

Master of Social Work

MSW Program Mission and Goals

The following mission statement guides APU's Master of Social Work (MSW) program (<https://www.apu.edu/bas/programs/msw/>):

The Master of Social Work (MSW) program develops competent advanced social work practitioners and leaders who can integrate knowledge based on scientific inquiry, values, and skills of social work to advance human well-being, promote social and environmental justice, and advocate for equity for diverse individuals, families, groups, organizations, and communities, in the context of their environment both locally and globally, informed by our Christian faith tradition.

We value:

- *The Social Work Code of Ethics*
- *Diversity and inclusive excellence*
- *Service*
- *Innovative teaching and scholarship*
- *Integration of faith and learning*
- *Social work leadership development*
- *Strengthening communities in local, national, and global contexts*

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

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment, to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice, and adequate preparation for leadership, advanced study, and lifelong learning.
4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being; promote social, racial, economic, and environmental justice; empower clients; and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wscuc.org/>)
- The MSW program is accredited by the Council on Social Work Education (CSWE) (<https://www.cswe.org/>).
- The MSW program's Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance is accredited by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/credentials/req-services/>).

Specializations

The Master of Social Work (MSW) program offers two specializations:

Clinical Practice with Individuals and Families

This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

Community Leadership and Program Administration

This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and international social problems they encounter. Curriculum content in this specialization includes organizational behavior and management, program planning and evaluation, organizing for community change, human rights and social policy with an optional emphasis in international social work, and research methods for data-driven change.

Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and a minimum 16 hours per week of supervised internship. All students take the same first-year generalist foundation courses. Specialization courses are taken in the second year of the program (Azusa campus).

The **part-time** program (four years, 60 units) includes classes every Tuesday beginning at 4:20 p.m. (two classes per term, scheduled back-to-back). In addition, there are a total of four Saturday intensive courses required, which meet three to five times per term, in years one and three of the program. All students take the same generalist foundation courses in the first and second years. Specialization courses are taken in the third and fourth years of the program. Supervised internships requiring a minimum 16 hours per week occur in the second and fourth years (Azusa campus).

The **part-time** program (three years, 60 units) at the Inland Empire Regional Campus meets every Thursday beginning at 4:45 p.m., and five Saturdays (all day), per semester. Coursework occurs year-round (fall, spring, and summer), and students complete the program during their third summer of coursework. Supervised internships requiring approximately 16-20 hours per week occur in the second and third years at an internship placement specific to the specialization; placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties. *Clinical Practice with Individuals and Families specialization only (Inland Empire Regional Campus).*

The **full-time Advanced Standing** program (36 units) allows graduates of CSWE-accredited BSW programs to earn their MSW degree in 10 months. Students complete two 3-unit Advanced Standing bridge courses during an 8-week summer session (July-August, three evenings a week) prior to the start of their specialization curriculum, in which they join existing full-time MSW students for the remaining two terms (30 units) of the MSW program. Advanced Standing student internships require 20 hours per week for fall and spring terms (Azusa campus).

The **part-time Advanced Standing** program allows graduates of CSWE-accredited BSW programs to earn their MSW degree over the course of two years. Students complete two 3-unit Advanced Standing bridge courses during an 8-week summer session (July-August, three evenings a week) prior to the start of their specialization curriculum, in which they join existing part-time MSW students for the remaining two years (30 units) of the part-time MSW program. Part-time Advanced Standing student internships require 20 hours per week for fall and spring of the second year of the program (Azusa campus).

The two bridge courses for advanced standing are:

Code	Title	Units
SOCW 550	Advanced Standing: Intermediate Praxis	3
SOCW 551	Advanced Standing: Social Work Ethics and Practice	3

Field Internships

Field/practicum education is a required component of the MSW curriculum. The field/practicum application and placement process occurs during the term prior to the onset of internships. Over the course of the program, students complete two yearlong internships totaling 960 hours, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Internships occur Monday-Friday during business hours. Successful completion of the internship/seminar curriculum, with a grade of *B-* or higher, is required for field/practicum credit and to proceed to the next field/practicum course sequence. Students are concurrently enrolled in field/practicum seminar during internship terms. Full-time students complete internships during both years of the program, Azusa part-time students complete internships during the second and fourth years, and Inland Empire part-time students complete internships during the second and third years of the program. Students in the two-, three-, and four-year options earn a total of 16 semester units for field/practicum education coursework. Advanced Standing students complete a total of eight field/practicum education units over two terms totaling 600 hours. **Course credit is not given for life experiences or for previous or current work experience.** Students are required to obtain their own individual liability insurance policy prior to entering their field internship. Information regarding insurance is available through the MSW program. Students are responsible for ensuring they have reliable transportation to and from internship agencies.

Field/practicum education faculty select internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education, including the congruence of internship agency mission and goals with those of professional social work ethics and standards. Agencies must also provide student supervision consistent with accreditation requirements.

Policy Regarding Transfer of MSW Credits

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. Students seeking admission to the program after enrollment at another CSWE-accredited MSW program may submit a list of MSW

generalist foundation-level courses completed within the last five years for evaluation for transfer of credits. A maximum of 12 units may be transferred. No credit is given for prior field internship hours. A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been completed while the student was enrolled in good standing as a graduate student. *A letter from the MSW program director is required verifying that the student was in good standing.*
2. The work must have been done within five years prior to starting the MSW program at Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency and by the Council on Social Work Education.
4. No transfer grade is lower than a *B*.
5. None of the transfer coursework consists of extension or workshop courses.
6. *Petition for transfer of credit occurs after acceptance into the MSW program and prior to the start of the first semester. All required documentation must be sent to the MSW graduate program director prior to August 1.*

Course credit is not given for life experiences or for previous or current work experience.

Procedure Regarding Transfer of MSW Credits

1. Contact the MSW director of admissions and student services before starting the program to request transcript review.
2. Each course will be evaluated by the program on a case-by-case basis for compatibility with program requirements.
3. This process includes a comparison of syllabi from transfer institutions to ensure course content equivalency to APU required courses.
4. Student will be notified via email of transferable credits before course enrollment.
5. The director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

Policy and Procedure Regarding Transfer of Elective Credits

The MSW program requires two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW program for evaluation. Due to the importance of MSW program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material.

Procedure

1. Submit a request to evaluate relevant coursework, along with a copy of syllabi, to the MSW program, preferably completed within five years **prior** to admission, to the director of admissions and student services.
2. Syllabi will be reviewed by the graduate program director for compatibility.
3. The student will be notified of the outcome via email, by the MSW program.
4. The director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

Social Work Student Conduct Code

In addition to maintaining academic standards, students must demonstrate professional standards and adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students/>) for the full description of the conduct code and appeals process.

Academic Performance Expectations

GPA Requirements and Academic Probation

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

Students who do not meet the GPA requirements and/or do not pass one or more classes with a B- or higher are placed on academic probation. Failure to meet 3.0 GPA requirement after repeating specified classes will result in graduation delay and/or academic dismissal.

Procedure for Addressing Academic Probation

- Meet with program director to discuss current academic standing in the program
- Discuss expectations for good academic standing, (<http://catalog.apu.edu/policies-procedures/graduate/good-academic-standing/>) as outlined in the APU Academic Catalog (<http://catalog.apu.edu/policies-procedures/graduate/good-academic-standing/>)
- Student is placed on academic probation for one semester in which student's grade point average must be 3.0 and all course grades are a minimum B-
- Student participates in the development of a performance improvement plan
- Student will meet with program director during probationary semester to discuss progress toward meeting performance improvement plan
- Student restores good academic standing when minimum academic requirements are met
- Failure to meet improvement plan may result in academic dismissal
- Students can appeal a decision by using the university grievance process outlined in the graduate catalog

Course Requirements

Code	Title	Units
Foundation Coursework		
SOCW 511	Introduction to the Social Work Profession	2
SOCW 512	Social Welfare Policy and Policy Practice	3
SOCW 513	Micro-theory and Human Development	3
SOCW 514	Practice I - Interviewing and Assessment	3
SOCW 515	Field Seminar I	1
SOCW 516	Field I	3
SOCW 522	Diversity and Social Justice	3
SOCW 523	Macro-theory and Communities/Organizations	3
SOCW 524	Practice II - Intervention and Evaluation	3
SOCW 525	Field Seminar II	1
SOCW 526	Field II	3
SOCW 538	Clinical Practice with Groups	2
Coursework by Specialization		30
Clinical Practice with Individuals and Families		
SOCW 527	Research for Evidence-Informed Practice ¹	
SOCW 534	Field Seminar III	
SOCW 536	Adult Behavioral Health and Diagnosis	
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	
SOCW 539	Field III-Clinical Practice	
SOCW 541	Capstone Leadership Project	
SOCW 544	Field Seminar IV	
SOCW 546	Family Therapy in Context	
SOCW 547	Health and Behavioral Health Policy	
SOCW 548	Field IV - Clinical Practice	
XXX	Elective (3 units)	
XXX	Elective (3 units)	
Optional Pupil Personnel Services Credential (PPSC) ²		
SOCW 540	Educational Policy	
SOCW 553	Field V Clinical: School Social Work (PPSC students enroll in SOCW 553 in place of SOCW 539)	
SOCW 554	Field Seminar V Clinical: School Social Work (PPSC students enroll in SOCW 554 in place of SOCW 534)	
SOCW 555	Field VI Clinical: School Social Work (PPSC students enroll in SOCW 555 in place of SOCW 548)	

SOCW 556	Field Seminar VI Clinical: School Social Work (PPSC students enroll in SOCW 556 in place of SOCW 544)
SOCW 563	School Social Work
Community Leadership and Program Administration	
SOCW 528	Research for Data Driven Change ¹
SOCW 529	Human Rights and Sustainable Development Policy
SOCW 530	Organizing for Community Change
SOCW 533	Organizational Behavior and Management
SOCW 534	Field Seminar III
SOCW 535	Field III - Community Leadership and Program Administration
SOCW 541	Capstone Leadership Project
SOCW 544	Field Seminar IV
SOCW 545	Field IV - Community Leadership and Program Administration
SOCW 552	Program Planning and Evaluation
XXX	Elective (3 units)
XXX	Elective (3 units)
Total Units	60-66

¹ Students may test out of SOCW 527 and SOCW 528 but still need to complete the required unit total for the program. Contact the Department of Social Work (<https://www.apu.edu/bas/socialwork/contact/>) for more details.

² Students from either specialization can take any of the 3-unit credential courses as part of the two-elective graduation requirement—or *in addition* to that requirement—so they could end up with 63 or even 66 units. The courses meet both elective and PPSC requirements. But even if a community specialization student takes all credential courses, they DO NOT earn the credential, because only clinical specialization students can receive the credential.

Students from the clinical specialization seeking to complete credential requirements must complete PPSC field and field seminar courses SOCW 553, SOCW 554, SOCW 555, and SOCW 556 as part of the 6-unit field education graduation requirement. The courses are taken in place of clinical field and field seminar courses SOCW 534, SOCW 539, SOCW 544, and SOCW 548.

Requirements for Advanced Standing Program

Code	Title	Units
Bridge Courses		
SOCW 550	Advanced Standing: Intermediate Praxis	3
SOCW 551	Advanced Standing: Social Work Ethics and Practice	3
Specialization Coursework		
Select one of the following		30
Clinical Practice with Individuals and Families		
SOCW 534	Field Seminar III (1)	
SOCW 536	Adult Behavioral Health and Diagnosis (3)	
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis (3)	
SOCW 539	Field III-Clinical Practice (3)	
SOCW 527	Research for Evidence-Informed Practice (2) ¹	
SOCW 541	Capstone Leadership Project (3)	
SOCW 544	Field Seminar IV (1)	
SOCW 546	Family Therapy in Context (3)	
SOCW 547	Health and Behavioral Health Policy (2)	
SOCW 548	Field IV - Clinical Practice (3)	
XXX Electives 3 units		
XXX Electives 3 units		
Optional Pupil Personnel Services Credential (PPSC) ²		
SOCW 540	Educational Policy	
SOCW 553	Field V Clinical: School Social Work (PPSC students enroll in SOCW 553 in place of SOCW 539)	
SOCW 554	Field Seminar V Clinical: School Social Work (PPSC students enroll in SOCW 554 in place of SOCW 534)	
SOCW 555	Field VI Clinical: School Social Work (PPSC students enroll in SOCW 555 in place of SOCW 548)	

SOCW 556	Field Seminar VI Clinical: School Social Work (PPSC students enroll in SOCW 556 in place of SOCW 544)
SOCW 563	School Social Work
Community Leadership and Program Administration	
SOCW 533	Organizational Behavior and Management (3)
SOCW 552	Program Planning and Evaluation (3)
SOCW 528	Research for Data Driven Change (2) ¹
SOCW 529	Human Rights and Sustainable Development Policy (2)
SOCW 530	Organizing for Community Change (3)
SOCW 534	Field Seminar III (1)
SOCW 535	Field III - Community Leadership and Program Administration (3)
SOCW 541	Capstone Leadership Project (3)
SOCW 544	Field Seminar IV (1)
SOCW 545	Field IV - Community Leadership and Program Administration (3)
XXX Electives 3 units	
XXX Electives 3 units	
Total Units	36 - 42

¹ Students may test out of SOCW 527 and SOCW 528 but still need to complete the required unit total for the program. See department for more details.

² Students from either specialization can take one or both credential courses as part of the two-elective graduation requirement—or *in addition to* that requirement—so they could end up with 39 or even 42 units. But even if a community specialization student takes both courses, they DO NOT earn the credential, because only clinical specialization students can receive the credential.

Electives

The following is a list of approved electives for the MSW program:

Code	Title	Units
These electives may be taken for either specialization:		
SOCW 540	Educational Policy	3
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making	3
SOCW 560	Social Work Practice in Healthcare Settings	3
SOCW 561	Treatment of Substance Use Disorders	3
SOCW 563	School Social Work	3
SOCW 565	Clinical Spanish Practice	3
SOCW 566	Social Work, Health, and Aging	3
SOCW 567	Couples Therapy	3
SOCW 568	Military Social Work	3
SOCW 569	Human Sexuality and Sex Therapy	3
SOCW 570	International Social Work Policy and Practice	3
SOCW 595	Special Topics	1-6
Clinical specialization students may take any of these required community courses as electives:		
SOCW 529	Human Rights and Sustainable Development Policy	2
SOCW 530	Organizing for Community Change	3
SOCW 533	Organizational Behavior and Management	3
SOCW 552	Program Planning and Evaluation	3
Community specialization students may take any of these required clinical courses as electives:		
SOCW 536	Adult Behavioral Health and Diagnosis	3
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3
SOCW 546	Family Therapy in Context	3
SOCW 547	Health and Behavioral Health Policy	2

Professional Expectations

The university catalog outlines professional expectations of students. Social work students have further expectations for professional behavior as outlined by the NASW Code of Ethics and as outlined in the social work conduct code, which can be found in the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students/>).

Coursework Approved for Prelicensure Requirements

Additional coursework approved by the Board of Behavioral Sciences (<https://www.bbs.ca.gov/>) for meeting prelicensure requirements, as follows, is embedded in the generalist foundation-year MSW curriculum. Refer also to the MSW Student Handbook, Appendix 1, BBS Coursework Map.

- Human Sexuality (10 hours)
- Alcohol and Other Chemical Substance Dependency (15 hours)
- Child Abuse Assessment (7 hours)
- Spousal or Partner Abuse (15 hours)
- Aging and Long-Term Care (10 hours)
- California Law/Professional Ethics (18 hours)
- Suicide Assessment and Intervention (6 hours)
- Provision of Mental Health Services via Telehealth (3 hours)

Advanced Standing students may complete prelicensure requirements in MSW elective courses, as listed below, or may satisfy requirements through qualifying undergraduate coursework.

- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis (Child Abuse Assessment Requirement)
- SOCW 561 Treatment of Substance Use Disorders (Alcoholism/Chemical Dependency Requirement)
- SOCW 566 Social Work, Health, and Aging (Aging and Long-Term Care Requirement)
- SOCW 567 Marital Therapy and Domestic Violence (Spousal or Partner Abuse Requirement)
- SOCW 569 Human Sexuality and Sex Therapy (Human Sexuality Requirement)

The California Law/Professional Ethics requirement (18 hours) is met in SOCW 551 Advanced Standing: Social Work Ethics and Practice.

The prelicensure requirements can also be taken postgraduation through the National Association of Social Workers (NASW) or other approved continuing education providers.

Students are responsible for meeting prelicensure requirements and should save relevant course syllabi as proof of hours and content completed. See the BBS website for full information on licensure requirements (<https://www.bbs.ca.gov/applicants/lcsw.html>), and see the MSW Student Handbook for more information.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<http://catalog.apu.edu/admissions/>)). **Program-specific application requirements are available online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).**

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

Program Learning Outcomes

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Demonstrate ethical integration of faith and spirituality in social work practice.

Program Competencies/Program Learning Outcomes

Generalist Foundation Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (<http://www.naswdc.org/>) Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

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

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

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

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

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

Clinical Practice with Individuals and Families Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best-practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate effective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of lifelong learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. They:

- consistently apply and advance National Association of Social Workers (NASW) (<http://www.naswdc.org/>) principles and code of ethics in ambiguous and complex practice situations;
- recognize complex ethical considerations related to technology and practice; and
- recognize the role and appropriate use of supervision and consultation in ethical decision making.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

- evaluate the social work profession research base to inform theory, scientific inquiry, and research;
- apply critical thinking to engage and develop a quantitative and qualitative research proposal question;
- identify practice implications determined by evidence-informed research; and
- use and translate research evidence to inform, improve, and innovate practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

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

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

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

- demonstrate the ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance;
- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes;
- develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective; and
- utilize appropriate multidimensional assessment instruments.

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

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

- perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans;
- select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems; and
- critically apply diagnostic classification systems in a process of continuous assessment.
- utilize appropriate multidimensional assessment instruments.

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

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within contexts. Social workers link interventions to problems, applying best-practice interventions throughout the dynamic and interactive process of social work practice with diverse family populations. Social workers apply critical thinking, and demonstrate the ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community levels. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate for, inform, and achieve client or community goals. They:

- critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals, families, and groups in diverse situations;

- demonstrate understanding of theories informing assessment of and interventions in diverse situations;
- demonstrate the ability to identify crises and the appropriate use of crisis intervention and prevention strategies as needed; and
- collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy.

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

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

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

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

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

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

Community Leadership and Program Administration Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

- use interpersonal skills to engage constituents in the change process;
- pursue reciprocal relationships to develop desired outcomes and expectations; and
- collaborate effectively with constituents to facilitate sustainable change.

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

Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collect information through identified stakeholders within critical systems, and are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence-informed practice models in assessment of groups, organizations, and communities. They:

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

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

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

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

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

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

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

Competency 10: Articulate How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

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

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

Courses

SOCW 511, Introduction to the Social Work Profession, 2 Units

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 thinking skills.

Prerequisite: Admission to MSW program

SOCW 512, Social Welfare Policy and Policy Practice, 3 Units

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

SOCW 513, Micro-theory and Human Development, 3 Units

Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psycho-social 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 MSW program

SOCW 514, Practice I - Interviewing and Assessment, 3 Units

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

SOCW 515, Field Seminar I, 1 Unit

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. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, understanding agency and community context, and professional ethics.

Prerequisite: Admission to the Social Work program;

Corequisite: SOCW 516

SOCW 516, Field I, 3 Units

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 I and semester II at an approved and designated social welfare agency.

Prerequisite: Admission to the Social Work program;

Corequisite: SOCW 515

SOCW 521, Introductory Research Methods, 2 Units

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: Statistics course

SOCW 522, Diversity and Social Justice, 3 Units

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 self-awareness and 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

SOCW 523, Macro-theory and Communities/Organizations, 3 Units

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: SOCW 513

SOCW 524, Practice II - Intervention and Evaluation, 3 Units

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: SOCW 514

SOCW 525, Field Seminar II, 1 Unit

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. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, knowledge and use of self, and professional ethics.

Prerequisite: SOCW 514, SOCW 515, and SOCW 516;

Corequisite: SOCW 526

SOCW 526, Field II, 3 Units

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 I and semester II at an approved and designated social welfare agency.

Prerequisite: Admission to MSW program, SOCW 515, and SOCW 516;

Corequisite: SOCW 525

SOCW 527, Research for Evidence-Informed Practice, 2 Units

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

Prerequisite: Statistics course

SOCW 528, Research for Data Driven Change, 2 Units

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, 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: Statistics course

SOCW 529, Human Rights and Sustainable Development Policy, 2 Units

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.

Prerequisite: SOCW 522 and SOCW 523

SOCW 530, Organizing for Community Change, 3 Units

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.

Prerequisite: SOCW 523

SOCW 531, Human Rights and Sustainable Development, 2 Units

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.

Prerequisite: SOCW 522 and SOCW 523

SOCW 532, Advanced Community Practice, 3 Units

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.

Prerequisite: SOCW 523

SOCW 533, Organizational Behavior and Management, 3 Units

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.

Prerequisite: SOCW 523

SOCW 534, Field Seminar III, 1 Unit

Field Seminar III focuses on presentation and discussion of student experiences in specialization field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

Corequisite: SOCW 527 and SOCW 539 (clinical specialization) or SOCW 528 and SOCW 535 (community leadership and program administration specialization)

SOCW 535, Field III - Community Leadership and Program Administration, 3 Units

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

Corequisites: SOCW 528, SOCW 534

SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.

Prerequisite: SOCW 514 and SOCW 524

SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.

Prerequisite: SOCW 513, SOCW 514, and SOCW 524

SOCW 538, Clinical Practice with Groups, 2 Units

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.

Prerequisite: SOCW 513

SOCW 539, Field III-Clinical Practice, 3 Units

The purpose of field internship in the clinical specialization year 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 across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

Corequisites: SOCW 527, SOCW 534

SOCW 540, Educational Policy, 3 Units

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.

Prerequisite: Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

SOCW 541, Capstone Leadership Project, 3 Units

This course prepares students for professional leadership roles in social work settings and supports completion of their capstone leadership projects. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.

Prerequisite: All generalist foundation courses and completion of first semester of specialization courses.

Corequisites: SOCW 544; and SOCW 545 or SOCW 548

SOCW 542, International Social Work Policy and Practice, 2 Units

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 immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.

Prerequisite: SOCW 522, SOCW 523, SOCW 531, SOCW 532

SOCW 543, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

SOCW 544, Field Seminar IV, 1 Unit

Field Seminar IV focuses on presentation and discussion of students experiences in specialization year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;

Corequisite: SOCW 541; and SOCW 545 or SOCW 548

SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;

Corequisite: SOCW 541, SOCW 544

SOCW 546, Family Therapy in Context, 3 Units

This course focuses on 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 current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. Course material also addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.

Prerequisite: SOCW 513, SOCW 523

SOCW 547, Health and Behavioral Health Policy, 2 Units

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.

Prerequisite: SOCW 512

SOCW 548, Field IV - Clinical Practice, 3 Units

Field internship in the clinical specialization year provides 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 across the life span. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved, designated agency.

Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 539;

Corequisites: SOCW 541 and SOCW 544

SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units

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.

Prerequisite: Admission to advanced standing MSW program;

Corequisite: SOCW 551

SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.

Prerequisite: Completion of BSW degree; statistics course with a grade of C or higher.

SOCW 552, Program Planning and Evaluation, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

Prerequisite: Completion of generalist foundation coursework

SOCW 553, Field V Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the first of a two-semester course sequence with SOCW 555.

Prerequisite: MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.

Corequisites: MSW students: SOCW 527, SOCW 554

SOCW 554, Field Seminar V Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internships. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in the PPSC field experience. This is the first of a two-semester course sequence with SOCW 556.

Prerequisite: MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.

Corequisites: MSW students: SOCW 527, SOCW 553

SOCW 555, Field VI Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the second of a two-semester course sequence with SOCW 553.

Prerequisite: MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, and SOCW 554; Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into the APU PPSC program.

Corequisite: SOCW 556

SOCW 556, Field Seminar VI Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internship. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision and consultation, cultural responsiveness, professional ethics, and faith integration issues that occur in the field internship experience. This is the second of a two-semester course sequence with SOCW 554.

Prerequisite: MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, SOCW 554. For Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into APU PPSC program.

Corequisite: For all students: SOCW 541, SOCW 555

SOCW 560, Social Work Practice in Healthcare Settings, 3 Units

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

SOCW 561, Treatment of Substance Use Disorders, 3 Units

This course describes substance use disorders from a biopsychosocial-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

SOCW 562, Urban Social Welfare, 3 Units

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

SOCW 563, School Social Work, 3 Units

This course uses an ecological perspective in teaching the practice of social work in schools. Topics 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. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.

Prerequisite: Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

SOCW 565, Clinical Spanish Practice, 3 Units

This course prepares students to utilize clinical practice skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues such as cultural competence and understanding of the Latino/ a culture and its intragroup differences, and equipping students to confront biases, myths, and stereotypes in the client-practitioner therapeutic relationship. Course is conducted primarily in Spanish.

Prerequisite: SOCW 514 and SOCW 524

SOCW 566, Social Work, Health, and Aging, 3 Units

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, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

SOCW 567, Couples Therapy, 3 Units

This course is an overview of current theories, methods, and psychological instruments used in couples therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence 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.

Prerequisite: Completion of generalist foundation coursework or admission into the Advanced Standing program.

SOCW 568, Military Social Work, 3 Units

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

SOCW 569, Human Sexuality and Sex Therapy, 3 Units

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. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

SOCW 570, International Social Work Policy and Practice, 3 Units

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.

Prerequisite: SOCW 522 and SOCW 523

SOCW 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

SOCW 599, Readings in Social Work, 1-3 Units

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.