recommended agency orientation topics include:

1. Emergency contact procedures, which should include access to important phone numbers such as on-site security, local law enforcement, or emergency response teams
2. Building and office security information
3. Designated chain of command for emergencies
4. Protocols for in-home visits and safety issues while in the community
5. Protocols for interacting with agitated individuals who have potential for violence, suicidal ideation, or unforeseen acts of violence
6. Protection from animals
Chapter 5
Field Education Evaluation
Student Evaluation

Evaluation Process
The student’s fieldwork will be evaluated by the Field Instructor in coordination with the field 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. 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 at the end of each semester. 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 Field Education Coordinator and the Director of Field Education, who, in coordination with the field seminar instructor and/or field liaison, has final responsibility for student field grades. The field seminar instructor 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 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 each semester as specified in the field seminar syllabus. Incomplete evaluations or evaluations submitted after the deadline may result in a grade reduction.

Evaluation Tips
The following are suggestions for successfully handling the evaluation process.

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.

When the evaluation form has been prepared, the student should sign the evaluation and be given a copy of it. The manner in which the evaluation process is handled can affect the student’s response to the evaluation. Some guidelines for the process are:

1. Give the evaluation to the student personally and be available to answer questions and deal with the student’s reactions to the evaluation.

2. The evaluation conference 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.

3. Try to avoid scheduling the conference at the end of the day and allow a full hour or more.

4. Elicit the student’s response after she/he has read the evaluation to check understanding, agreement, disagreement, and feelings, giving examples as needed.

5. Encourage student involvement during agency treatment planning meetings and agency conferences.

4. Be open to making changes in the evaluation based on the discussion with the student when there is mutual agreement to make a change.

1. 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.

**Grades for Field Internship**

**Grading Policy- BSW Program**
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 Director of Field Education. Each student will earn a letter grade of A, B, C, D, F, or Incomplete. **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.** The Director of Field Education may lower a grade based on incomplete and/or late timesheets or required documentation submitted to the Director. 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 first semester in the Social Work Internship are required to meet with the Director of Field Education.

Grading Policy-MSW Program
A letter grade of A, B, C, D, F, or Incomplete will be assigned each semester. The field grade is the responsibility of, and recorded by, the Director of Field Education, in coordination with the field faculty. Field seminar instructors 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.

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.

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:
  - Field documents (5%)
  - Reflection paper (20%)
  - Case Presentation (15%)
  - Final integrative assignment (20%)
100%

**Spring Semester**
- 25% Field instructor feedback from Comprehensive Skills Evaluation
- 15% Professional Conduct, evaluated by field faculty, field instructor, and preceptor
- 10% Skills Assessment
- 50% Written Field Assignments:
  - Field documents (5%)
  - Reflection paper (15%)
  - Final integrative assignment (20%)
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 the 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.

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:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>87-93</td>
<td>A-</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
</tr>
<tr>
<td>74-76</td>
<td>B</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
Appendix
BSW Resources

BSW program forms can be accessed in the **Documents and Forms section of the BSW Program website**: [http://www.apu.edu/bas/programs/bsw/forms/](http://www.apu.edu/bas/programs/bsw/forms/)

BSW field education forms can be accessed through the **Field Education** tab under **Internship Documents**: [http://www.apu.edu/bas/programs/bsw/fieldeducation/documents/](http://www.apu.edu/bas/programs/bsw/fieldeducation/documents/)

*Note: This information is current for the 2017-18 academic year; however, all stated academic information is subject to change. Please refer to the current Academic Catalog for more information.*
MSW Resources

The following field forms can be accessed in the Field Education section of the MSW Program website: http://www.apu.edu/bas/programs/msw/internship/

General Information

1. MSW Field Education Calendar: 2016-2017 (PDF)
2. Field Manual: 2016-2017 (PDF)

Field Agencies

3. Field Agency Application Packet (PDF)
4. Field Agency Application Packet (MS Word)
5. Field Affiliation Agreement (PDF)
6. Student Mid-semester Progress Report (MS Word)

Foundation Year Students

7. Learning Agreement & Comprehensive Skills Evaluation (First Year) (MS Word)
8. Field Internship Time Log (PDF)
9. Field Internship Time Log (Excel)
10. Field Internship Proposal (MS Word)
11. Process Recording MICRO Form (MS Word)
12. Process Recording MACRO Form (MS Word)
13. Process Recording Meeting Form (MS Word)
14. Process Recording Group Form (MS Word)
15. Process Recording Log (Excel)
16. Process Recording Log (PDF)
17. Application for Foundation Year Field Internship (MS Word)
18. Student Résumé (MS Word)
Concentration Year Students

19. Learning Agreement & Comprehensive Skills Evaluation (Second Year) (MS Word)
20. Field Internship Time Log (PDF)
21. Field Internship Time Log (Excel)
22. Field Internship Proposal (MS Word)
23. Process Recording MICRO Form (MS Word)
24. Process Recording MACRO Form
25. Process Recording Meeting Form (MS Word)
26. Process Recording Group Form (MS Word)
27. Audio and Video Recording Form (MS Word)
28. Process Recording Log (Excel)
29. Process Recording Log (PDF)
30. Application for Field Internship – Advanced Concentration Year (MS Word)
31. Application for Field Internship – Advanced Concentration Year (PDF)
32. Student Résumé (MS Word)

Advanced Standing Students (note: the majority of the Concentration Year forms will be used)
33. Advanced Standing Time Log (Excel)
Other Resources

1. Azusa Pacific University BSW Program
2. Azusa Pacific University MSW Program
3. California Department of Mental Health
4. Council on Social Work Education
5. Department of Consumer Affairs, California Board of Behavioral Sciences (CA BBS website)
6. National Association of Social Workers
7. National Institute of Mental Health
9. Substance Abuse and Mental Health Service Administration (SAMHSA)
References


A Special Note of Thanks

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. 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.