

# **MASTER OF SOCIAL WORK PROGRAM (MSW)**

## **STUDENT HANDBOOK**

**2015-2016**



Department of Social Work  
Azusa Pacific University  
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## CHECKLIST

- Read this manual and refer to it in the future. It contains almost everything you need to know about the MSW Program.
- Go to the New Student Welcome Center at [www.apu.edu/welcome/graduate](http://www.apu.edu/welcome/graduate) and follow all steps for class registration, financial aid, buying books, parking permit, ID card, etc. **All MSW students must have an APU email account and check it daily.** Any announcements from the MSW Program or from faculty will be sent to this account.
- Obtain an APU student ID card:  
<http://www.apu.edu/diningservices/onecardoffice/graduateid/>
- Obtain an APU parking pass at [www.apu.thepermitstore.com](http://www.apu.thepermitstore.com).
- Attend the MSW New Student Orientation on August 24, 2015 (4-8 p.m.) in North UTCC.
- Check the status of your financial aid by contacting Dave McCorkell, financial aid counselor, in the Graduate Center (626) 815-4542.
- Become familiar with the APU campus (libraries, bookstore, computer labs, Writing Center, Graphics Center, eating areas, Fitness Center, etc.).
- Read the APU Graduate Catalog for information on University policies.
- Search the APU website to learn about the many student services offered.

**MSW PROGRAM  
FULL-TIME FACULTY AND STAFF**

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## CALENDAR 2015-2016

Date	Event
<b><i>Fall 2015</i></b>	
July 14	Registration Opens
August 18	Continuing Students – Fall Registration Due
August 19 - September 15	Final Registration Period for Fall
August 24	MSW New Student Orientation 4-8 p.m. North UTCC
August 27	Fall Field Instructor Training I ( <i>mandatory for all new field instructors</i> )
August 28	Mandatory Field Orientation (for all first year internship students) LAPC
August 31 (week of)	Field Internships Begin
September 8	Fall Classes Begin
September 11	Last Day to Add/Drop Classes or Submit Independent Study Proposals
October 2	Fall Field Instructor Training II ( <i>mandatory for all new field instructors</i> )
November 2 (week of)	Mid-Semester Progress Report Due
November 6	Fall Field Instructor Training III ( <i>mandatory for all new field instructors</i> )
November 16	Last Day to Withdraw from Classes
November 17	Spring Registration Opens
November 26-29	HOLIDAY – Thanksgiving Break
December 15 or 17	Field Internship Comprehensive Evaluation Due
December 18	Fall Classes and Field Internships End
December 21	Continuing Students – Spring Registration Due
December 28	Graduate Fall Semester Grades Due
<b><i>Spring 2016</i></b>	
January 15	Last Day to Submit Intent to Graduate form (for May 7, 2016 graduation)
January 18	HOLIDAY – Martin Luther King Jr.
January 19	Spring Classes Begin (field internships may begin earlier, depending on Agency)
January 26	Last Day to Add/Drop Classes or Submit Independent Study Proposals
February 12	HOLIDAY – Presidents’ Day
March 7-13	Mid-Semester Break
March 14 (week of)	Mid-Semester Progress Report Due
March 31	Last Day to Withdraw from Classes
April - TBD	Social Work Job Fair
May 6	Spring Classes and Field Internships End
May 7	Spring Commencement
May 13	Graduate Spring Semester Grades Due

## **WELCOME FROM THE PROGRAM DIRECTOR**

Welcome to the Master of Social Work Program at Azusa Pacific University! Our faculty and staff members are delighted that you will be joining our program at a time of exciting possibilities both in the university and the larger Los Angeles area. We invite you to enhance your graduate program with exposure to the many speakers, volunteer activities, and faith integration opportunities that exist in our community. Our MSW Program intends to challenge, interest, and inspire you to set and achieve professional goals congruent with your interests and community needs. This handbook is designed to provide information about MSW Program options, policies, and resources. General information about APU graduate education can also be found in the university's Graduate Catalog.

We look forward to joining with you to create a truly satisfying, meaningful graduate school experience. Professional social workers are employed in a myriad of helping contexts with different roles and responsibilities. Our field placements provide opportunities to explore career options involving diverse settings and populations. In the classroom, our faculty members draw on their own experiences as professional practitioners, as well as strong academic preparation to effectively convey knowledge of research, theory, and skills essential to positive helping relationships.

Please feel free to communicate with us throughout your educational process; we look forward to being part of your professional journey!

*Mary Rawlings, Ph.D., LCSW*

MSW Program Director  
Chair, Department of Social Work

## INTRODUCTION

We welcome you to the MSW Program and sincerely hope you will have a rewarding experience at Azusa Pacific University (APU). The MSW curriculum has been designed to prepare you for professional social work by integrating knowledge and skills learned in the classroom with practical experience gained in the field internship.

Social work is a rewarding profession for people who are motivated by a deep sense of calling to serve others. You may be drawn to helping children, vulnerable elderly adults, persons with mental illness, communities in crises or poverty, or one of the many other populations in need of assistance from a social worker. Whatever population you desire to work with, the MSW Program will prepare you well by providing you with the knowledge and skills needed.

Please take the time to read this handbook, together with the APU Graduate Catalog (available online) and the APU website. It will help you understand the MSW Program and what is expected of you, as a student. You will also learn about the many university resources available to you. If you have any questions, please do not hesitate to call me. I look forward to working with you and assisting you in any way I can.

*Karen Maynard, MA*

Director of Student Services

Assistant Professor

## **AZUSA PACIFIC UNIVERSITY STATEMENT OF MISSION AND PURPOSE**

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

## **MSW PROGRAM MISSION STATEMENT**

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

## **MSW PROGRAM DEFINITION OF ADVANCED SOCIAL WORK PRACTICE**

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

## **MSW PROGRAM GOALS**

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

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice and adequate preparation for leadership, advanced study, and lifelong learning.



4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and understand the ethical integration of Christian faith in practice, including non-discrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

### **MSW STUDENT LEARNING OUTCOMES/COMPETENCIES**

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.
11. Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

### **Foundation Year Competencies and Practice Behaviors**

**Student Learning Outcome 1/EPAS Competency 2.1.1:** Identify as a professional social worker and conduct oneself accordingly.

- Demonstrates professional social work roles and boundaries.
- Demonstrates demeanor in behavior, appearance and communication.
- Demonstrates professional time management skills and accountability; punctuality, attendance, paperwork, and assignments.
- Uses supervision and consultation effectively.

**Student Learning Outcome 2/EPAS Competency 2.1.2:** Apply Social work ethical principles to guide professional practice.

- Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principles of the profession.

- Recognizes and manages personal values and biases in ways that allow professional values to guide practice.
- Recognizes and tolerates ambiguity in resolving ethical conflicts.
- Applies strategies of ethical reasoning to arrive at principled decisions.

**Student Learning Outcome 3/EPAS Competency 2.1.3:** Apply critical thinking to inform and communicate professional judgments.

- Uses critical thinking augmented by creativity and curiosity.
- Is able to comprehend, appraise and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.
- Utilizes appropriate models of assessment, prevention, intervention, and evaluation.
- Demonstrates effective oral communication in working with individuals, families, groups, organization, communities, and colleagues.
- Demonstrates effective written communication in working with individuals, families, groups, organization, communities, and colleagues.

**Student Learning Outcome 4/EPAS Competency 2.1.4:** Engage diversity and difference in practice.

- Knowledge about and respectful to clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity, and expression, immigration status, political ideology, race, religion, sex and sexual orientation.
- Recognizes the extent to which a cultures' structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.
- Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.
- Views self as a student of cultural differences and those she/he works with as cultural experts.

**Student Learning Outcome 5/EPAS Competency 2.1.5:** Advance human rights and social and economic justice.

- Recognizes that each person regardless of position in society has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.
- Identifies the forms, mechanisms and interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights.
- Is skilled at advocating for and engaging in practices that promotes social and economic justice.

**Student Learning Outcome 6/EPAS Competency 2.1.6:** Engage in research-informed practice and practice-informed research.

- Employs evidence-based interventions and policies.
- Integrates research findings and professional judgment to improve practice, policy, and social service delivery.
- Evaluates their own practice for effectiveness and improvement.

**Student Learning Outcome 7/EPAS Competency 2.1.7:** Apply knowledge of human behavior and the social environment.

- Demonstrates knowledge of human behavior across the life course.
- Understands social systems and how they promote or inhibit people in maintaining or achieving health and well-being.
- Demonstrates knowledge of person-in-environment, including: biological, social, cultural, psychological and spiritual development of clients/client systems.
- Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention, and evaluation.

**Student Learning Outcome 8/EPAS Competency 2.1.8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Demonstrates understanding of the role of policy in service delivery and the role of practice in policy development.
- Analyzes and advocates for policies that promotes social well-being for individuals, families, groups, and communities.
- Recognizing the importance of collaboration with colleagues and clients for effective policy action.

**Student Learning Outcome 9/EPAS Competency 2.1.9:** Respond to contexts that shape practice.

- Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice.
- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.

**Student Learning Outcome 10/EPAS Competency 2.1.10:** Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities:

**EPAS Competency 2.1.10(A): Engagement**

- Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations, and/or communities.
- Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills).
- Develops a mutually agreed-on focus of work and desired outcomes.

**EPAS Competency 2.1.10(B): Assessment**

- Collects, organizes and interprets client system/organizational data.
- Assesses clients/client systems strengths and limitations.
- Develop mutually agreed upon intervention goals and objectives and select appropriate intervention strategies.

**EPAS Competency 2.1.10(C): Intervention**

- Initiates actions to achieve goals within the context of the organization.
- Incorporates prevention interventions to enhance client capacities.

- Assists clients/client system in problem resolution and desired outcomes.
- Negotiates mediates, and advocates for clients/client systems.
- Facilitates transitions and endings.

**EPAS Competency 2.1.10(D): Evaluation**

- Critically analyzes, monitors, and evaluates interventions.
- Utilize evaluation data to revise interventions.

**Student Learning Outcome/Competency 11: Faith Integration:** Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

- Demonstrates an understanding of a Christian world view as related to social work practice.
- Critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process.

**Clinical Concentration Competencies and Practice Behaviors**

**Student Learning Outcome 1/EPAS Competency 2.1.1:** Identify as a professional social worker and conduct oneself accordingly.

- Demonstrates advanced insight in personal reflection and self-correction to assure continual professional development.
- Demonstrates professional use of self and the influence on the client-practitioner relationship.
- Demonstrates ability to assume a leadership role, effectively representing the social work perspective.
- Uses supervision and consultation effectively.

**Student Learning Outcome 2/EPAS Competency 2.1.2:** Apply social work ethical principles to guide professional practice.

- Applies ethical decision making skills to address complex and ambiguous ethical conflicts.
- Employs strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- Identifies and uses knowledge of relationship dynamics including power differentials to resolve ethical dilemmas.

**Student Learning Outcome 3/EPAS Competency 2.1.3:** Apply critical thinking to inform and communicate professional judgments.

- Engages in reflexive practice, integrating reflection, knowledge, and experience in real time clinical contexts.
- Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

**Student Learning Outcome 4/EPAS Competency 2.1.4:** Engage diversity and difference in practice.

- Identifies cultural structures and values that oppress and/or enhance privilege or power.

- Demonstrates advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others.
- Applies cultural humility and competence in adapting integrated health services to meet diverse client needs.

**Student Learning Outcome 5/EPAS Competency 2.1.5:** Advance human rights and social and economic justice.

- Consistently applies knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.

**Student Learning Outcome 6/EPAS Competency 2.1.6:** Engage in research-informed practice and practice-informed research.

- Uses the evidence-based practice process in clinical assessment and intervention with clients.
- Uses knowledge and research to advance best practices in social work.
- Uses research methodology to evaluate clinical practice effectiveness and/or outcomes.

**Student Learning Outcome 7/EPAS Competency 2.1.7:** Apply knowledge of human behavior and the social environment.

- Demonstrates ability to synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.
- Uses bio-psycho-social-spiritual theories and diagnostic classification systems in formulation of comprehensive assessments.

**Student Learning Outcome 8/EPAS Competency 2.1.8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Demonstrates understanding of regional, state, and national policies that influence the delivery of social work services.
- Engages in policy practice that promotes social well-being for individuals, families, groups and communities.
- Appraises current policy development and trends to engage in effective client advocacy.

**Student Learning Outcome 9/EPAS Competency 2.1.9:** Respond to contexts that shape practice.

- Demonstrates the ability to utilize various ecological frameworks to assess the quality of clients' interactions within their social contexts.
- Works collaboratively with others in the internal and external environment to effect systemic change that is sustainable.

**Student Learning Outcome 10/ EPAS Competency 2.1.10:** Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.

**EPAS 2.1.10(A): Engagement**

- Demonstrates ability to attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
- Establishes a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
- Develops, manages, and maintains therapeutic relationships with clients within the person-in-environment and strengths perspective.
- Utilizes appropriate multidimensional assessment instruments.

**EPAS 2.1.10(B): Assessment**

- Articulates multiple influences effecting clients' readiness for change.
- Selects and modifies appropriate intervention strategies based on continuous clinical assessment.
- Critically applies diagnostic classification systems in a process of continuous assessment.

**EPAS 2.1.10(C): Intervention**

- Critically selects and applies best practices and evidence-based interventions.
- Demonstrates the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and prevention strategies as needed.
- Collaborates effectively with other professionals to coordinate treatment interventions.

**EPAS 2.1.10(D): Evaluation**

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

**Student Learning Outcome/Competency 11:** Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

- Applies Christian beliefs and values, as appropriate to client needs, in an ethical manner.
- Integrates faith-based interventions as applicable to practice contexts.
- Integrates clients' religious, spiritual, and faith traditions and/or faith communities, as indicated, to enhance coping.

**Community Concentration Competencies and Practice Behaviors**

**Student Learning Outcome 1/EPAS Competency 2.1.1:** Identify as a professional social worker and conduct oneself accordingly.

- Demonstrates advanced insight in personal reflection and self-correction to assure continual professional development.

- Demonstrates ability to effectively represent the social work discipline when collaborating and consulting with other professionals.
- Demonstrates ability to assume a leadership role, effectively representing the social work perspective.
- Uses supervision and consultation effectively.

**Student Learning Outcome 2/EPAS Competency 2.1.2:** Apply social work ethical principles to guide professional practice.

- Applies ethical decision making skills to address complex and ambiguous ethical conflicts.
- Demonstrates knowledge of ethical management and fiscal practices.
- Understands ethical dilemmas and recognizes cultural relativity in domestic and/or international human rights laws and policy.

**Student Learning Outcome 3/EPAS Competency 2.1.3:** Apply critical thinking to inform and communicate professional judgments.

- Uses logic, critical thinking and creativity in written and oral communication with organizations and communities.
- Able to critically evaluate program design and service delivery models for efficiency and effectiveness.

**Student Learning Outcome 4/EPAS Competency 2.1.4:** Engage diversity and difference in practice.

- Identifies cultural structures and values that oppress and/or enhance privilege or power.
- Demonstrates advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others.
- Applies cultural humility and competence in adapting policies, programs and services to meet the diverse needs of populations.

**Student Learning Outcome 5/EPAS Competency 2.1.5:** Advance human rights and social and economic justice.

- Promotes and advocates for the rights of clients who represent ethnic minorities, who are part of migrant, immigrant communities and who express diverse political, sexual, or religious orientation.
- Applies theoretical frameworks when analyzing human rights and social justice issues related to urban planning and social and environmental justice.
- Contributes to correcting injustices, advocating for the rights of diverse client populations and establishing social and economic justice.

**Student Learning Outcome 6/EPAS Competency 2.1.6:** Engage in research-informed practice and practice-informed research.

- Utilizes research data to analyze social, economic, and ecological factors that contribute to domestic and/or international social problems.
- Constructs and utilizes best practice, evidence-informed research to develop and implement community and organizational interventions.

- Use research methodology to evaluate social work practice effectiveness and/or outcomes.

**Student Learning Outcome 7/EPAS Competency 2.1.7:** Apply knowledge of human behavior and the social environment.

- Demonstrates ability to synthesize and differentially apply theories of human behavior and the social environment to guide macro practice.
- Demonstrates theoretical knowledge of the global and/or domestic economic impact on marginalized people groups.

**Student Learning Outcome 8/EPAS Competency 2.1.8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Demonstrates understanding of regional, state, national, and international policies that influence the delivery of social work services.
- Engages and collaborates in the policy arena on behalf of community and organizational interests.

**Student Learning Outcome 9/EPAS Competency 2.1.9:** Respond to contexts that shape practice.

- Analyzes and responds to changing task environments that impact communities and organizations.
- Works collaboratively with others in the internal and external environment to effect systemic change that is sustainable.
- Continuously stays informed of new technological developments and their application to improve service delivery, information management and/or fundraising strategies.

**Student Learning Outcome 10/EPAS Competency 2.1.10:** Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.

**EPAS 2.1.10(A): Engagement**

- Uses interpersonal and participatory skills to engage constituents in the change process.
- Pursues reciprocal relationships to develop desired outcomes and expectations.

**EPAS 2.1.10(B): Assessment**

- Researches, gathers, analyzes, and interprets system, policy, community, and organizational data.
- Selects and modifies appropriate intervention strategies based on research evidence and continuous assessment.
- Develops mutually agreed upon goals and measurable objectives.

**EPAS 2.1.10(C): Intervention**

- Initiates strategies and/or actions to achieve goals and objectives to achieve goals within the context of organization, community and policy arenas.
- Collaborates effectively with constituents to facilitate sustainable change.



### **EPAS 2.1.10(D): Evaluation**

- Applies research to identify established evaluation tools and outcome measurements.
- Designs and implements an evaluation plan to assess organizational, community, or policy outcomes.
- Uses participatory methods, involving community and organizational constituencies, to evaluate interventions and recommend future actions.

**Student Learning Outcome/Competency 11: Faith Integration:** Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

- Understands the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.
- Demonstrates understanding of the ethical integration of personal faith and core values as a social worker.
- Recognizes the contributions of the global Christian community in promoting global social justice.

## **SOCIAL EQUITY**

### *Affirmative Action and Non-Discrimination*

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

### *Policy on Disability/Special Needs*

The MSW Program will make every effort to assist students with disabilities to participate fully in the Program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Students should also inform the field director of any accommodations that may be necessary during field education at the field site. Please visit [www.apu.edu/lec](http://www.apu.edu/lec) or call (626) 815-3849 for further information.

### Sexual Harassment Policy

The MSW Program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment arise, the MSW Program will adhere to current university guidelines. Under these guidelines, however, if a student discloses to a professor, a situation of harassment occurring within the APU community, the professor is not allowed to keep this information confidential, and must follow up according to university procedure.

### Child Abuse Reporting Policy

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

## **ADMISSION TO MSW PROGRAM**

### University Requirements

University graduate admission and MSW Program requirements must be met before an application is complete. University admission requirements and processes are found in the APU Graduate Catalog and are currently as follows:

1. A bachelor's degree from a regionally accredited institution.
2. A cumulative minimum 3.0 GPA is required (submit transcripts with application).
3. Candidates with a GPA of 2.5-2.99 will be considered for provisional admission. The provisional status requires maintaining a minimum cumulative GPA of 3.0 and no grade lower than "B-" in the first 12 units. The student who does not meet this requirement will be dismissed.
4. All students graduating from non-English speaking institutions must also meet TOEFL requirements (see "TOEFL Requirements under International Graduate Admissions" in the Graduate Catalog).
5. Azusa Pacific University does not discriminate in its admission policies or practices on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.
6. All non-U.S. permanent residents should refer to the International Graduate Admissions section in the APU Graduate Catalog.

### MSW Program Requirements

The specific criteria for seeking MSW admission are:

1. Completion of the MSW Application for Admission form.

2. Completion of Statistics course (3 semester units, grade “C” or higher). If Statistics has not been taken at time of MSW application, it must be completed (at any regionally accredited college or university) prior to start of MSW Program in Fall. Proof of registration in a Statistics course must be given to the MSW director of student services by April 1, with proof of progression given by June 15. Proof of completion is due by September 1. Students will be admitted on provisional status until proof of completion of course is submitted, upon which time provisional status will be removed.
3. Willingness to participate in an admission interview, including a writing sample.
4. Three reference letters specifically discussing professional and/or academic interests and aptitude for MSW education. References are to be limited to individuals familiar with academic and/or professional abilities.
5. Submission of a personal statement. Personal statements should be 6-8 pages long (double spaced), and include attention to each of the following:
  - a. Motivation for pursuing MSW education, including relevant background experiences and professional goals.
  - b. Professional and volunteer experiences related to social work.
  - c. Expectations regarding attending a Christian university for MSW program, and approach to faith integration in scholarship and service. (Although no admissions requirements exist regarding faith orientation, Christian and other religious perspectives may be presented and discussed in classes.)
  - d. Discussion of a social problem of interest to you, including your perceptions of the causes of, and potential solutions to the problem.
  - e. Discussion of an ethical challenge you have encountered in professional, field, or volunteer work and how you resolved it.

Personal statements are assessed based on:

  - Writing and organizational skills;
  - Evidence of professional commitments to service and social justice;
  - Self-awareness and maturity indicating readiness to successfully complete program requirements; and,
  - Engagement in employment, volunteer work, leadership activities, and/or other experiences relevant to professional social work.
6. Demonstrate compliance with technical standards.
7. For Advanced Standing applicants, a working knowledge of the Diagnostic and Statistical Manual (DSM) is strongly recommended. Abnormal Psychology is a suggested prerequisite unless DSM knowledge has been gained through work experience.

## **TECHNICAL STANDARDS**

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

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

Students must have and maintain:

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

## **APPLICATION PROCEDURE**

The completed application package should be sent to the Azusa Pacific University Graduate Center. After verification that the application meets the minimum university requirements and is complete, it is forwarded to the MSW Admissions Committee. Students will be notified of their admission status (unconditional acceptance, provisional acceptance, or denial) in writing. **Students are unable to change concentrations after admission to the program.**

### Application Time Line

Applications for Advanced Standing or early admission status should be received by *January 15* for enrollment in the following academic year, but may be sent in as early as October. Applications for regular admission status should be received by *March 1*.

Applicants receiving an acceptance letter (sent by mail) into the MSW Program must submit the Confirmation of Acceptance form to the director of student services by the required date (indicated in acceptance letter), together with a non-refundable deposit of \$250. Students going into field internship in the fall will receive an Application to Field Internship document after the Confirmation of Acceptance and deposit has been received. This must be completed and returned to the director of field education by the date specified. Students entering field placement must purchase malpractice insurance. Information on acceptable policies will be provided by the director of field education. If applying for student loans, students should complete financial aid documentation (FAFSA) and coordinate with the Graduate Center.

Information on graduate financial aid is available in the Graduate Catalog and on the Graduate Center webpage.

## **ACADEMIC ADVISING**

The MSW Program has developed specific academic and professional advising policies and procedures in order to assist you in developing a successful academic course plan and to provide professional mentoring for students. The director of student services will advise students (by email) each semester of the registration requirements and course scheduling for the following semester. Students may meet with the director of student services at any time to discuss academic plans/progress. The director of field education oversees field internships, and is available to discuss any ideas or concerns.

## **PROFESSIONAL ADVISING**

Faculty advisors are also available to discuss future career plans, professional development, doctoral program interests, and other issues appropriate to the faculty-student relationship. Students are welcome to talk with any professors, but if they do not have a specific advisor in mind, please refer to the following:

Full-time students A-M (Clinical)	Adria Navarro
Full-time students N-Z (Clinical)	Jennifer Payne
Part-time students (Community)	Margaret Lee
Part-time students (Clinical)	Olivia Sevilla
Full-time students (Community)	Shaynah Neshama Bannister
Advanced Standing students	Mary Rawlings

## **TRANSFER OF MSW CREDITS**

Students formerly enrolled in CSWE-accredited MSW programs may submit a list of MSW foundation level courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the MSW Program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW Program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW Program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student. A letter from the MSW program director is required verifying the student was in good standing.

2. The work must have been done within five years prior to the starting the MSW Program.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is less than a “B.”
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in the MSW Program.

## **TRANSFER OF ELECTIVE CREDITS**

The MSW Program has two elective courses (total of six units). Students transferring from another graduate program may petition to have up to six units evaluated for possible elective credit. The course(s) must be relevant to the MSW Program and preferably have been taken within five years prior to admission. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW Program for evaluation. Due to the importance of MSW Program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material. Once in the MSW Program, students must take elective courses at APU, with the exception of a few pre-approved international courses that may be offered by other social work programs. Independent study may be taken in place of elective courses (see below).

Advanced standing students may not transfer in any elective credit.

## **INDEPENDENT STUDY**

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not covered in the regular course offerings. MSW students may receive credit for a maximum of six units of independent study (in place of elective courses) to be applied to the graduation requirement of 60 units (36 units for advanced standing). No more than four units may be applied toward one project. A maximum of four units may be taken during one academic term. The independent study is recorded as SOCW599: Readings in Social Work on the student’s permanent academic record.

Students wishing to pursue independent study should contact a social work faculty member to discuss the possibility of supervising the study. A proposal must then be drawn up by the student and approved by the supervising faculty member, chair, and dean. The Independent Study form and Proposal (available online from the Graduate Center) must then be submitted to the MSW Department for all approving signatures and forwarded to the Graduate Center by the *Last Day to Add or Drop Classes or Independent Studies* (see academic calendar). An independent study fee of \$125 per unit will be assessed in addition to the regular tuition.

## STUDENT RESEARCH OPPORTUNITIES

The MSW Program has the following opportunities available for students interested in gaining additional skills in the area of social work research:

- Partner with faculty as a paid/volunteer research assistant. As funded or volunteer positions become available, faculty will post announcements to apply for a research assistant. The number of positions available vary, based on funds and need.
- Conduct a research study for the Capstone Leadership Project.
- Initiate an Independent Study with a faculty member around an area of interest

## GPA REQUIREMENTS

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

## MSW COURSE REQUIREMENTS

### Full-Time Program

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

	Fall Semester	Spring Semester
<b>Year 1</b>	Intro. to Social Work Profession (2) Diversity and Social Justice (3) Micro-Theory/Human Develop. (3) Practice I – Interview/Assessment (3) Field Seminar I (1) Field I (3)	Introductory Research Methods (2) Social Welfare Policy/Practice (3) Macro-Theory & Communities/Organizations (3) Practice II – Intervention/Evaluation (3) Field Seminar II (1) Field II (3)
<b>Year 2</b>	<p><b><u>Community Practice Concentration</u></b> Human Rights/Sustain Develop. (2) Advanced Community Practice (3) Org. Behavior &amp; Management (3) Field Seminar III (1) Elective (3) Field III - Community (3)</p> <p><b><u>Clinical Practice Concentration</u></b> Clinical Practice w/Groups (2) Advanced Clinical Practice I (3) Children and Adolescents (3) Elective (3) Field Seminar III (1) Field III - Clinical (3)</p>	<p><b><u>Community Practice Concentration</u></b> Fundraising, Grant Writing/Fiscal Decision (3) International SW Policy/Practice (2) Capstone Leadership Project (3) Elective (3) Field Seminar IV (1) Field IV - Clinical (3)</p> <p><b><u>Clinical Practice Concentration</u></b> Social Welfare Policy &amp; Health/MH (2) Advanced Clinical Practice II (3) Capstone Leadership Project (3) Elective (3) Field Seminar IV (1) Field IV - Clinical (3)</p>

### Advanced Standing Program

The *nine-month full-time* advanced standing program is designed for certain qualified BSW graduates. Students admitted into this program take two three-unit advanced standing courses in August (six hours/day of class, five days/week, for three weeks) and then continue directly into the concentration year classes of the full-time MSW program. Field internship is 20 hours/week (week days only).

A *two-year part-time* advanced standing program is also currently available, whereby students take the two three-unit advanced standing courses in August and then join in with the third year part-time cohort to complete the two years of concentration level coursework. A 20 hours/week internship occurs in the final year.

### Part-Time Program

The part-time program is designed to meet the needs of students who wish to continue working while attending the MSW Program. Students attend classes one evening per week (two classes per evening) for all four years. Years one and three also have weekend intensive courses (see notes on table below). The field internship comprises of 16 hours per week in years two and four. Students must be available two week days during traditional agency hours.

	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Year 1</b>	Intro. to Social Work Profession (2) Diversity and Social Justice (3) Micro-Theory/Human Develop. (3) **	Introductory Research Methods (2) Social Welfare Policy/Practice (3) Macro-Theory & Communities/Organizations (3) **
<b>Year 2</b>	Field Seminar I (1) Practice I – Interview/Assessment (3) Field I (3)	Field Seminar II (1) Practice II – Intervention/Evaluation (3) Field II (3)
<b>Year 3</b>	<b><i>Community Practice Concentration</i></b> Human Rights/Sustain Develop (2) * Advanced Community Practice (3) Org. Behavior & Management (3)  <b><i>Clinical Practice Concentration</i></b> Clinical Practice w/Groups (2) * Advanced Clinical Practice I (3) Children and Adolescents (3)	<b><i>Community Practice Concentration</i></b> Fundraising, Grant Writing/Fiscal Decision (3) ** International SW Policy/Practice (2) Elective (3)  <b><i>Clinical Practice Concentration</i></b> Social Welfare Policy & Health/MH (2) * Advanced Clinical Practice II (3) Elective (3)
<b>Year 4</b>	<b><i>Community Practice Concentration</i></b> Field Seminar III (1) Elective (3) Field III - Community (3)  <b><i>Clinical Practice Concentration</i></b> Field Seminar III (1) Elective (3) Field III - Clinical (3)	<b><i>Community Practice Concentration</i></b> Field Seminar IV (1) Capstone Leadership Project (3) Field IV - Clinical (3)  <b><i>Clinical Practice Concentration</i></b> Field Seminar IV (1) Capstone Leadership Project (3) Field IV - Clinical (3)

\* Weekend Intensive courses (2 units) meet three or four Saturdays per semester: 8 a.m. – 6 p.m.

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



## COHORT TRANSFER REQUEST POLICY

Students are required to apply to either the full-time or part-time MSW Program during the admission procedure. If, during the course of the program, circumstances arise that necessitate a request to change cohorts, students must contact the director of students services and request a petition form. This form must be completed and returned by December 1 of the year prior to the requested change date. Any cohort changes must be made at the half way point of the program (after year one of the full-time program, or year two of the part-time program). If the student is in good academic standing, has a valid reason for the change request, and there is room in the desired cohort, attempts will be made to allow the switch. No guarantees are made that a change of cohort is possible, therefore students must be prepared to complete the MSW Program in the cohort to which they are admitted.

## CONCENTRATION TRANSFER REQUEST POLICY

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

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

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

*Requests must be received in writing by December 1 prior to the concentration year(s) of the program. Please contact the director of student services to request a Concentration Change Request Form.*

## ATTENDANCE POLICY

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

1. A sign-in sheet will be used to record attendance at the beginning of each class session. Missing any part of class may be considered an absence; student must communicate with instructor in advance of anticipated missed class time.
2. No more than **one absence\*** is permitted per semester (for any reason). A **second absence** results in a 10% reduction in the overall course grade. *At faculty discretion*, for a second absence students may be given the option of making up the 10% by

submitting an alternative assignment as developed by the instructor to make up the class content. A **third absence** or missing an additional three hour period of class will result in an automatic 10% grade reduction without option for make-up.

3. Students missing more than nine hours for three-unit course, or six hours for two-unit course will not be allowed to pass the course (resulting in an F).
4. If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive field internship days, they can submit a department request for extended medical leave, with documentation from their treating physician, in order to work out a course plan, as indicated with the professor, to avoid grade reduction. For ongoing health related situations, students will be referred to the Learning Enrichment Center, to develop a formal plan for accommodations.

\*Note: For Saturday courses: three hours = one absence

For three or two hour classes: one class (three or two hours) = one absence

## LEAVE OF ABSENCE POLICY

If circumstances arise that prevent a student from continuing in program temporarily, Karen Maynard, director of student services, should be contacted to discuss the possibility of a leave of absence. A one-year leave of absence may be granted in such circumstances as serious illness. If approved, the student will rejoin the program the following year with another cohort. A *Request for Leave of Absence* form can be downloaded from:

<http://www.apu.edu/graduatecenter/download/>.

## COURSE DESCRIPTIONS

### **SOCW511: Introduction to the Social Work Profession (2)**

*Course Description:* Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical skills. *Prerequisite: Admission to MSW Program*

### **SOCW512: Social Welfare Policy & Policy Practice (3)**

*Course Description:* The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice. *Prerequisite: Admission to MSW Program.*

### **SOCW513: Micro-Theory & Human Development (3)**

*Course Description:* Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice. *Prerequisite: Admission to the MSW Program.*

**SOCW514: Practice I – Interviewing and Assessment (3)**

**Course Description:** This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information. *Prerequisite: Admission to MSW Program.*

**SOCW515: Field Seminar I (1)**

**Course Description:** Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisite: Admission to MSW Program. Corequisite: Field I.*

**SOCW516: Field I (3)**

**Course Description:** The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program. Corequisite: Field Seminar I.*

**SOCW521: Introductory Research Methods (2)**

**Course Description:** Content will introduce critical evaluation of social work research and evidence informed social work practice, along with how research can ethically be used to improve practice at individual and agency levels. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work. *Prerequisite: Statistic course.*

**SOCW522: Diversity and Social Justice (3)**

**Course Description:** Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. *Prerequisite: Admission to MSW Program.*

**SOCW523: Macro-Theory & Communities/Organizations (3)**

**Course Description:** Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice. *Prerequisite: Micro-Theory and Human Development.*

**SOCW524: Practice II – Intervention and Evaluation (3)**

**Course Description:** This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research,

interdisciplinary collaboration, advocacy, resource development, and practice evaluation.  
*Prerequisite: Practice I.*

**SOCW525: Field Seminar II (1)**

**Course Description:** Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills and professional ethics. *Prerequisites: Field I; Field Seminar I; Practice I. Corequisite: Field II.*

**SOCW526: Field II (3)**

**Course Description:** The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program; Field I; Field Seminar I. Corequisite: Field Seminar II.*

**SOCW531: Human Rights & Sustainable Development (2)**

**Course Description:** Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored. *Prerequisites: Macro-Theory and Practice with Communities and Organizations; Diversity and Social Justice.*

**SOCW532: Advanced Community Practice (3)**

**Course Description:** This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized. *Prerequisites: Macro-Theory and Practice with Communities and Organizations.*

**SOCW533: Organizational Behavior and Management (3)**

**Course Description:** This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication. *Prerequisites: Macro-Theory and Practice with Communities and Organization.*

**SOCW534: Field Seminar III (1)**

**Course Description:** Field Seminar III focuses on presentation and discussion of student experiences in concentration field placements. Specific emphasis is placed on demonstration and evaluation of practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in prior coursework including prior seminars. *Prerequisites: Field I, II; Field Seminar I, II; Practice I, II. Corequisite: Field III.*

**SOCW535: Field III – Community Practice and Partnerships (3)**

**Course Description:** The purpose of field internship is to provide a setting for students to practice advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills and values in social work. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated agency. *Prerequisites: Field I, II; Field Seminar I, II; Practice I, II. Corequisite: Field Seminar III.*

**SOCW536: Advanced Clinical Practice I: Adult Mental Health (3)**

**Course Description:** This course begins a two-semester advanced clinical practice sequence focusing on adult mental health. Content includes further knowledge of human behavior and the social environment, symptoms, diagnoses, assessment and treatment strategies associated with psychiatric conditions, brain functioning and chemistry, psychotropic medications, and managed care expectations. Secular theoretical and Christian counseling perspectives are integrated throughout the course. *Prerequisites: Practice I; Practice II.*

**SOCW537: Children and Adolescents (3)**

**Course Description:** This course describes social, emotional, and mental health issues experienced by children and adolescents, and discusses play therapy, trauma focused interventions, and family therapy models, and other forms of evidenced based practices to improve functioning and well-being. Laws impacting work with minors and families, as well as related ethical issues for social work practitioners are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure. *Prerequisites: Practice I; Practice II; Micro-Theory and Human Development.*

**SOCW538: Clinical Practice with Groups (2)**

**Course Description:** This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics of group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods are presented. *Prerequisites: Practice I; Practice II; Micro-Theory and Human Development.*

**SOCW539: Field III – Clinical Practice (3)**

**Course Description:** The purpose of field internship is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated agency. *Prerequisites: Field I, II; Field Seminar I, II; Practice I, II. Corequisite: Field Seminar III.*

**SOCW541: Capstone Leadership Project (3)**

**Course Description:** This course prepares students for professional leadership roles in human services and supports completion of the capstone leadership project. Content integrates development of leadership skills, professional use of self, interdisciplinary practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics impacting leadership roles in social work are examined. *Prerequisites: All foundation courses and completion of first semester of concentration courses.*

**SOCW542: International Social Work Policy & Practice (2)**

**Course Description:** Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues regarding immigrants and other marginalized groups. Practice content

will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns. *Prerequisites: Macro-Theory and Practice with Communities and Organizations; Diversity and Social Justice; Advanced Community Practice; Human Rights and Sustainable Development.*

**SOCW543: Fundraising, Grant Writing, and Fiscal Decision Making (3)**

**Course Description:** This course prepares students for potential fund raising and grant writing responsibilities in human services organizations. Students work with local agencies to assess and analyze funding resources, strategies, and skills, and collaborate on grant proposals or other fundraising events and/or activities. Issues specific to religiously-based and international organizations are explored. *Recommended Prerequisite: Organizational Behavior and Management.*

**SOCW544: Field Seminar IV (1)**

**Course Description:** Field Seminar IV is facilitated by students with organizational support from the instructor. Content is based on discussions of case examples encountered in concentration field placements and student preparation for masters-level social work employment. Focus is placed on the integration of theory, practice, and evaluation, and professional development issues. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II. Corequisite: Field IV.*

**SOCW545: Field IV – Community Practice and Partnerships (3)**

**Course Description:** The purpose of field internship is to provide a setting for students to practice advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills and values in social work. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated agency. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II. Corequisite: Field Seminar IV.*

**SOCW546: Advanced Clinical Practice II: Child Welfare and Family Therapy (3)**

**Course Description:** Second in the advanced clinical practice sequence, this course focuses on the family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice and family therapy, application of theory, assessment and intervention of diverse family systems. The course addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law. *Prerequisite: Advanced Clinical Practice I.*

**SOCW547: Social Welfare Policy and Health/Mental Health Care (2)**

**Course Description:** American social welfare policies relevant to health and mental health care are presented. The historical and social context of health and mental health care and the roles of the public and private sector in shaping contemporary trends and issues, particularly among vulnerable communities, is considered. Topics include health care reform, integrated care, managed care, access/treatment disparities, advocacy and policy reform, and the recovery model.

**SOCW548: Field IV – Clinical Practice (3)**

**Course Description:** The purpose of field internship is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills and social work values as applied to clinical practice with adults and families. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated agency. *Prerequisites: Field I, II, III; Field Seminar I, II, III; Practice I, II. Corequisite: Field Seminar IV.*

**SOCW550: Advanced Standing: Intermediate Praxis (3)**

**Course Description:** Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored. *Prerequisites: Admission to advanced standing MSW Program. Corequisite: SOCW551.*

**SOCW551: Advanced Standing: Intermediate Research and Evidence-Based Practice (3)**

**Course Description:** This advanced standing course provides overviews of evidence-based practice models, quantitative and qualitative research methods, and the necessary integration of research in social work practice. Assignments focus on evaluating individual practice and ways research is used to better understand social problems and improve services. *Prerequisites: Admission to advanced standing MSW Program, evidence of prior statistics course with grade of C or higher. Corequisite: SOCW550.*

**SOCW561: Addictions: Assessment and Interventions (3)**

**Course Description:** This course describes addictions from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-based research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content is consistent with BBS education requirements in the area of Alcoholism and other Chemical Dependency. *Elective.*

**SOCW563: School Social Work (3)**

**Course Description:** This course uses an ecological perspective in teaching the practice of social work in schools. Topics will include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. *Elective.*

**SOCW565: Clinical Spanish Practice in Social Work (3)**

**Course Description:** This course will teach students to utilize clinical skills in Spanish. It will increase cultural competence and understanding of the Latino culture and its intragroup differences, which enables students to confront myths and stereotypes regarding this population. The class will be conducted primarily in Spanish. Students are encouraged to support each other in the development of language and clinical skills. *Elective.*

**SOCW566: Social Work, Health and Aging (3)**

**Course Description:** This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, in addition to community-based and cross-cultural competence. Course content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated health care interdisciplinary practice, and end of life care. Course content is consistent with California BBS education requirements in the area of Aging and Long-Term Care. *Elective.*

**SOCW567: Marital Therapy and Domestic Violence (3)**

**Course Description:** This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California BBS education requirements the area of Spousal or Partner Abuse for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration. *Elective.*

**SOCW568: Military Social Work (3)**

**Course Description:** The purpose of this course is to understand the unique and complex needs of service members, veterans, and military families. This course presents knowledge and skills essential to effective social work practice. Topics range from military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance abuse, homelessness, suicide, building resiliency, and clinical interventions for use in social work settings. *Elective.*

**SOCW569: Human Sexuality and Sex Therapy (3)**

**Course Description:** This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. Course content is consistent with California BBS education requirements in the area of Human Sexuality. *Elective.*

**SOCW595: Special Topics: Non Profit Development and Consultation (3)**

**Course Description:** This elective course prepares students for assessing and intervening with organizations and programs, by providing hands-on-learning through a consultation agreement with a local non-profit organization. Students learn and apply skills in strategic program design and planning, performance measures, data tracking and outcome evaluation. Students will implement a targeted project to strengthen the organization's ability to implement best practices and enhance program efficiency and effectiveness. *Elective.*

**MSW STUDENT ASSOCIATION**

The purpose of the MSW Student Association (MSWSA) is to be a liaison for students with the MSW Program and faculty, facilitate faculty/student communication and collaboration, organize student extra-curricular and developmental events, serve the surrounding community, and work with the MSW Program on issues related to student affairs, social justice, political advocacy, and program development. The MSW Student Association may also combine efforts with the BSW student organization (Club Social Work). Monthly meetings are arranged by student leaders. Students are advised of leadership opportunities early in the Fall semester and are encouraged to participate in the nomination and voting process. In addition to official MSWSA officer positions, each student cohort has a liaison to facilitate communication with MSWSA.

MSWSA members may be appointed to ad hoc committees within the MSW Program (such as the curriculum review committee, student conduct board hearing, etc.) to assist faculty. Students will also be called upon for input on faculty candidates who have been called to interview on campus. The MSWSA faculty liaison (currently Dr. Olivia Sevilla) meets regularly with the MSWSA president in order to discuss any student ideas, concerns, suggestions, event planning, etc. regarding the MSW Program and policies. MSWSA officers are invited to attend faculty meetings in order to discuss student concerns, ideas, and suggestions with the department.



## STUDENT RIGHTS AND RESPONSIBILITIES

The MSW program invites and welcomes student participation and feedback as we work together to deliver a high quality program that prepares advanced social work practitioners. Students are invited to participate in the MSW student association, to participate or organize other interest groups, and to participate in graduate student government.

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

It is the student's responsibility to provide accurate feedback on both strengths and challenges in the program through provided feedback mechanisms, including but not limited to course evaluations, exit surveys, and alumni surveys. Student feedback is critical to helping us make ongoing changes to the program. A full description of student rights and responsibilities can be found in the university graduate catalog, including processes for filing a grievance, academic integrity, and grade change policies.

## PHI ALPHA HONOR SOCIETY

Social work students participate in the Phi Alpha Honor Society, a national honor society for social work students, under the advisement of one of the social work faculty. The Azusa Pacific University Chapter was created in 1997. MSW students with a 3.6 gpa (and in good academic and professional standing) are eligible to join Phi Alpha Honor Society in the final semester prior to graduation. Students who are eligible to join will pay a \$20 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 MSW graduation banquet held a few days prior to graduation.

## FIELD INTERNSHIP REQUIREMENTS

Upon confirmation of acceptance into the MSW Program, students entering field must submit the Application for Field Internship. Students must show proof of liability insurance coverage by August 7, 2015 in order to begin field internship on time in the 2015-2016 academic year. Information on acceptable insurance policies will be provided by the field education director. It is the student's responsibility to have reliable transportation to and from the field agency. *Note: some agencies require the use of a car during internship hours for such activities as home visits and commuting between agency sites. **Students are never allowed to use their own vehicles to transport clients. However, students may be allowed to transport clients in agency vehicles under certain condition as outlined in the Transportation Waiver Form. Please review the section in the Field Manual, "Automobile Use and Transportation," and discuss with the field faculty if this is an agency requirement.***

***Please note:*** Many agencies now require fingerprint clearance, background checks and health clearances as part of the pre-placement process. Students are responsible for payment of these expenses if the agency does not cover the cost. Some agencies also require interns, prior to acceptance to their field internship, to undergo standardized psychological evaluation. If you have questions about any of these requirements, please contact the director of field education. Some agencies may also require that students have health insurance (please contact the Graduate Center if you are interested in purchasing student health insurance through APU).

Social Work Field Internships: The MSW Program offers a comprehensive field education experience for both foundation students (first year for full-time students, second year for part-time students), and concentration year students (second year for full-time students, fourth year for part-time students, first year for full-time advanced standing students, and second year for part-time advanced standing students). The foundation year field education experience will be designed to maximize generalist social work practice with individuals, families, groups, organizations and communities. The foundation year field internship setting will be determined by the field faculty and will be based on the availability of training for the development of professional identity in social work, generalist practice skills, and knowledge, ethics, and values. Examples of foundation level practice skills are client engagement, completion of bio-psycho-social assessments, and other micro and macro level interventions. At the concentration level, students are placed in agencies that offer advanced micro or macro field experiences. For the Clinical Practice and Partnerships concentration, agencies that offer advanced clinical training opportunities to students are selected. For the Community Practice and Partnerships Concentration, agencies involved in community organization, program administration, policy, and advocacy will be considered. Field sites are screened and selected based on the availability of social work experiences as well as values and ethics consistent with the requirements of the Council of Social Work Education (CSWE). In addition, the MSW Program recruits agencies that serve diverse ethnic, cultural, and socio-economic client populations. MSW students will spend a minimum of 480 hours each year in the field, for a total of 960 hours at graduation. Advanced Standing students are required to have 600 hours of field internship.

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

Please note that students are typically required to complete 16 hours/week of field internship, however some concentration year internships require additional hours as a condition of placement. **Field credit is not given for life experiences or for previous or current work experience.**

Conduct in Social Work Field Internship: Students are expected to abide by the Department of Social Work Code of Conduct, Azusa Pacific University's Standards of Conduct (see Graduate Catalog), and the NASW Social Work Code of Ethics. Failure to do so may result in

disciplinary action or dismissal from the field internship and/or the MSW Program. If students disagree with disciplinary actions taken at the department level, they may appeal using the Graduate Student Grievance Procedures described in the Graduate Catalog.

## **AGENCIES**

The Department of Social Work has approved many community-based agencies as MSW field internship sites throughout Los Angeles, Orange, San Bernardino, Riverside, and Ventura counties. These agencies have met the minimum requirements set forth by APU Department of Social Work field faculty, including the availability of diverse social work training opportunities and supervision by qualified social work professionals. Agencies typically conduct student pre-placement interviews to assess an individual's motivation and preparedness for entrance into the field setting as a student learner.

## **SOCIAL WORK CONDUCT CODE**

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

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

Students must also adhere to the APU Student Standards of Conduct, as stated in the Graduate Catalog.

## **VIOLATION OF THE UNIVERSITY ACADEMIC INTEGRITY POLICY**

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 full description of what constitutes an academic integrity violation can be found in the APU Graduate Catalog online ( <http://catalog.apu.edu/graduate/academic-policies-procedures/academic-integrity/>) under Academic Policies and Procedures. Note: academic integrity includes cheating (including self-plagiarism), fabrication, facilitating academic dishonesty, and plagiarism. Please refer to the catalog for a full description of each of these areas. Students found to be in violation of the Academic Integrity Policy will be subject to sanctions as outlined in the catalog, and/or the Social Work Code of Conduct.

## **DEPARTMENT OF SOCIAL WORK PROGRAM APPEAL, PROBATION, AND TERMINATION PROCEDURES**

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

The MSW program has clear and concise policies and procedures for terminating student enrollment in the program and field internship. Every effort will be made within the program to work with and address potential student problems prior to reaching the point of initiating probation or termination proceedings. The student in jeopardy of possible dismissal may be advised by the MSW program director, individual faculty member(s), the director of student services, his/her faculty advisor, field instructor, or the field director of his/her deficiencies and options for improvement and resolution. The BSW director 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 MSW program.

### Charges

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

### Sanctions

Sanctions for violations of the Code range from a warning, to probation, to loss of privileges, to expulsion from the Social Work program. Upon investigation, the program shall advise the parties of its decision within two business days and shall issue a written statement of its decision, and sanctions including a statement of the findings that support the decision, within ten days.

### Appeals

Students wishing to appeal a sanction should follow the Graduate Student Grievance and Appeal Procedures, as stated in the Graduate Catalog.

## **ADDITIONAL PROGRAM REQUIREMENTS**

### University e-mail Accounts

The university provides students with an e-mail account by which the university, MSW Program, and individual faculty can contact students. The MSW Program and faculty regularly make announcements and provide important information via e-mail. **It is your responsibility to maintain and check these accounts daily.**

### Attendance at MSW Program Meetings

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

### Retaining Course Syllabi

It is strongly recommended that you begin your social work career by maintaining a file with all your courses descriptions and syllabi, including field internship contracts and evaluations. This may be helpful in the future for the purposes of job applications or certifications.

### Application for Graduation

Graduation is not automatic upon completion of all course work. Students intending to graduate in May must complete an *Intent to Graduate* form and submit to the Graduate Center prior to January 15. A degree is granted based on the completion of all requirements prior to degree posting dates.

### **COUNCIL ON SOCIAL WORK EDUCATIONAL POLICY AND ACCREDITATION STATEMENT**

Please see Appendix 4 of this Handbook for a link to the Statement on the CSWE website.

### **RESOURCES**

Books, periodicals, pamphlets and related materials of professional social work are available in the MSW office. Part-time, summer and professional job information is available in the Department office or on the notice board outside the office. The Department does not guarantee the securing of employment for its graduates, but actively seeks to secure information on openings for graduates to investigate. Information on job openings and other educational opportunities will be emailed and posted online at:

<https://sites.google.com/a/apu.edu/social-work-1/career-opportunities>.

### **ALUMNI**

The Department of Social Work has an active Chapter in the APU Alumni Association. The Social Work Alumni Chapter hosts training and networking events throughout the year that are open for alumni to attend. Events and updates are also posted on the Social Work Alumni section on the APU Social Work website.

The MSW Program strives for ongoing communication with alumni. Please inform us of changes in contact information, new employment, educational achievements, LCSW licensure, etc. Information on job opportunities and other professional development updates will be posted on the Alumni section of the MSW website:

<https://sites.google.com/a/apu.edu/social-work-1/career-opportunities>.

### **SOUL QUEST**

Spiritual support is available to all MSW students by a graduate chaplain. The chaplain hosts several Soul Quest meetings (held during lunch or dinner break) throughout the academic year and is also available for prayer support.

# **APPENDIX**

**Graduation Checklist**  
Community Practice and Partnerships Concentration

Course	Units	Semester/ Year Taken	Grade
SOCW 511 Introduction to the Social Work Profession	2		
SOCW 522 Diversity and Social Justice	3		
SOCW 513 Micro-Theory & Human Development	3		
SOCW 514 Practice I – Interviewing and Assessment	3		
SOCW 515 Field Seminar I	1		
SOCW 516 Field I	3		
SOCW 521 Introductory Research Methods	2		
SOCW 512 Social Welfare Policy & Policy Practice	3		
SOCW 523 Macro-Theory & Communities/Organizations	3		
SOCW 524 Practice II – Intervention and Evaluation	3		
SOCW 525 Field Seminar II	1		
SOCW 526 Field II	3		
SOCW 531 Human Rights & Sustainable Development	2		
SOCW 532 Advanced Community Practice	3		
SOCW 533 Organizational Behavior and Management	3		
SOCW 534 Field Seminar III	1		
SOCW 535 Field III – Community Practice & Partnerships	3		
SOCW xxx Elective	3		
SOCW 541 Capstone Leadership Project	3		
SOCW 542 International Social Work Policy & Practice	2		
SOCW 543 Fundraising, Grant Writing, and Fiscal Decision Making	3		
SOCW 544 Field Seminar IV	1		
SOCW 545 Field IV – Community Practice & Partnerships	3		
SOCW xxx Elective	3		
Approval of Statistics Course	3		



## Graduation Checklist

### Clinical Practice with Individuals and Families Concentration

Course	Units	Semester/ Year Taken	Grade
SOCW 511 Introduction to the Social Work Profession	2		
SOCW 522 Diversity and Social Justice	3		
SOCW 513 Micro-Theory & Human Development	3		
SOCW 514 Practice I – Interviewing and Assessment	3		
SOCW 515 Field Seminar I	1		
SOCW 516 Field I	3		
SOCW 521 Introductory Research Methods	2		
SOCW 512 Social Welfare Policy & Policy Practice	3		
SOCW 523 Macro-Theory & Communities/Organizations	3		
SOCW 524 Practice II – Intervention and Evaluation	3		
SOCW 525 Field Seminar II	1		
SOCW 526 Field II	3		
SOCW 536 Adv. Clinical Practice I: Adult Mental Health	3		
SOCW 537 Children and Adolescents	3		
SOCW 538 Clinical Practice with Groups	2		
SOCW 534 Field Seminar III	1		
SOCW 539 Field III – Clinical Practice with Individuals and Families	3		
SOCW xxx Elective	3		
SOCW 541 Capstone Leadership Project	3		
SOCW 546 Adv. Clinical Practice II – Child Welfare/Family Therapy	3		
SOCW 547 Social Welfare Policy and Health/Mental Health Care	2		
SOCW 544 Field Seminar IV	1		
SOCW 548 Field IV – Clinical Practice with Individuals/Families	3		
SOCW xxx Elective	3		
Approval of Statistics Course	3		

## UNIVERSITY SERVICES

### **The Graduate Center**

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

### **Information and Media Technology (IMT)**

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

### **Wireless Internet**

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

### **Computer Facilities**

Computers can be found in the libraries and the Student Union. These computer facilities are equipped with PC and MAC workstations and printers. Software available included 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 Graduate Catalog for more information. If you need assistance or have any questions, please visit: <http://www.apu.edu/campussafety/> or call (626) 815-3898.

## **Libraries**

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

## **Dining**

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

## **Learning Enrichment Center (LEC)**

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 LEC services. Please visit [www.apu.edu/lec/](http://www.apu.edu/lec/) or call (626) 815-3873.

## **University Bookstore**

The University Bookstore is located on West Campus, across from the High and Hazel Darling Library. In addition to textbooks, the University Bookstore offers a broad selection of Christian books, APU clothing, gift, etc. Students may also order graduation announcements or special order books. Online textbook ordering and reservations are available at [www.bookstore.apu.edu](http://www.bookstore.apu.edu) or by calling (626) 815-5044 or (800) 933-1950. Please refer to the Graduate 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. Please visit: <http://www.apu.edu/writingcenter/> for more information or to make an appointment.

## **University Counseling Center**

The University Counseling Center (UCC) is made up of professional trained Christian counselors committed to facilitating the emotional, psychological, social, academic and spiritual wellness of the APU community. UCC services are available to any student

currently enrolled in graduate courses 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. Please visit: <http://www.apu.edu/counselingcenter/> or call (626) 815-2109 for further information or an appointment.

### **Graphic Center**

For information about Evoke, APU's graphic center in the shopping center on the south east corner of Alostia and Citrus, please visit <http://www.apu.edu/auxiliaryservices/evoke/> .

### **APU Trolley Service**

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

### **Health Center**

The Health Center is on East Campus. Please visit: <http://www.apu.edu/healthcenter/about/> for information. Graduate students are to use their own healthcare provider. The Health Center is for undergraduate students and international students.

### **Health Insurance**

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

### **International Student Health Insurance**

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

### **International Student Services (ISS)**

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

**Mail Services**

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

**Fitness Center**

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

**CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

Professional social work education is regulated through an accreditation process governed by the Council on Social Work Education (CSWE). Azusa Pacific University's MSW curriculum follows CSWE's Educational and Accreditation Policy Standards, which are listed at: <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>.

Azusa Pacific University  
MSW Program

**Expectations for Professional Performance**

Date \_\_\_\_\_

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Faculty member raising concern \_\_\_\_\_ In what course? \_\_\_\_\_

- 1= No evidence of being problematic
- 2= Somewhat problematic; further growth needed
- 3= A significant concern

*If all behaviors in a category are not of concern, highlight or circle those that do apply.*

AREAS OF CONCERN	1	2	3
Frequently absent from or tardy to class, leaves class early, or takes frequent breaks during class			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class			
Not receptive to constructive feedback; doesn't take ownership of problems; blames others; defensive or nonresponsive to feedback			
Personal and/or religious beliefs interfere with acceptance of core social work values; unable to internalize core social work values; overly biased with religious viewpoints to the extent that there is no openness to professional growth; danger of imposing beliefs in practice			
Inability to work in groups; does not carry fair load in the group; lack of collaborative skills in working with others			
Disruptive behaviors in class, e.g., chatting with others; inappropriately using cell phone or computer; overly communicative			
Focuses on grades rather than learning; argumentative about grades received			
Inappropriate comments in class or excessive personal sharing			
Sleeps during class			
Disrespectful in discussing controversial or sensitive issues, such as diversity; insensitive to the feelings or needs of others			
Physical or mental health problems interfere with acceptable performance			
Evidence of substance abuse or addictive behavior that interferes with accepted performance			
Dishonesty of any type, including any academic integrity violations			
Unprofessional appearance or conduct; general lack of self-awareness			
Lacks independence in completing work; overly dependent on additional guidance from instructor; dependent on other students; little evidence of responsibility for own learning, etc.			
In trouble with the law, particularly violence issues; evidence of volatility; lack of self-control			
Boundary issues or demonstration of "rescuing" behavior			

Poor coping skills; cannot take control of/manage life and/or own learning adequately to meet program requirements			
Poor oral or written communication skills; poor grammar; inability to articulate points in a professional manner; overuse of informal texting language in written assignments			
Inappropriate attire			
Personal problems and issues interfere with learning and performance			
Inability to form healthy and/or productive relationships with others; critical of others; discourteous; poor social skills; little or no self-awareness of impact of behavior on others			

Short narrative that further elaborates concerns:

Plan for Corrective Action:

Student Response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_



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

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

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

Current or expected dates of medical leave: \_\_\_\_\_

Healthcare provider's name/ and title (please print): \_\_\_\_\_

Healthcare provider signature: \_\_\_\_\_

Today's date: \_\_\_\_\_

2. Student's estimated number of field hours missed: \_\_\_\_\_

3. Estimated number of class days missed: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**CONFIRMATION OF RECEIPT OF MSW HANDBOOK**

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

***A copy of this signed form must be submitted to Lucinda Adam at the mandatory New Student Orientation on August 24, 2015.***

Department of Social Work, MSW Program  
901 E. Alost Avenue  
Azusa, CA 91702  
(626) 857-2401 (office)  
(626) 815-3861 (fax)