
AZUSA PACIFIC UNIVERSITY

BACHELOR OF SOCIAL WORK PROGRAM STUDENT HANDBOOK

2024-25



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Checklist

- Read this manual and refer to it often. It contains valuable information regarding the BSW Program and should be your first resource when you have a question.
- Refer to [BSW Program Calendar of Events](#). Plan accordingly.
- Attend mandatory cohort meetings. These meetings will answer many questions you have about social work, the BSW program, applying to the major, and internship.
- Attend academic advising each semester (mandatory for Social Work Interest). These one-on-one meetings are where you have the opportunity to discuss any questions or concerns specific to you, such as what classes to take when, etc.
- Attend [Club Social Work](#) events. These events are opportunities to connect with other social work students and the APU community.
- Additional questions may be directed to BSW Program Coordinator, Michelle Dev Anandhan, at bsw@apu.edu or 626-857-2410.

BSW Program Faculty and Staff

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2024-25 Calendar

Fall Semester 2024	
August 26	Fall Semester Classes Begin
August 27	Official First Day of Internships (seniors)
September 2	UNIVERSITY HOLIDAY: Labor Day (no classes, offices closed)
September 4	Last day to add classes
September 6	Last day to drop classes
September 13	New to Major Meeting
September 23 - Oct 11	Faculty mentor-advisor appointments available (social work majors)
October 17	Service-learning for SOCW 332
October 21	Graduation applications due (seniors)
November 4-15	Registration for Spring 2025 classes
November 8	Program Application Fall Deadline
November 11	UNIVERSITY HOLIDAY: Veterans Day (classes hybrid, offices closed)
November 25 - December 1	UNIVERSITY HOLIDAY: Thanksgiving Holiday (no classes, offices closed Nov 28-29)
December 2-6	Last Week of Internships for Fall Semester (seniors) and Undergraduate Finals Week
December 9-13	Finals
December 14	Commencement
December 15 - January 5	UNIVERSITY HOLIDAY: Winter Break (no classes, offices closed Dec 24-Jan 1)

Spring Semester 2025	
Week of January 6	Students Return to Internships (seniors)
January 6	Spring Semester Classes Begin
January 7	Junior cohort meeting in SOCW 333
January 15	Last day to add classes
January 17	Last day to drop classes
January 20	UNIVERSITY HOLIDAY: Martin Luther King Day (no classes, offices closed)
January 27	Internship Application Deadline (juniors)
February 10-28	Faculty mentor-advisor appointments available (social work majors)
March 14	Program Application Spring Deadline
March 3-9	UNIVERSITY HOLIDAY: Mid-Semester Break (no classes)
March 21	Practicum Orientation for Juniors 3:00-6:00 pm
April 11	Senior cohort meeting in SOCW 469
April 17-20	UNIVERSITY HOLIDAY: Easter break (no classes, offices closed on Good Friday)

April 22-26	Last Week of Internships for Spring Semester (seniors)
April 22	Research Poster Showcase 4:30-6:00 pm (attendance mandatory for seniors)
April 28 - May 2	Undergraduate Finals Week
May 1	Senior Celebration 4:30-6:00 pm
May 3	Commencement

Welcome from the Program Director

Welcome to the Bachelor of Social Work (BSW) Program at Azusa Pacific University (APU)!

We are living in a time when the issues connected to economic, environmental, health and social injustice are often at the forefront of local and national dialogue. With these issues on the rise, a critical need exists for professionally trained social workers to make a difference in the lives of people and their communities. In fact, the U.S. Bureau of Labor Statistics forecasts a faster than average employment growth between now and 2031 for social workers. The BSW program at APU prepares you to help meet this demand through experiential learning that equips you for employment in social work service areas such as criminal justice, child welfare, healthcare, schools, substance use treatment, gerontology, and mental health.

Within the social work major, faculty with professional experience in the field guide you through specialized coursework that includes the study of human behavior, examination of regional and national policies, development of practice skills, exploration of diversity, and applied learning in a structured senior-level internship. You will benefit from learning in a Council on Social Work Education (CSWE) nationally-accredited program committed to helping you develop the values, knowledge, and skills necessary to help enhance the lives of those most vulnerable and oppressed.

As you join the social work major, we encourage you to participate in the many opportunities offered by the BSW program, such as: Club Social Work (CSW), the student-led social work organization; special speaker events; and service opportunities in and around our community.

This handbook contains the BSW program policies, procedures and resources of relevance to current and prospective students. General information about APU undergraduate education can also be found in the university's [Academic Catalog](#) and the [Undergraduate Student Handbook](#). We hope these reference materials will be useful and serve as a guide while you are in the program.

Your interest in social work demonstrates your commitment to the well-being of all people and communities centered in the profession's values of service and social justice. On behalf of the BSW faculty and staff, we look forward to being a part of your attainment of these aspirations as you prepare to become a difference maker in the field of social work!

Shelly-Ann Dewsbury, MSW

BSW Program Director
Assistant Professor

PROGRAM OVERVIEW

Azusa Pacific University Statement of Mission and Purpose

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

BSW Program Mission Statement

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

Accreditation

The BSW program has been nationally accredited by the Council on Social Work Education (CSWE) since 1982. The Program underwent reaccreditation in September 2022 and has been fully reaccredited until 2030 by CSWE.

Bachelor of Social Work Program Values

The BSW program is grounded in the profession's history and commitment to racial, social, economic, and environmental justice; respect for diversity, and in the university's commitment to advancing God's work in the world by being of service, advancing human rights, validating the importance of human relationships, demonstrating integrity, and promoting the dignity and worth of all people. The program is committed to excellence in its teaching and scholarship based on scientific inquiry; to the integration of Christian faith in learning and practice; and to the facilitation of community within the department, with students, and within the greater social environment.

APU Social Work Generalist Practice Statement

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

Grand Challenges for Social Work

The Grand Challenges for Social Work is an initiative led by the American Academy of Social Work and Social Welfare aimed at measurable impact on individual and family well-being, developing a stronger social fabric and creating a just society. These three broader initiatives contain 13 Grand Challenges. Driven by scientific research, the Grand Challenges for Social Work aim at creating focus and intentionality relative to our professional response to our nation's most challenging social problems. The Department of Social Work at Azusa Pacific University is committed to aligning our curriculum and training with this initiative in partnership with the

American Academy of Social Work and Social Welfare. As such, assignments, exams or other course experiences may rely on an understanding of the [Grand Challenges for Social Work](#).

Bachelor of Social Work Program Goals

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

Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 10: Critically analyzes how Christian Beliefs and Values can be Ethically Integrated into Professional Social Work Practice

**Please see Appendix I for a full description of program competencies*

Expectations for Integration of Christian Faith

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

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

PROGRAM POLICIES

COVID-19 Policy Clause

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

Affirmative Action and Non-Discrimination

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

Accessibility and Disability Policy

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

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

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

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on [service animals as a disability accommodation](#), contact the director of accessibility and disability resources.

Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a [Request for Accommodations Form](#) available in the Accessibility and Disability Resources office or online.
2. Provide [documentation of the disability](#). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

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

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to disabilityservices@apu.edu.

Sexual Harassment Policy/Statement of Nondiscrimination

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

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

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

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

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

Students can also go to the [Title IX website](#) for more information. Under these guidelines, if a student discloses to a professor a situation of harassment occurring within the APU community, the professor is not allowed to keep this information confidential, and must follow up according to university procedures.

Child Abuse Reporting Policy

The university is committed to the safety of children everywhere. If, during the course of participating in the BSW program, a student discloses (whether verbally or in writing, including in course assignments) evidence of child abuse or neglect, university policy requires faculty and staff to report the disclosure to university legal counsel and the proper authorities.

Elder and Dependent Adult Reporting Policy

The university is committed to the safety of older and dependent adults everywhere. If, during the course of participating in the BSW Program, a student discloses (whether verbally or in writing, including in course assignments) evidence of elder and dependent adult abuse or neglect, department policy requires faculty and staff to report the disclosure to the proper authorities.

Emergency Policy

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts if you wish to be notified in case of an emergency.

Students are advised to review the emergency flip charts located in APU classrooms near doorways.

Policy Regarding Transfer of Credits

Students currently applying to APU who would like to transfer course credit from another institution, should review the [Transfer Application Requirements](#) and check with their assigned

[admissions counselor](#) in the Office of Undergraduate Admissions. Students may also want to review the APU [General Education Guidelines](#) and [Course-to-Course Articulation](#) to get an idea of how coursework will transfer to APU.

Students transferring from CSWE-accredited undergraduate social work programs may submit to their admissions counselor a list of social work courses, including practice courses and field practicum education, completed within the last five years for evaluation for transfer of credits. This request will be further submitted to the BSW Program Director by the Student Services Center for social work course credit review. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements and competencies. This process includes a comparison of syllabi from transfer institutions to ensure course content equivalency to APU required courses. General Education requirements for the major will be assessed by the [Student Services Center](#). Students who leave the BSW program must reapply for admission to the BSW program if the absence is two years or more. Course credit is not given for life experiences or for previous or current work experience.

Students interested in meeting the social work biology requirement at another university are strongly encouraged to obtain prior approval from their advisor to ensure that the course they plan on taking covers the required content necessary to satisfy the social work requirement. Students may also consult with the Undergraduate Enrollment Service Center regarding the transferability of biology courses.

Procedure Regarding Transfer of Credits (General Education Requirements)

The following procedure is to review transfer of credits:

1. Students create an account on [Transferology](#).
2. Select “Will My Courses Transfer?” to search for the equivalent course at APU.
3. If the course is listed on Transferology, send an official transcript to the Student Services Center.
4. If the course is not listed on Transferology, you can also check our [Articulation Agreements](#). If you find the course in an Articulation Agreement, send an official transcript to the Student Services Center.
5. If the course is not listed in either of the above options, complete the [Transfer Inquiry](#) to request articulation. For major course requirements, you will need to submit a course syllabus. For general education requirements, you will need to submit an official course description.
6. If your Transfer Inquiry is approved, send an official transcript to the Student Services Center.

Procedure Regarding Transfer of Credits (Social Work Requirements)

The following procedure is following to review transfer of credits:

1. Students complete the [Transfer Inquiry](#) to request articulation and submit a course syllabus to the Student Services Center.
2. The Student Services Center routes the inquiry to the BSW Program Director for review.

3. The BSW Program Director reviews the inquiry for consistency with program standards and CSWE requirements. Courses for consideration must be transferred from a CSWE accredited program.
4. Determination from the BSW Program Director is provided to the Student Services Center.
5. The Student Services Center notifies the student of the credit decision.

University Email Accounts

The university provides students with an email account by which the university, BSW program, and individual faculty can contact students. The program and faculty often make announcements and provide important information via email. It is the student's responsibility to maintain and regularly check these accounts daily. If you change email accounts, please advise the Student Services Center office, so the change is entered into the APU database.

Google Workspace Access

The university provides students with access to Google Workspace (formerly G Suite). Students are advised to familiarize themselves with the Google Workspace applications with particular attention to Google Drive, Google Slides, Google Docs, and Google Calendar. The [APU IT Support Center](#) provides information on Google Workspace applications. The BSW Program uses Google Calendar to invite students to program meetings and events.

Council on Social Work Education Policy (EPAS)

A copy of the Council on Social Work Education Policy and Accreditation Standards (EPAS) is available on the [CSWE website](#).

Ethical Standards and Principles

The BSW program currently upholds and integrates the ethical practices and standards of the [NASW Code of Ethics](#) and, as applicable, of the International Federation of Social Workers (IFSW) / International Association of Schools of Social Work (IASSW) Ethics in Social Work, [Statement of Principles](#) throughout the BSW curriculum.

ADMISSION TO THE BSW PROGRAM

University undergraduate admission and BSW program requirements must be met before an application is complete.

University Requirements

[University admission requirements and processes for prospective freshman students.](#)

[University admission requirements and processes for prospective transfer students.](#)

Technical Standards

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

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

Students must have and maintain:

1. Physical strength and stamina to perform satisfactorily in classroom and social work agency settings
2. Physical mobility to transport to and from their classroom, field practicum internship agency and additional field practicum meeting sites
3. Functional use of the senses to acquire and integrate data in order to conduct accurate observations in the classroom and in field practicum settings
4. Language competence to communicate effectively with faculty and students, agency staff, clients and other professionals
5. Reading and comprehension skills at a level and speed to respond to reports and other written documents in a timely manner
6. Writing skills at a college level and produced within a timely manner
7. Cognitive abilities to interpret objective and subjective data and functional use of abstract reasoning to problem-solve
8. Mental adaptability to work under pressure in emotionally charged situations and unpredictable environments, and to demonstrate an acceptable handling of conflict without overt emotional display or aggression

BSW Program Admission Policy and Requirements

Students are considered “Social Work Interest” by the registrar until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the

BSW program and can begin taking entry-level social work courses and the General Education courses that apply to social work, as outlined in the university catalog.

Code	Title	Units
Entry-level Courses ¹		
<u>SOCW 250</u>	Introduction to Social Work	3
<u>SOCW 251</u>	Social Welfare Policy and Service	3
<u>SOCW 275</u>	Social Justice Foundations for Human Rights	3
<u>SOCW 310</u>	Human Behavior and the Social Environment I	3
<u>SOCW 311</u>	Human Behavior and the Social Environment II	3

Students must submit a formal application to the BSW program and be accepted to the major prior to taking social work practice courses.

The BSW program reviews applications in the fall and spring semesters for currently enrolled students. Application deadlines are March 7 (fall admission) and November 7 (spring admission). Late applications will be considered on a case-by-case basis depending on the number of accepted students.

Transfer social work applicants planning to enter APU at the junior level (45 or more units) must submit the [BSW Application for Admission](#) in order to be considered for full acceptance into the social work program. Submit your application to the BSW program at the same time you submit your university application. Students transferring in prior to their junior year (less than 45 units) begin the major as “Social Work Interest,” and submit applications prior to their junior year after starting at the university. Transfer students should seek academic advising through the [Academic Success Center](#) and within the BSW program as soon as possible to begin planning coursework. Students may be admitted fully, or on provisional status, or denied admission. If a student is admitted on provisional status, a plan for attaining full admission is provided by the BSW admissions committee. If this plan is not met in full, the student is not allowed to continue in the program and will receive notice that provisional status was not met. If denied admission, the student may initiate an appeal procedure, as outlined in the BSW Student Handbook.

University Admitted APU Students

Students admitted to the university and interested in pursuing the social work major should submit their [BSW Application for Admission](#) directly to the BSW program. Applications will be reviewed by the Social Work Advising and Admissions Committee, composed of social work faculty, and will be considered based on academic and personal readiness for the program.

Admission Requirements

1. A 2.5 overall GPA
2. Completion of or enrollment in SOCW 250: Introduction to Social Work course (full acceptance requires completion of the course with a C or better)
3. Acknowledgment of the ability to adhere to the [National Association of Social Workers Code of Ethics](#)
4. Acknowledgment of the ability to meet BSW Technical Standards and maintain professional behavior consistent with the Student Code of Conduct; both outlined in the BSW Student Handbook.
5. Submission of a personal statement providing responses to the following:
 1. What influenced your choice of social work as a profession? Include when and how you became interested in the field of social work.
 2. What personal, volunteer, and/or employment experiences have you had, and/or what characteristics do you possess, that will contribute to your work as a professional in the field of social work?
 3. Social workers practice with diverse people groups in diverse settings. What groups and/or settings may challenge you because of either your personal values, attitudes, and/or experiences? How will you handle this?
 4. Social work often involves assisting individuals, families, groups and communities in problem-solving. Give a brief description of a problem you have encountered in an employment or volunteer situation and how you resolved it. If you have neither employment nor volunteer experience, you may discuss a personal challenge that you faced.
 5. The profession of social work has identified [13 Grand Challenges](#) that reflect the purpose and mission of the social work field. Referencing the challenges, select one or more of them that align with your personal and professional interests. Utilizing the challenge(s) selected, respond to the following:
 - Discuss how your professional goals align with the efforts of the challenge(s) selected. Why is the challenge selected important and how does it connect to your interest in the social work profession?
 - Discuss the significance of the challenge(s) selected based on your personal faith beliefs or values. For example, why should people who identify as Christians be concerned with the challenge selected.

BSW Program Admission Procedure

1. Completion of or enrollment in SOCW 250: Introduction to Social Work course (full acceptance requires completion of the course with a C or better)
 - a. Note: transfer students with more than 45 units can apply prior to completing SOCW 250: Introduction to Social Work
2. Complete all sections of the application; including complete responses to the personal statement questions.
3. Submit an unofficial APU transcript or transcript of work taken elsewhere if a transfer.

4. Submit completed application to the BSW Program for review by March 15 (fall admission) or November 7 (spring admission). Late applications and transfer students are evaluated on a case-by-case basis and as space allows.
5. Submit additional materials and/or interview with the BSW Program Director at the request of the Admissions Committee.
6. Students will be notified in writing via email within three weeks of the Admissions Committee's decision.

Evaluation Criteria

Admission decisions for the BSW program are based upon a review of academic performance, completion of SOCW 250 as a prerequisite with a C or better (can be enrolled in the course for provisional admission), relevant work or volunteer experience, quality of written personal statement, and relevant experience as indicated in the resume submission. If needed, a student may be asked to complete a formal interview with the BSW Program Director and/or submit letters of reference that can support the student's readiness for a career in social work. The Admissions Committee may seek additional information from the social work faculty, the applicant, or other formal sources. The Committee will focus on academic achievement as well as criteria that demonstrate a commitment to social work values, beginning understanding of the social work profession, professional attitude and behavior, emotional maturity, and ability to express oneself clearly both orally and in writing.

Following review by the Committee, the applicant will be notified in writing via email of the Committee's decision. Committee options include full admission, provisional admission with terms outlined, or denial of admission.

Admissions Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regard to the committee's actions. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the Dean of the School of Behavioral and Applied Sciences.

ACADEMIC ADVISING

Academic Advising Policy

Any student interested in social work is encouraged to contact the BSW program for more information about the major. The program can be contacted by email at bsw@apu.edu or by phone at (626) 857-2410. Students who wish to major in social work should declare "Social Work Interest" as their intended major as soon as possible through the [Student Services Center](#) in order to begin academic and professional planning. Upon declaring "Social Work Interest" as a major, students are assigned an academic success coach by the [Academic Success Center](#). Students meet with their assigned coach to create an initial multi-year academic plan. Once admitted to the social work major a BSW faculty-mentor advisor is assigned by the BSW program for academic and professional advising. Students are strongly encouraged to meet with

their academic success coach (as "Social Work Interest") or BSW faculty-mentor advisor (as "Social Work Major") prior to registration each semester.

Please note: students must apply to the major (see "Admission to the Program" section below). Upon full admission to the program, student status is changed from "Social Work Interest" to "Social Work" by the [Student Services Center](#). Transfer students may be required to apply to the BSW program immediately upon university acceptance. Please see the Admission to the Program section below for additional direction.

Academic Advising Procedure

Students may obtain academic advising by:

1. Contacting the BSW program to schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declaring "Social Work Interest" as a major through the [Student Services Center](#).
3. Contacting the BSW office to receive your advisor assignment and the BSW Student Handbook.
4. Reading the BSW Student Handbook in its entirety.
5. Meeting with assigned success coach to develop a multiyear academic plan and confirm choice of major.
6. Responding to the email invitation to schedule an appointment with the assigned advisor will be sent to the student's APU assigned email address (during university advising period).
7. Scheduling an appointment with your academic success coach ("Social Work Interest" students) and/or BSW faculty-mentor advisor ("Social Work" major students) for academic advising prior to registration each semester.
8. Meeting with your academic success coach ("Social Work Interest" students) and/or BSW faculty-mentor advisor ("Social Work" major students) for academic advising prior to registration each semester.

Please note: Advisors assist in planning, but students are responsible to come prepared for advising and be knowledgeable regarding university requirements.

Academic Advisor Assignment:

Social Work Interest - Gina Conner in the Undergraduate Academic Success Center

Social Work Majors - assigned faculty-mentor advisor provided to student via email from the BSW Program Coordinator

Academic Specialist at the Student Services Center

The Student Services Center is APU's undergraduate registrar. The BSW program has its own academic specialist in the Student Services Center who is available to social work students to ensure that they meet all of their general education (GE) requirements. The academic specialist in the Student Services Center for the BSW program is Danae Jaeger. Students can schedule an appointment at calendly.com/djaeger-apu

Professional Advising Policy

As outlined above, once admitted to the social work major a BSW faculty-mentor advisor is assigned by the BSW program for academic and professional advising. While the BSW faculty-mentor advisor is the primary contact person within the program, students are encouraged to utilize all BSW faculty office hours as needed for professional development. Students are invited to regularly meet with their BSW faculty-mentor advisor for professional development discussions aimed at graduate school and/or employment preparation. The BSW faculty-mentor can also clarify specific content and expectations of the required social work courses, including general information about and preparation for the field practicum internship. Students are assigned to faculty mentor-advisors upon acceptance to major by the BSW Admissions Committee. Students can meet with their BSW faculty-mentor by appointment during department advisement periods or through use of faculty office hours.

Additional professional advising occurs through department, program, and alumni association events as well as during SOCW 467: Senior Seminar Practicum I and SOCW 469: Senior Seminar Practicum II courses.

Professional Advising Procedure

Students may obtain professional advising by:

1. Being accepted as a social work major by the BSW Admissions Committee.
2. Being assigned BSW faculty-mentor by the BSW Program Coordinator.
3. Responding to the email invitation, sent to the student's APU assigned email address, to schedule an appointment with your assigned BSW faculty mentor-advisors (during university advising period) OR schedule an appointment with your BSW faculty mentor-advisors during their posted office hours.
4. Meeting with your BSW faculty mentor-advisors for professional advising.

STUDENT RIGHTS AND RESPONSIBILITIES

A student in the BSW program can expect:

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

BSW Course Requirements

The BSW program is administered by the Department of Social Work within the School of Behavioral and Applied Sciences, and is accredited by the Council on Social Work Education (CSWE).

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. The curriculum is designed in accordance with the standards set by CSWE.

A second focus of the BSW curriculum emphasizes the acquisition of professional competencies that are introduced and developed in the classroom and mastered in service-learning and field practicum internship to integrate coursework knowledge, values and skill development.

The third focus is on acculturation to the profession, and to its values, skills and behaviors, developed through engagement in the classroom, field practicum internship and advisory program. The student is offered the opportunity to evaluate interest in and aptitude for social work.

A total of 69 units is required for the major, and a minimum 2.5 grade-point average (GPA) is required in all major courses, including specified general education (GE) courses. Students must pass all required courses with a C or higher, and **must maintain a 2.5 GPA to remain in the major.**

Note: Course credit is not given for life experience or for previous or current work experience

	Fall Semester	Spring Semester
Year 1	GE 100 First Year Seminar MIN 108 Christian Life, Faith and Ministry WRIT 110 The Art and Craft of Writing PSYC 110 General Psychology SOCW 250 Introduction to Social Work	UBBL 100 Exodus/Deuteronomy Writing 2: Genre, Evidence, and Persuasion BIOL 101 with lab SOC 120 Intro to Sociology SOCW 251 Social Welfare Policy
Year 2	UBBL 230 Luke/Acts Ancient and Modern Languages I Fine Arts SOCW 275 Social Justice SOCW 310 HBSE I	Upper Division Bible Course Ancient and Modern Languages II Oral Communication Philosophy SOCW 311 HBSE II
Year 3	Theology Literature MATH 130 Introduction to Statistics SOCW 332 Individuals/Families SOCW 351 Child Welfare	History Personal Wellness SOCW 333 Communities/Organizations SOCW 350 Aging SOCW 360 Groups
Year 4	SOCW 466 Field Internship I SOCW 467 Senior Practicum Seminar I SOCW 478 Research Methods	SOCW 468 Field Internship II SOCW 469 Senior Practicum Seminar II SOCW 479 Research Project

	Social Work Elective (1 of 2)	Social Work Elective (2 of 2)
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**All academic maps can be found as attachments in Appendix 2*

Student Participation and Feedback Policy

The BSW program invites and welcomes student participation and feedback as we work together to deliver a high quality program that prepares generalist social work practitioners. Students are invited to participate in Club Social Work, to participate or organize other interest groups, and to participate in student government.

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

It is the student's responsibility to provide accurate feedback on both strengths and challenges in the program through various feedback mechanisms, including but not limited to, communication with Club Social Work faculty liaison student officer, course evaluations, exit surveys, and alumni surveys. Student feedback is critical to helping the BSW program undergo ongoing evaluation and curricular improvements. A full description of student rights and responsibilities can be found in the [Academic Catalogs - Office of the Provost](#), including processes for filing a grievance, academic integrity, and grade change policies.

Student Participation and Feedback Procedure

Students may participate in BSW program development and provide feedback by:

1. Participating in Club Social Work
 - a. Club Social Work solicits membership through social work class announcements and student email invitation during the spring semester each academic year. As needed, membership solicitation may also occur in the fall semester. Students are encouraged to email clubsocialwork@apu.edu with additional questions. While membership as a CSW officer is encouraged, CSW weekly meetings are open to all BSW students. BSW students are encouraged to share feedback with CSW as a mechanism for student participation in BSW program development.
 - b. CSW student members, primarily the designated CSW faculty liaison student officer, attend BSW program meetings monthly to share student updates and feedback.
2. Organizing other interest groups and/or participation in student government
 - a. BSW students are encouraged to engage with the APU Office of Campus Life to create [APU clubs and organizations](#) in response to student or campus needs. Serving as an officer in the [APU Student Government Association](#) is also encouraged. These auxiliary clubs and organizations serve as additional touch points for CSW officers to gain insight on student feedback during regularly scheduled university clubs and organizations meetings held by APU Office of Campus Life.

3. Meeting with BSW faculty/ staff and or the Department Chair
 - a. All faculty/ staff contact information can be found on the [BSW website](#) and students are welcome to schedule meetings during office hours to provide feedback.
4. Providing feedback after each course using the anonymous IDEA evaluation provided by the university at the close of each semester.
5. Providing feedback on the anonymous BSW program exit survey provided to BSW seniors by the program annually in the spring semester.
6. Providing feedback in the alumni survey sent via email to BSW alumni two years post graduation by the Department of Social Work.

Attendance Policy

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

1. Attendance is taken at each class session. Missing any part of class, consistent tardiness, or leaving early may be considered an absence; student must communicate with instructor in advance of anticipated missed class time as a professional courtesy. This does not exempt the absence. The absence policy still applies as outlined below.
2. No more than **one week's worth of absences*** (refer to examples below) is permitted per semester (for any reason). Absences beyond one week's worth of classes will result in a 10% reduction in the overall course grade. At *faculty discretion*, for any **second week absences** (including partial week absences) 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. It is the **responsibility of the student** to initiate the request of alternative assignment(s) with the instructor. Alternative assignments must be submitted as requested by the instructor and any course late policy will be applied if alternative assignments are not submitted by the agreed upon deadline. Absences beyond two weeks, any **third week absences** (including partial week absences), 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 practicum internship days, they can submit a department request for extended medical leave, with documentation from their treating physician, in order to work out a course plan, as indicated with the professor, to avoid grade reduction. For ongoing health related situations, students will be referred to Accessibility and Disability Resources, to develop a formal plan for accommodations.

COVID-19 supplemental policy: Students are encouraged to follow [recommendations and protocols](#) provided by public health experts, in addition to state and county public health websites. In the event of symptom development, exposure, family care needs, or other health guidelines, students need to communicate with faculty before the next class session to determine course attendance and course information attainment. Conditions requiring extended absences

will be referred to Accessibility and Disability Resources.

BSW Cohort Meetings

The program holds annual cohort meetings for all students, staff, and faculty on select days. Attendance at your cohort meeting is mandatory as part of your participation in the program. This meeting serves to update students on such things as program vision, policies, programming and provide additional information on topics of interest.

Ample notice of the dates for these meetings is given so that you can arrange your schedule. Please refer to the BSW Program [calendar](#) for dates and plan accordingly to attend.

Additional Program Meetings

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

Research Posters

Students complete a research project as part of their Research Methods (SOCW 478) and Research Project (SOCW 479) course sequence. This project is connected to their senior field practicum internship and students will work with the agency to develop a research project that is meaningful to the agency. In addition, students are expected to present their research posters at the annual department research showcase event (see BSW Program [calendar](#)). Posters may also be showcased on a special student research poster website for the larger APU community. Students should be advised that poster cost can range from \$60 to \$150. These expenses will not be covered by the BSW program.

Writing Standards and Expectations

The writing and publication standards used by this program and the larger profession of Social Work are those articulated in the 7th ed. of the Publication Manual of the American Psychological Association (APA). The program strongly recommends that all students purchase a copy of the complete APA manual and not rely solely on abbreviated websites or citation programs which do not always provide accurate information. Unless otherwise specified by the instructor of the course, all papers written in courses offered by the program are expected to adhere to the guidelines of the APA manual for: Title Page, Section Headings, Reference List, and Text Citations and Quotations. APA writing support resources are also available through the [Writing Center](#).

Retaining Course Syllabi

It is strongly recommended that students maintain a file with all course descriptions and syllabi, including field practicum internship learning agreements, and evaluations. Doing so may assist with securing employment, graduate admittance, and/or licensure in the future.

STUDENT RESOURCES

Club Social Work

Club Social Work (CSW) is the official student organization for undergraduate social work majors at Azusa Pacific University. CSW plans for guest speakers, service projects and social events. Many CSW meetings are open for all students to attend and your participation is encouraged and welcomed.

CSW provides one mechanism of direct communication between students and the BSW program. It assists with planning for special program events. It provides a way for students, faculty and agency representatives to work together on program issues that impact students. CSW is concerned with developing any resources that will help improve the BSW program and link students with the community. Students are encouraged to provide feedback and recommendations regarding social work policies and programs either through CSW or to the program directly via such mechanisms as the BSW program meetings, feedback to faculty, and/or exit survey responses. Please keep in touch with CSW officers throughout the academic year. Names and emails of CSW officers are available on the [CSW website](#). CSW can be contacted at clubsocialwork@apu.edu.

Additional Undergraduate Clubs and Organizations Club Social Work website

The Office of Campus Life assists undergraduate student clubs and organizations in a variety of ways, including directing the club/organization chartering process, providing leadership training, allocating club/organization funds, and assisting in the progress and growth of all clubs/organizations. Students who wish to have a new club chartered must [submit the appropriate documents](#) to the Office of Campus Life.

Student Center for Reconciliation and Diversity

In support of the university's broader mission of advancing diversity, equity, and inclusion, the Student Center for Reconciliation and Diversity (SCRD) designs and implements an array of services and programs that promote equity-minded recruitment and retention, leadership development, identity development, and the pursuit of holistic success of APU's diverse student population, especially historically underrepresented students. SCRCD's efforts expand identity and cultural awareness for all students, faculty, and staff; promote equity; and model racial reconciliation, unity, and an appreciation of all cultures.

Learn more [about the center](#).

Additionally, SCRCD supports various ethnic organizations. Ethnic organizations at Azusa Pacific University offer a forum for fellowship, education, and dialogue to encourage the appreciation of cultural diversity at APU. The purpose is to unite and build community by fostering an environment that cultivates awareness, understanding, reconciliation, and appreciation so that cultural exchange can be embraced and celebrated.

The Student Center for Reconciliation and Diversity supports and sponsors the following [ethnic organizations](#):

Armenian Student Association (ASA)

- Email: apuasa@apu.edu

Asian Pacific American Student Organization (APASO)

- Email: apaso@apu.edu

Black Student Association (BSA)

- Email: bsa@apu.edu

Indigenous Peoples Circle (IPC)

- Email: ipc@apu.edu

Kapamilya (Filipino Student Organization)

- Email: kapamilya@apu.edu

Latin American Student Association (LASA)

- Email: lasa@apu.edu

Middle Eastern Student Association (MESA)

- Email: apumesa@apu.edu

Multi-Racial Student Organization (MRSO)

- Email: mrso@apu.edu

Pacific Islanders Organization (PIO)

- Email: pio@apu.edu

Resources and Information

Books, periodicals, pamphlets and related materials on professional social work practice are available in the BSW Program office.

Library Resources

The library liaison for the BSW program is Liz Leahy who works out of the Stamps Library on West Campus. Liz works closely with the program and is also willing to work with you in assisting you with the tools necessary for effectively using all library resources related to social work. Liz is available for appointments and can be reached by phone at (626) 815-6000 x5641 or by email at l Leahy@apu.edu

Service-Learning Opportunities

A great way to build social work experience and meet your [service requirement](#) is to volunteer in social welfare agencies through the [Service Learning office](#). We encourage all social work students to engage in pre-practicum experiences as they begin to explore areas of social work they may be interested in and to build their knowledge regarding social justice issues impacting our community.

Long identified as an educational “best practice,” service-learning is also emerging as one of the critical components leading to post-graduation employability, an urgent issue confronting higher education. Service-learning, an experiential teaching method that intentionally integrates academic learning and relevant community service, is a well-documented high impact practice in higher education. The skills and experience derived from academic service-learning are not lost on employers, who seek these competencies in potential employees. Thus, service-learning helps to fulfill education’s promise of preparing students for their role in society and life. APU’s goal is to discover and help develop difference makers who can find their place and succeed in

making their world better. Academic service-learning is an important tool in fulfilling that goal. As such, students are required to complete service credits prior to graduation.

The following are the graduation requirements for full-time students:

- 120 credits for students beginning a fall semester as freshmen
- 90 credits for transfer students beginning a fall semester as sophomores
- 60 credits for transfer students beginning a fall semester as juniors
- 30 credits for transfer students beginning a fall semester as seniors

The BSW Program has embedded service-learning in many required social work courses. Service-learning hours completed as part of coursework and a limited number of field practicum education hours can be submitted as service credits. It is the student's responsibility to ensure required documentation has been submitted to the Center for Academic Service-Learning. Fulfillment of this graduation requirement should be tracked by the student. Questions regarding this requirement should be directed to the [Center for Academic Service-Learning](#).

Study Away Opportunities

The BSW program wishes to support students in taking advantage of the many [study away opportunities](#) offered through the university. The vision of participation in study away programs is that social work students will develop an awareness of cross-cultural values and perspectives, and integrate a global sensitivity into their future life and social work practice. Additionally, domestic study away offers opportunities to build on specific social work skill-sets in policy practice and macro skill engagement. Students who wish to enroll in a university-sponsored [study away program](#) should meet with an advisor in the study away office and with their assigned BSW advisor as soon as possible to discuss options. As study away impacts academic planning, it is critical that this discussion takes place early in the planning.

Employment and Graduate Studies

Employment and graduate studies preparation for BSW students is promoted through connected coursework, department and alumni association events, partnership with the university [Career Center](#), and promotion of community employment/graduate studies events. Additionally, students are invited to regularly meet with their BSW faculty-mentor advisor for professional development discussions aimed at graduate school and/or employment preparation. Specific preparation for social work employment upon graduation is initiated early in the senior year. Focus of this preparation includes job searching, interviewing, and resume formation. Part-time, summer and professional job information is sent to students via email and posted on our [university website](#).

The program does not guarantee the securing of employment for its graduates, but actively seeks to secure information on openings for graduates to investigate.

Applications for graduate study in social work are typically made in the fall of the year preceding the fall term you wish to enroll. Please see the list of [accredited MSW programs](#).

As the BSW program at APU is a CSWE-accredited program, students have the opportunity to qualify for an advanced standing option for graduate studies. While the typical master's degree program consists of the equivalent of 2 years full-time study, some advanced standing programs allow for completion of the master's degree in a single calendar year (usually three concurrent semesters). The extent of advanced standing varies from program to program. Programs should be contacted directly for more information about their advanced standing program.

Azusa Pacific University is pleased to offer a fully accredited Master of Social Work (MSW) Program. Full and part-time programs are available, as well as an advanced standing option. Please contact Emily Kemp (ekemp@apu.edu) in the MSW Program Office for further information or visit the [MSW website](#).

Social Media

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

Alumni Organization

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

The BSW Program strives for ongoing communication with alumni. Please inform the program of changes in contact information, new employment, educational achievements, and LCSW licensure. Information on employment opportunities and other professional development updates will be posted for alumni to refer to as needed.

SCHOLARSHIPS AND DISTINCTIONS

Joni Eareckson Tada Scholarship

The [Joni Eareckson Tada Scholarship](#) is a \$3500 award specifically for a social work or practical theology student who has a passion for working with persons with disabilities. You are eligible to apply if you are senior standing, entering field practicum education practicum and commit to taking SOCW 420 Suffering: Theological and Practical Perspectives on Disability in Fall semester. If selected as a recipient of the award, your field practicum internship setting must be a placement that services persons with disabilities, whether physical, cognitive, or persistent mental illness. Application and instructions for applying to the scholarship will be sent via email to students who qualify based on senior standing and anticipated entry into field practicum education practicum.

Patterson Resiliency Award

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

Rojas Family Pag-Asa Scholarship

Pag-asa means "hope" in Tagalog. This is a \$500 [scholarship](#) which targets students who are immigrants to the United States or first-generation college students, with a goal to provide further support and encouragement. Students are eligible to apply if they are of junior or senior standing, have a GPA of 3.0 or higher, demonstrate financial need, have a completed FAFSA form, and are in good academic and professional standing. The application is made available to BSW students of junior and senior standing by email each year. Scholarship is awarded annually based on availability of funds.

Phi Alpha Honor Society

The purpose of [Phi Alpha Honor Society](#) is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Social work students participate in the Phi Alpha Honor Society, a national honor society for social work students, under the advisement of a faculty member. The Azusa Pacific University Chapter was created in 1997. BSW seniors academically in the top 35% of their field practicum cohort (determined by GPA ranking), in good academic and professional standing, and participate in service activity are eligible to join the Phi Alpha Honor Society in the final semester prior to graduation or who have at least 90 semester hours of general and department coursework. Students who are eligible to join will pay a one time lifetime membership fee to Phi Alpha and will receive a certificate, together with a medal to be worn at graduation. Students will be inducted into Phi Alpha at the BSW senior recognition banquet held a few days prior to graduation. However, students are encouraged to engage in service opportunities hosted by the Phi Alpha Honor Society student representative throughout their time as a BSW student.

Certificate of Distinction in Undergraduate Social Work Research

Students with a minimum cumulative GPA of 3.3 or higher, received a B or higher in statistics (MATH 130) or equivalent course, received a C or higher in all other required BSW courses leading to their senior year may apply to participate in the advanced research sections of SOCW 478 and SOCW 479. Students who have received less than a B in statistics but meet the GPA requirement may petition to be in the advanced section. Petitions will be reviewed on a case-by-case basis. The application includes a brief essay noting why they wish to participate in the advanced research section along with a recommendation from one other BSW faculty

member who can speak to the student's writing ability and professional readiness to participate in the advanced research section. The advanced section is traditionally capped at 10 students.

Students accepted and enrolled in advanced sections of SOCW 478 and SOCW 479 must develop an original research project tied to their field practicum internship in accordance with the course requirements, complete the appropriate Institutional Review Board (IRB) application and receive approval for their projects from APU's [IRB office](#), submit an abstract for presentation at an appropriate campus-wide research event, and submit an abstract for the student research poster competition at the national undergraduate social work conference (The Association of Baccalaureate Social Work Program Directors (BPD) conference) held every March. Students who are selected, through a review process, are expected to attend and present at both the appropriate campus-wide research event and the BPD conference. Students apply for travel grants from APU's [Undergraduate Research Program](#) to support travel and conference-related expenses for the BPD conference. Students are also expected to coauthor with the instructor to submit an article based on their research to a peer-reviewed academic journal in social work for publication consideration by the end of the spring semester. Students are expected to remain in touch with the course instructor post-graduation to work on any revisions requested by the journal(s) in order to be accepted for publication.

Additionally, students are invited to submit abstracts to participate in the annual, highly competitive Posters on the Hill interdisciplinary student conference in Washington, DC, sponsored by the Council on Undergraduate Research.

PROFESSIONALISM

Professionalism Rubric ([see Appendix 4](#))

Social work students are expected to demonstrate ethical and professional behavior as defined by CSWE Competency 1 (Demonstrate Ethical and Professional Behavior) and the NASW Code of Ethics. Demonstration of behaviors includes:

- Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks.
- 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 also understand the role of other professions when engaged in inter-professional teams.
- Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers use technology ethically and appropriately to facilitate practice outcomes.
- Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

- Social workers use supervision and consultation to guide professional judgment and behavior.

2015 Educational Policy and Accreditation Standards, Council on Social Work Education

As such, evaluation of professional behavior in classroom and service-learning experiences is used in determination of readiness for entry into the field of social work, including field practicum education. The BSW Program has adopted a Professionalism Rubric to account for student progress of professional behavior related to demeanor, self-regulation, preparedness, use of consultation, critical thinking, and collegiality. The Professionalism Rubric and its specific application to each course will be reviewed in class. Rubric feedback and/or points assigned may be given to students at mid-semester, end-of-semester, or both based on faculty discretion for best use in each course. Students are encouraged to review the rubric often to self-evaluate progress.

SOCIAL WORK CODE OF CONDUCT

Professionalism and integrity are basic characteristics required of students in the program. As such, in addition to APU student university standards of behavior, the Department of Social Work has additional standards for professional ethical behavior required of social work students as outlined below. 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 or other academic integrity violation (refer to APU Catalog regarding academic integrity)
- b. Misrepresenting or misstating events surrounding an incident involving professional conduct
- c. Poor or improper professional conduct during internship, classroom, or service-learning assignments
- d. Being under the influence of alcohol and/or other controlled substances during classes and/or internship
- e. Unprofessional involvement with a client or supervisor while engaged in internship activities
- f. Breach of professional confidentiality
- g. Derogatory comments and behavior toward a client, agency employee, classmate, faculty or staff member
- h. Discrimination or harassment directed toward a client, agency employee, classmate, faculty, or staff member on the basis of class, race, age, disability, national origin, gender, religion, and/or sexual orientation
- i. Violation of the NASW Code of Ethics (a copy is held in the program office)
- j. Insubordination
- k. Excessive and/or unexcused absences
- l. Falsifying field practicum/classroom attendance hours

- m. Unprofessional use of social media sites
- n. Inappropriate professional attitude/disposition

Students must also adhere to the [APU Student Standards of Conduct](#).

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 program has clear and concise policies and procedures for terminating student enrollment in the program and field practicum 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 Program Director, individual faculty member(s), his/her faculty advisor, field practicum instructor, or the BSW Coordinator of Field Education of his/her deficiencies and options for improvement and resolution. The BSW Coordinator of Field Education 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 Program.

Charges

Any faculty or staff member of the program or an agency field practicum instructor (the “Charging Party”) may file charges against a student (the “Accused Student”) for violations of the Social Work Department Conduct Code (the “Code”). A charge shall be prepared in writing describing the violations and referencing the applicable policies and copies shall be provided to the Program Director, the BSW Coordinator of Field Education, Director of Field Education, the agency field practicum 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 BSW 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 practicum 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 to appeal the decision under grievance and appeals process noted in the Academic Catalog.

ACADEMIC PERFORMANCE EXPECTATIONS

BSW Program GPA Requirement Policy

Continuation in the program requires a demonstration of academic ability. A student must maintain a 2.5 grade point average in all coursework and must pass required social work courses with a C or better.

BSW Program GPA Probationary Status Procedure

Students who fall below the required 2.5 grade point average will be placed on probationary status within the program for one semester. At the end of the probationary semester, the GPA will be reviewed and if the GPA is above 2.5 the student will be reinstated fully into the program. If the GPA remains below 2.5, but the GPA has shown improvement, the student can remain on probationary status if the student has enough remaining semesters in the program to reach the required 2.5 GPA by graduation. If the GPA remains below 2.5 and has not shown improvement, the student will be dismissed from the program following the procedure in the appeal, probation, and termination procedure outlined above. Students who do not pass a course with a C or better, can repeat the course up to two times as per university policy. Students wishing to appeal a course grade or program probation/dismissal based on academic performance can follow the appeals process outlined in the [university catalog](#).

University Academic Integrity Policy

The BSW program will follow the university policy and procedure for all students suspected of violating the [university academic integrity policy](#) posted by the [Office of the Provost](#).

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy can be found [online](#) through the Office of the Provost.

Academic dishonesty includes (but is not limited to):

1. Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. Fabrication - intentional falsification or invention of any information or citation in an academic exercise

3. Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty
4. Plagiarism - intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise

Consequences for violations of academic integrity in this class follow the procedure as outlined in the [Academic Integrity Policy](#). Depending on the nature of the offense, the BSW program reserves the right to impose additional sanctions according to the Social Work Conduct Code, based on the outcome of the academic integrity process.

PRACTICUM REQUIREMENTS

COVID-19 Policy Clause

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

Overview

The culmination of the BSW students' educational process is the field practicum internship. During senior year, social work majors have the opportunity to apply their knowledge and skills gained in the classroom experience in community based agencies. These supervised internship settings provide opportunity for students to integrate classroom concepts to real situations that will develop their practice skills at the micro and macro level. The BSW field practicum internship sites span the scope of the social work profession. Supervisors are trained and/or evaluated annually by field practicum faculty to ensure understanding of educational goals and the process of supervision and client interaction. Agencies selected provide generalist social work experience and have a designated supervisor to provide support to the student intern. Please note, a comprehensive outline of all field practicum policies and procedures can be found in the [Field Education Manual](#).

The field practicum internship is a year-long experience that involves students taking corequisite courses. These courses are taken concurrently and include: Senior Practicum Seminar (SOCW467 and SOCW469), Senior Field Internship (SOCW466 and SOCW468), and Research (SOCW478 and SOCW479). The field practicum internship program is a 2-semester course (4-units per class). Students are placed in a BSW program approved community based agency with a trained supervisor who meets field practicum instructor requirements. Internship agencies offer students a generalist social work experience for a minimum of 400 hours, completed over two semesters in their senior year, usually scheduled for 16 hours per week.

Exemptions from Fieldwork

There are no exemptions from fieldwork based on prior employment or internship experience. *Course credit is not given for life experience or for previous or current work experience.*

BSW Mandatory Field Orientation Meeting

Prior to the start of field practicum internship, all social work students who anticipate entering field practicum in fall must attend a mandatory field practicum orientation meeting. The purpose of the orientation and training is to prepare students for their entrance into field practicum internship. Topics for the training cover content areas such as the overview and expectations in the field, legal and ethical mandates, professional conduct, sexual harassment, bloodborne pathogen training, safety in the fieldwork setting, field documentation requirements, faith integration, and field practicum placement interview preparation. BSW students are required to complete a series of online modules prior to the start of the field practicum internship. The orientation and the online modules provide an opportunity for students to become acquainted with the policies and procedures contained in the Department of Social Work Field Education manual.

BSW STUDENT FIELD PLACEMENT PROCESS

BSW Program Coursework

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

Eligibility for Enrollment in BSW Field Education

Students should be advised that acceptance into the social work program does not guarantee acceptance into the internship program.

In order to be a candidate for field practicum placement, students must have completed and passed with a C or above all required prerequisites coursework. In addition, students are assessed for their professional readiness (see below) to begin work with agencies and clients based on their field practicum internship application and demonstrated professionalism. Readiness is assessed throughout the BSW program in each course utilizing the Professionalism Rubric ([Appendix 4](#)).

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

agreement with the social work code of ethics to determine student readiness for field practicum education.

The success of students in the field practicum internship experience is reliant on progressing those individuals who demonstrate readiness. This assessment of students to determine field practicum 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 practicum education component.

Areas of review are as follows:

- Academic preparedness - Performance related to GPA, competency demonstration, critical thinking, and oral and written communication (Professionalism Rubric scoring considered)
- Conduct - Adherence to the APU and BSW code of conduct, and the NASW Code of Ethics. Appropriate use of technology, behavior in the learning environments, and conduct within service-learning experiences (Professionalism Rubric scoring considered)
- Professionalism - Performance related to collegiality (professional interaction with faculty, staff and peers in the classroom and other learning experiences), use of supervision/consultation (utilization of feedback to guide professional judgment and behavior) and self-awareness (recognition of own biases and values and alignment with social work values) (Professionalism Rubric scoring considered)
- Extenuating Circumstances - Consideration of specific individual situations or needs

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

Field Placement Process

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

The BSW Field Education Coordinator and/or field practicum faculty will review field practicum applications to evaluate student eligibility for field practicum internship positions. During the field practicum 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 practicum faculty in consideration of a student's growth potential at a particular agency.

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

approximately 50% of their field practicum hours to direct practice experience with individuals, families, and/or groups, with additional hours involved in mezzo and macro practice within the internship experience.

Outline of field practicum placement process is as follows:

1. Student completes all prerequisite coursework
2. Student completes *Application for Field Internship*
3. Field faculty review applications
4. Student meets with the BSW Coordinator of Field Education and/or field practicum faculty for pre-placement interview to review application, discuss professional practice interests, and learning goals
5. Student attends mandatory BSW Field Orientation and Training
6. Full faculty in discussion with BSW Coordinator of Field Education and/or field practicum faculty, after reviewing the student's application and experience, will determine the appropriate agency referral. Students are given one agency referral, and receive a mailed or emailed placement packet which consists of the *Field Internship Assignment Form* with the agency contact information and additional instructions. Student will also receive interview preparation material to review prior to the interview. Student is instructed to schedule an agency pre-placement interview with the Field Instructor or agency designee as instructed on the form.
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 practicum faculty are aware of the reason(s) placement was denied.
8. *Field Internship Verification Forms* are sent to all students after the interview period ends and the agency provides verification of acceptance.
9. Students who are not accepted at the referred field practicum 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 practicum readiness and placement options.
10. Pending availability, students may be presented a second and final field practicum agency referral and will be expected to complete the pre-placement interview process again within the designated time frame. The BSW Coordinator of Field Education may request to complete further interview preparation and/or a mock interview with the student prior to agency interview. If not accepted by the second field practicum internship agency in which

they are referred, students will be asked to meet with the BSW Coordinator of Field Education to discuss options for remaining in the program. Deferment of placement may be required.

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

Conduct in Social Work Field Internship

Students are expected to abide by Azusa Pacific University's student standards of conduct, as described in the BSW Student Handbook. Students must also adhere to professional standards as outlined in the student handbook in the Social Work Department Conduct Code, Field Education Manual and the [Social Work Code of Ethics](#). Failure to do so may result in disciplinary action including dismissal from the internship and/or the BSW program.

Mandatory Orientation Meeting for Field Education

During the second semester of junior year, students expected to enter field practicum internship must attend a mandatory field practicum orientation. Important information regarding field practicum internship requirements will be provided. It is the student's responsibility to attend this meeting. Students are expected to attend professionally dressed to this orientation. The date will be announced by email and posted in the social work office. It is the student's responsibility to keep apprised of this meeting. Missing this meeting is a sign to field practicum faculty that the student might not be professionally ready to begin field practicum internship.

Background Check

Field agencies may require background checks, Live Scans, and/or fingerprinting as a screening procedure prior to the start of field practicum internship. To maintain eligibility for placement with the agency, students should follow all agency pre-placement requirements in the time frame requested. In the event that the field practicum 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 practicum internship. Questions about these requirements may be directed to the accepting field practicum agency as well as the APU field practicum 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 practicum 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](#), 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 practicum faculty

and the requesting field practicum agency or field practicum instructor. In the event a student's background check results in a flagged record, the requesting field practicum agency shall determine whether the flagged record(s) disqualifies the student from interning at the agency.

Health Insurance

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

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

- [Healthcare Providers Service Organization](#)
- [National Association of Social Workers](#)
- [North American Association of Christians in Social Work](#)
- [American Professional Agency, Inc.](#)

Immunizations

Students may be required to show proof of certain immunizations or vaccinations as a condition of field practicum 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 practicum internship agency.

Health Clearances

Select agencies require that students complete a health clearance, tests, immunizations, and education as part of the placement process. This may include completion of health-related training per university or program requirements before the onset of field practicum placement. 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 practicum placement agency. Nearby community healthcare centers that offer aforementioned health screening services include:

- [APU Student Health Center](#)
- [East Valley Community Health Center](#)
 - West Covina clinic appointments (626) 919-5724 x2100
 - Pomona clinic appointments (909) 620-8088 x3100
- [Monrovia Health Center \(L.A. County Public Health\)](#)
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](#)

Liability Insurance

While in field practicum 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 practicum internship. A list of reputable social work insurance carriers is provided to the students during the field practicum placement period. A copy of the liability insurance certificate of coverage must be submitted to the BSW Coordinator of Field Education, as well as to the field practicum agency if requested, before the onset of the academic year. Failure to provide current liability insurance will result in a late start in field practicum internship and/or revocation of the field practicum internship at the discretion of the field practicum agency.

Insurance providers include:

1. [National Association of Social Workers \(NASW\)](#)
2. [Healthcare Providers Service Organization](#)
3. [North American Association of Christian Social Workers \(NACSW\)](#)

Transportation Policy

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

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

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

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

Bloodborne Pathogens and Other Related Trainings

Bloodborne Pathogens training and other related training are completed prior to beginning field practicum internship. Additional information prior to expected completion dates will be provided by the BSW program office.

Social Media Awareness

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

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

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

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

Field Education Grades

Like all coursework in the BSW program, students must earn a grade of C or better in all field practicum courses. The field practicum 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 practicum internship is the responsibility of, and recorded by, the BSW Coordinator of Field Education. Each student will earn a letter grade of A, B, C, D, F, or Incomplete. An Incomplete will only be given in extreme circumstances and must be cleared prior to the end of the semester by the BSW Coordinator of Field Education. The BSW Coordinator of Field Education may lower a grade based on incomplete 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 fall semester in the Social Work Internship are required to meet with the BSW Coordinator of Field Education.

GRADUATION REQUIREMENTS

Bachelor of Social Work Graduation Requirements

1. Completion of all required social work courses with a C or better
2. Maintenance of a cumulative GPA of 2.5 throughout the program
3. Completion of a minimum 120 units
4. Successful completion of Field Internship Experience
5. Submission of [Graduation Application](#), filed with the Student Services Center, in accordance with university required timeline.

Graduation Resources

Several resources are available to students to enable degree completion for a timely graduation. Students are encouraged to utilize their APU Student Center account, one-on-one advising and the development of a multi-year course enrollment plan to help ensure a timely graduation.

Students are advised to use the following resources:

- Degree Audit: Use your online degree audit, found in “My Academic Requirements” in the APU Student Center of the PeopleSoft account, to review requirements fulfilled and courses still needed to meet graduation requirements.
- My Planner: Use your online planner available on PeopleSoft to see if you can fit all of your requirements into the time you have remaining at APU.
- Academic Advising: The BSW department provides academic advising for you each semester by appointment. As the experts on your major, BSW faculty and staff are a great resource.
- Academic Map: Upon advisement, all students will receive an academic map outlining courses requirement from enrollment at APU until graduation.
- Student Services Center: The Student Services Center provides ultimate clearance for graduation. All transfer work and any course taken different than what is approved in the catalog and/or within your degree audit must be approved through the Student Services Center. When in doubt, ask the Student Services Center.

Units Required for Graduation

The minimum number of credits for a bachelor's degree is 120. Twelve (12) units per semester constitute a minimum full-time load, and will be considered normal progress toward a degree. However, students must be aware that at this 12-unit per-semester pace, they will not complete the bachelor's degree in a four-year (8 semester) period unless summer courses are taken.

TRADITIONS AND AWARDS

The BSW program maintains several ongoing traditions and awards. They are as follows:

Seniors and Faculty Day Out

In their final semester, graduating Seniors and faculty enjoy time together as they celebrate the culmination of their undergraduate journey. In the past, this has included softball, potluck and paint, and going to an arcade. This time together has served as a great opportunity for students and professors to enjoy time together outside of the classroom.

Senior Celebration

This event is held to honor our graduating students. Held once a year prior to spring commencement, all seniors, their families, and field practicum instructors are invited to attend; even if they anticipate completion of graduation requirements in winter. Event information is provided to students prior to the event.

Outstanding Senior Award

This is a program-sponsored award. The recipient is selected by faculty for overall excellence in grades, field practicum education, and service to the university and social work program.

Outstanding Field Intern Award

This is a BSW program-sponsored award given to the student demonstrating excellence in their field practicum internship. Nominations are solicited from field practicum instructors, and the recipient is selected by faculty.

Spirit of Social Work Award

This is a BSW faculty sponsored award given to a student that displays excellence in professional practice and personal development while inspiring peer collegiality and embodying commitment to social work values. This student demonstrates a commitment to student-life balance through scholastic achievement while tending to personal activities such as work, parenting and/or volunteerism; reflecting the university's commitment to the four cornerstones of Christ, community, service and scholarship.

Inspirational Student Award

This award is to honor a student who demonstrates evidence of exceptional interpersonal skills and motivational qualities, who has contributed to the BSW program in a significant manner. Nominations are solicited from students.

Outstanding Field Agency Award

This is a BSW program sponsored award given to a field practicum agency in recognition of the outstanding training and supervision provided to social work students during their field practicum internship experience and their ongoing commitment to excellence in the provision of social services.

Outstanding Field Supervisor Award

This award is to recognize a supervisor who has made a significant contribution to and influence of their student's professional development during the field practicum internship. Nominations are solicited from students.

Outstanding Research Poster Award

This award is to recognize the student who has developed a high quality research study and poster as part of their senior internship.

RESERVATION OF RIGHTS

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

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

APPENDIX

Appendix 1: Program Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social Workers:

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

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

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

clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social Workers:

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

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, 2022 Educational Policy and Accreditation Standards 11 implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional

- conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying 2022 Educational Policy and Accreditation Standards strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and

interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Competency 10: Critically Analyze How Christian Beliefs and Values can be Ethically Integrated in Professional Social Work Practice

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

Social workers:

- Demonstrate self-awareness of own worldview, as it relates to a Christian worldview
- Articulate how a Christian worldview is integrated into social work practice
- Critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process

Appendix 2: Academic Maps

- [Freshman Academic Map Template](#)
- [Honors Humanities Academic Map Template](#)
- [Transfer Student Academic Map Template](#)
- [Spanish Minor Academic Map Template](#)
- [Sacramento Academic Map Template](#)
- [South Africa Academic Map Template](#)
- [Ecuador Academic Map Template](#)

Appendix 3: University Services

Undergraduate Academic Success Center

The Undergraduate Academic Success Center is committed to offering comprehensive academic services, programming, and resources that support students in *thinking* critically, *planning* accordingly, and *thriving* academically as they become graduates and difference makers at APU. The center comprises four areas committed to partnering with students, faculty, and staff to support the academic success of Azusa Pacific students:

- [Academic Advising](#)
- [TRIO Student Support Services](#)
- [Tutoring Center](#)
- [Strengths Development](#)

Drop by the center to learn more about how we can support you during your academic journey at APU. The center is located on East Campus in Building 30, just north of the Student Services Center.

Student Services Center

The [Student Services Center](#), offers a central location for undergraduate enrollment and financial services information and resources. Our staff is ready to assist you and answer your questions.

Information Technology (IT)

[Information Technology \(IT\)](#) is responsible for providing strategy, training, service, and information to APU faculty, staff, and students in the area of technology. The support desk provides assistance with online accounts, All Access (wireless) connection, and dial-up service. You can also call (626) 815-5050 for more information on IT services.

Wireless Internet

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

Computer Facilities

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

Campus Safety

The [Department of Campus Safety](#) is located on the first floor lobby of Adams Hall on the East Campus. The staff assists students with problems on campus, such as theft, accidents, or threats. Campus Safety personnel are on duty 365 days of the year, 24 hours a day. Please refer to the

undergraduate Catalog for more information. If you need assistance or have any questions, you can also call (626) 815-3898.

Libraries

Azusa Pacific University has three [libraries](#): William V. Marshburn Memorial Library, East Campus (626) 815-3847; Hugh and Hazel Darling Library, West Campus (626) 815-5066; and James L. Stamps Theological Library, West Campus (626) 815-5613. Electronic resource access is available through student accounts. These accounts can be set up through Information and Media Technology (IMT). The APU undergraduate student ID card is required for library material checkout and other library services.

Dining

There are several [dining locations](#) on both East Campus and West Campus.

Accessibility and Disability Resource (ADR)

The Learning Enrichment Center (LEC) coordinates a number of direct services for undergraduate and graduate students with specific disabilities. Upon documented verification of the disability, academic accommodations are individualized based on the learning needs of each student. Accommodation examples include: advocacy, academic and technical support, registration assistance, testing accommodations, assessment referral, liaison with university academic service areas, and liaison with community agencies. For more information about [ADR services](#) you can also call (626) 815-2067.

Student Center for Reconciliation and Diversity

The [Student Center for Reconciliation and Diversity](#) seeks to cultivate a culture that values and embraces ethnic diversity. The SCRCD also hosts a program for first-generation college students, the [GEN1 Scholars Program](#), that assists with transition to college by providing academic support; connecting students to faculty, staff, and resources; and helping to find and create community at Azusa Pacific University.

International Center

The [International Center](#) includes international admissions, transcript evaluations, immigration advising, and support services for APU's international students and scholars from more than 40 countries. Services include assistance with admission to the university, immigration documentation, and cultural adjustment. You can also call (626) 812-3055 for further information.

APU Campus Store

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

Writing Center

The [Writing Center](#) is a free source of feedback by trained writing consultants for writers from all disciplines and all skill levels. Located in the Marshburn Library (East Campus), the center offers individual appointments (in person or online), group workshops, and print resources to assist in a variety of needs, including academic papers.

University Counseling Center

The [University Counseling Center \(UCC\)](#) is staffed with professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic and spiritual wellness of the APU community. UCC services are available to any student currently enrolled in courses on the Azusa Campus, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. You can call (626) 815-2109 for further information or an appointment.

Career Center

The [Career Center](#) offers many services to APU students and alumni, including feedback on resumes, job searching, interviewing, and career assessment.

Mail and Print

APU's on-campus [Mail and Print Services](#) provides students, faculty, and staff with complete mailing, shipping, and printing solutions through USPS, FedEx, and UPS.

APU Trolley Service

APU's trolley service provides quick, convenient transportation between East and West campuses, arriving at each stop approximately every 7 to 15 minutes. You can also call Campus Safety at (626) 815-3898 to request an after-hours shuttle. The shuttles and trolleys do not operate from early May through late August. The East Campus Trolley Stop is located on the north side of Turner Campus Center, and you can keep tabs on the trolleys with APU's Trolley Tracker.

Health Center

The [Health Center](#) is on East Campus.

Mail Services

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

Fitness Center

The [Fitness Center](#) is located on the north section of West Campus and is available to students free of charge. They can be reached at (626) 815-6000 x5512.

Appendix 4: Professionalism Rubric

Professionalism Rubric

Professionalism Category	Excellent	Very good	Good	Fair	Poor
<p>Professional Demeanor</p> <p>Key Elements:</p> <p>Preparedness,</p> <p>Punctuality,</p> <p>Meeting Deadlines,</p> <p>Participation,</p> <p>Respect,</p> <p>Confidentiality</p>	<p>Student demonstrates respect towards faculty and peers. Outside the classroom, the student maintains confidentiality of topics discussed in class. Student comes prepared to class with assignment or assigned reading to actively contribute in classroom discussion. Student shows up to class on time and does not leave early. Student utilizes break time appropriately and does not interrupt class time by occasionally leaving classroom. Student turns in assignments on time, and submits them as required by class. Actively participates. Demonstrates respect for others evidenced by attitude, dress and topics of discussion.</p>	<p>Demonstrates respectful behavior towards faculty and peers. However, there has been an incident where student has not been able to create a safe, open environment within or outside the classroom. Student usually comes prepared to class but there have been times when student is not prepared for class topic. Very sporadic class tardiness, leaving early, occasional departures during class time. Student has turned in assignments on time but has failed to follow instructions as how assignment needs to be turned in. Volunteers to participate and willingly contributes to course discussions and activities. Supports others in their participation.</p>	<p>Student has been consistent for the most part in being respectful to peers and faculty but at times has struggled to bring up a topic in a respectful way or has not maintained classroom confidentiality. Occasionally, student does not come prepared to class with assignments or assigned reading. Occasional class tardiness, or leaving early. Student often leaves during class time. Occasionally, student has not met a deadline or has requested an extension. Listens actively and participates appropriately. Contributes ideas to course discussions.</p>	<p>Student has tried to demonstrate professional behavior. However, has had several occurrences of not being respectful to peers/faculty. Has not maintained confidentiality. Student has had difficulty coming to class prepared and doing assigned reading. Student has tried to make efforts but struggles with punctuality at times throughout semester. Student has had difficulty meeting some deadlines for assignments. Occasionally introduces information or asks questions.</p>	<p>Student has been disrespectful with peers, faculty or has not maintained classroom confidentiality. Student has created hostile classroom environment. Student does not come prepared to class. Does not come with completed assignments or with assigned reading completed. Student has been consistently tardy to class, or has frequent departures during classroom time, or leaves early consistently. Students has missed several assignment deadlines. Little to no participation. Often gives nonverbal cues of wanting to be somewhere else.</p>

<p>Use of Reflection/ Self Regulation</p> <p>Key Elements:</p> <p>Self-Awareness, Self-Regulation, Affective responses, Stress management</p>	<p>Student intentionally explores and reflects on personal beliefs, values, strengths, and challenges.</p> <p>Consistently identifies “triggers” that influences personal behavior and uses tools to prevent de-regulation. Has well-developed and accurate personal insight. Can independently identify how emotions impact others/ external environment. Affective responses in terms of interactions with peers and faculty consistently appropriate. Effectively employs stress management techniques and self-care practices that are reflected in student’s ability to come prepared to class, actively participate in class activities, and complete assigned coursework in a timely manner.</p>	<p>Actively explores personal beliefs, values, strengths, and challenges.</p> <p>Student can self-identify emotions and respond accordingly using appropriate coping tools. Can self-evaluate to demonstrate insight. Affective responses demonstrates some inconsistency in appropriateness, but student aware and actively responding to regulate. Actively seeking and using stress management techniques. Demonstrates ability to cope with stressors through use of appropriate coping mechanisms.</p>	<p>Needs intermittent prompting to engage in exploration of personal beliefs, values, strengths, and challenges.</p> <p>Student occasionally needs external assistance in identifying and responding to emotions. Demonstrates emerging insight into self-awareness. Through discussion, can identify how emotions impact others/ external environment. Affective responses occasionally display inappropriate/ unprofessional response. Stress management is inconsistent but student is aware and actively pursuing stress management techniques.</p>	<p>Needs consistent support in exploration of personal beliefs, values, strengths, and challenges.</p> <p>Student demonstrates minimal insight and relies on external assistance in identifying and responding to emotions; occasionally unable to self-regulate. Affective responses inappropriate to discussion and/ or unprofessional. Lack of stress management occasionally impacts student performance and/or engagement with others.</p>	<p>Limited interest in exploration of personal beliefs, values, strengths, and challenges.</p> <p>Student lacks any insight or has inaccurate self-concept related to emotional awareness and does not demonstrate use of tools for self-regulation. Unclear as to how emotions impact others/external environment. Often defensive in response to others. Lack of stress management impacts student performance and/or engagement with others significantly.</p>
<p>Appropriate use of Technology</p> <p>Key Elements:</p> <p>Appropriate use of technology</p>	<p>Proficient in the use of technology. Uses technology appropriately to facilitate a distraction-free learning environment for self and others. Does not utilize cell phone to text, search web, check email or engage in other computer use not related to class activity.</p>	<p>Proficient and/or utilizes resources to enhance proficiency use of technology. Few incidences of inappropriate use of cell phone/computer in the classroom.</p>	<p>Inconsistent use of technology; however, does seek assistance. Occasional inappropriate use of cell phone or computer.</p>	<p>Often does not use technology as assigned. Does not seek assistance. There has been frequent distracting use of cell phone or computer.</p>	<p>Student does not actively use technology. Student has not been engaged in class by being distracted with phone/computer use not related to classroom activities.</p>

<p>Use of Supervision/ Consultation</p> <p>Key Elements:</p> <p>Seeks feedback,</p> <p>Incorporates feedback</p>	<p>Student actively seeks feedback and incorporates skillful reflection on feedback into assignments, skill demonstration, and self-appraisals. Makes explicit reference to previous learning and applies in an innovative way. Edits provided by faculty always attended to in manner directed.</p>	<p>Is receptive to feedback from others and attempts to incorporate reflection on feedback into assignments, skill demonstration, and self-appraisals. Requires support expected in course. Makes reference to previous learning and applies to future assignments, skill demonstration, and self-appraisals. Edits provided by faculty almost always attended to in manner directed.</p>	<p>Occasionally seeks feedback. Thoughtful of instruction given. Active participant in consultation process as evidenced by preparation with questions and draft documents, etc. Edits provided by faculty always attended to; however, not always exactly as directed.</p>	<p>Does not seek out feedback but attempts to follow direction. Listens to versus actively engages in consultation. Edits superficially addressed, often lacking thoroughness.</p>	<p>Does not welcome or reflect on feedback. Is sometimes receptive to feedback from others, but may respond defensively. Needs repeated reminders related to consultation discussions. Edits not addressed.</p>
<p>Critical Thinking</p> <p>Key Elements:</p> <p>Analysis,</p> <p>Professional Judgment,</p> <p>Problem Solving</p>	<p>Student uses evidence to support positions; using interpretation and evaluation of academic sources. Consistently considers complexity of issues. Demonstrates professional judgment in use of appropriate communication channels and employing problem solving techniques independently. Demonstration of criteria observed during classroom discussion, group work, and in assignment completion.</p>	<p>Student explores positions actively. Demonstrates evidence of assessing conclusions and perspectives. Considers context and assumptions. Beginning to employ problem-solving techniques independently; occasionally needs reassurance. Demonstration of criteria observed during classroom discussion, group work, and in assignment completion.</p>	<p>Does not always consider other perspective or positions, but receptive to them when presented. Attempts to analyze information. Needs occasional support for problem solving. Demonstration of criteria observed during classroom discussion, group work, and in assignment completion.</p>	<p>Primarily relies on personal opinion/experience versus academic sources. Rarely considers other perspectives or positions. Needs reminders related to use of appropriate communication channels. Needs consistent support for problem solving. Demonstration of criteria observed during classroom discussion, group work, and in assignment completion.</p>	<p>Lacks awareness of present assumptions. Stated positions are simplistic and unsupported academically. Professional judgment is not exhibited. Lacks awareness of appropriate communications channels and struggles consistently to problem solve. Demonstration of criteria observed during classroom discussion, group work, and in assignment completion.</p>

<p>Team-work/Collegiality</p> <p>Key Elements:</p> <p>Interpersonal skills,</p> <p>Respect,</p> <p>Values diversity</p>	<p>Student works in professional manner with peers in group settings, fulfilling workload expectations. Maintains confidentiality and resolves any issues that may arise with the group utilizing problem solving skills. Overall, develops and maintains professional interactions with faculty and peers with clear commitment to diversity. Demonstrates respect in oral, written and electronic communication.</p>	<p>Student has been able to work in professional manner with peers in group. However, there has been an incident where student has not maintained confidentiality, had difficulty working with their group, or not fulfilled workload expectations. Values and responds to diversity in thought.</p>	<p>Occasionally, student has some difficulty maintaining confidentiality, or problem solving issues in the group working dynamic. Has not fulfilled workload expectations consistently. Demonstrates value of diversity in thought.</p>	<p>Student has had difficulties in working with others in the group. Has not fulfilled workload expectations. Incident of unprofessional oral, written, and/or electronic communication has occurred. Has difficulty considering alternative perspectives from own.</p>	<p>Student has not been able to work well with others. Has not fulfilled workload expectations. Student does not do own share of work in group work. Several incidences of unprofessional oral, written, and/or electronic communication has occurred. Disregards diverse thought.</p>
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Appendix 5: Confirmation of Receipt of BSW Handbook & Photo/Video Release

CONFIRMATION OF RECEIPT OF BSW HANDBOOK & PHOTO/VIDEO RELEASE

Please acknowledge receipt of the Azusa Pacific University BSW Student Handbook, confirm review of the document in its entirety, acknowledge willingness to adhere to all BSW Program policies inclusive of the process and criteria for student probation and/or termination from the Program using the following link: [Confirmation of Receipt of BSW Handbook](#). This link will also provide you the opportunity to review the Azusa Pacific University's Department of Social Work photo/ video release statement and select the appropriate statement of agreement. Please complete all portions of this link as requested by BSW Program faculty and staff.