

# Master of Social Work

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## 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 global social problems they encounter. Curriculum content in this specialization includes social work leadership and management, program and grant management, organizing for community change, and social policy, with additional coursework to enhance clinical skillsets as well as research for evidence-informed practice.

## Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and supervised practicum internships requiring approximately 16-20 hours per week in both years of the program. 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 (three years, 60 units) at the Azusa and Inland Empire campuses includes classes one weekday per week beginning at 4:20 p.m. (two classes per term, scheduled back-to-back) and a Saturday intensive course (five Saturdays per semester) in years one and three of the program. In addition to fall and spring semesters, summer-evening and Saturday courses are also required. All students take the same generalist foundation courses in the first half of the program. Specialization courses are taken in the second half of the program. Supervised practicum internships requiring approximately 16-20 hours per week occur in the second and third years; placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties.

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. Supervised Advanced Standing practicum 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. Supervised Advanced Standing practicum 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     |

## Practicum Internships

Practicum education is a required component of the MSW curriculum. The 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 credit grade (80% or higher for the final grade), is required for practicum credit and to proceed to the next practicum course sequence. Students are concurrently enrolled in practicum seminar during internship terms. Full-time students complete internships during both years of the program, and Azusa and Inland Empire part-time students complete internships during the second and third years of the program. Students in the two- and three-year options earn a total of 12 semester units for practicum education coursework. Advanced Standing students complete a total of 6 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 practicum internship. Information regarding insurance is available through the MSW program. Students are responsible for ensuring they have reliable transportation to and from internship agencies.

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 practicum 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     |
|---|--|-----------|
| <b>Generalist Foundation Coursework</b>                                 |  |           |
| SOCW 510  | Social Work Foundations in Law and Ethics            | 1         |
| 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 517  | Generalist Practicum I                               | 3         |
| SOCW 518  | Generalist Practicum II                              | 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 538  | Clinical Practice with Groups                        | 3         |
| <b>Coursework by Specialization</b>                                     |  | <b>30</b> |
| <b>Clinical Practice with Individuals and Families</b>                  |  |           |
| SOCW 547A   | Applied Clinical and Advanced Policy Practice        |           |
| SOCW 549  | Advanced Practicum I: Clinical Practice              |           |
| SOCW 557  | Advanced Practicum II: Clinical Practice             |           |
| SOCW 574  | Applied Research for Evidence-Informed Practice      |           |
| SOCW 536  | Adult Behavioral Health and Diagnosis                |           |
| SOCW 537  | Child and Adolescent Behavioral Health and Diagnosis |           |
| SOCW 541  | Capstone Leadership Project                          |           |
| SOCW 546  | Family Therapy in Context                            |           |
| XXX   | Elective (3 units)                                   |           |
| XXX   | Elective (3 units)                                   |           |
| <b>Optional Pupil Personnel Services Credential (PPSC) <sup>2</sup></b> |  |           |
| SOCW 540  | Educational Policy                                   |           |
| SOCW 563  | School Social Work                                   |           |
| SOCW 572  | Advanced Practicum I: School Social Work             |           |
| SOCW 573  | Advanced Practicum II: School Social Work            |           |
| <b>Community Leadership and Program Administration</b>                  |  |           |
| SOCW 530  | Organizing for Community Change                      |           |
| SOCW 533  | Social Work Leadership and Management                |           |
| SOCW 541  | Capstone Leadership Project                          |           |
| SOCW 543  | Program and Grants Management                        |           |

|                    |  |              |
|--------------------|--|--------------|
| SOCW 558           | Advanced Practicum I: Community Leadership and Program Administration  |              |
| SOCW 559           | Advanced Practicum II: Community Leadership and Program Administration |              |
| SOCW 574           | Applied Research for Evidence-Informed Practice                        |              |
| XXX                | Elective (3 units)   |              |
| XXX                | Elective (3 units)   |              |
| XXX                | Elective (3 units)   |              |
| <b>Total Units</b> |  | <b>60-66</b> |

- <sup>1</sup> Students may test out of SOCW 574 but still need to complete the required unit total for the program. Contact the Department of Social Work (<https://www.apu.edu/contact/directory/?id=163>) for more details.
- <sup>2</sup> 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 572 and SOCW 573 as part of the 6-unit field education graduation requirement. The courses are taken in place of clinical field and field seminar courses SOCW 549 and SOCW 557.

## Requirements for Advanced Standing Program

| Code  | Title  | Units |
|---|--|-------|
| <b>Bridge Courses</b>   |  |       |
| SOCW 550  | Advanced Standing: Intermediate Praxis                                 | 3     |
| SOCW 551  | Advanced Standing: Social Work Ethics and Practice                     | 3     |
| <b>Specialization Coursework</b>  |  |       |
| Select one of the following   |  | 30    |
| <b>Clinical Practice with Individuals and Families</b>                  |  |       |
| SOCW 536  | Adult Behavioral Health and Diagnosis (3)                              |       |
| SOCW 537  | Child and Adolescent Behavioral Health and Diagnosis (3)               |       |
| SOCW 541  | Capstone Leadership Project (3)  |       |
| SOCW 546  | Family Therapy in Context (3)  |       |
| SOCW 547A   | Applied Clinical and Advanced Policy Practice                          |       |
| SOCW 549  | Advanced Practicum I: Clinical Practice                                |       |
| SOCW 557  | Advanced Practicum II: Clinical Practice                               |       |
| SOCW 574  | Applied Research for Evidence-Informed Practice                        |       |
| XXX Electives 3 units   |  |       |
| XXX Electives 3 units   |  |       |
| <b>Optional Pupil Personnel Services Credential (PPSC) <sup>2</sup></b> |  |       |
| SOCW 540  | Educational Policy   |       |
| SOCW 563  | School Social Work   |       |
| SOCW 572  | Advanced Practicum I: School Social Work                               |       |
| SOCW 573  | Advanced Practicum II: School Social Work                              |       |
| <b>Community Leadership and Program Administration</b>                  |  |       |
| SOCW 530  | Organizing for Community Change (3)                                    |       |
| SOCW 533  | Social Work Leadership and Management (3)                              |       |
| SOCW 541  | Capstone Leadership Project (3)  |       |
| SOCW 543  | Program and Grants Management  |       |
| SOCW 558  | Advanced Practicum I: Community Leadership and Program Administration  |       |
| SOCW 559  | Advanced Practicum II: Community Leadership and Program Administration |       |
| SOCW 574  | Applied Research for Evidence-Informed Practice                        |       |
| XXX Electives 3 units   |  |       |
| XXX Electives 3 units   |  |       |

XXX Electives 3 units

**Total Units****36 - 42**

- <sup>1</sup> Students may test out of SOCW 574 but still need to complete the required unit total for the program. See department for more details.
- <sup>2</sup> 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. Students from the clinical specialization seeking to complete credential requirements must complete PPSC field and field seminar courses SOCW 572 and SOCW 573 as part of the 6-unit field education graduation requirement. The courses are taken in place of clinical field and field seminar courses SOCW 549 and SOCW 557.

## Electives

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

| Code   | Title  | Units |
|--|--|-------|
| <b>These electives may be taken for either specialization:</b>   |  |       |
| SOCW 540   | Educational Policy                                   | 3     |
| SOCW 543   | Program and Grants Management                        | 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 595   | Special Topics                                       | 1-6   |
| <b>Clinical specialization students may take any of these required community courses as electives:</b> |  |       |
| SOCW 530   | Organizing for Community Change                      | 3     |
| SOCW 533   | Social Work Leadership and Management                | 3     |
| SOCW 543   | Program and Grants Management                        | 3     |
| <b>Community specialization students may take any of these required clinical courses as electives:</b> |  |       |
| 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 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)

\*The Child Abuse Assessment requirement (7 hours) must be met within five years of applying for licensure.

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 Couples Therapy (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) (<https://courses.socialworkweb.com/>) 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 Admissions Information (<http://catalog.apu.edu/admissions/>)). **Program-specific application requirements are available online (<https://www.apu.edu/graduateprofessional/apply/>).**

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessional/apply/>) 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. Advance human rights and social, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
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 2022

#### Competency 1: Demonstrate Ethical and Professional Behavior

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



- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (<http://www.naswdc.org/>) Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

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

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

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

## **Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice**

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

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

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

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

- Apply research findings to inform and improve practice, policy, and programs
- Identify ethical, culturally informed, antiracist, and antioppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

## **Competency 5: Engage in Policy Practice**

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



- Use social justice, antiracist, and antioppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

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

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

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply antiracist and antioppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

## **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
- 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 2022**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers have a deep understanding of 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 using rights-based, antiracist, and antioppressive lenses. 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 affective 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 self-care, and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. Social workers:

- 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 applying an antiracist and antioppressive perspective
- Apply legal and ethical standards in clinical practice, including in risk assessment and telehealth
- Recognize and manage personal values, worldview, and affective reactions, and their influence on professional judgment and behavior, utilizing supervision and consultation to guide professional decision making

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

Social workers protect and advance fundamental human rights to end all forms of racism and oppression. Social workers are knowledgeable of best practices and engage in advocacy to reduce and eradicate oppressive structural injustices within health, mental health, education, and other community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives. Social workers:

- Collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed
- Critically evaluate how social, racial, economic, and environmental injustice perpetuate health and behavioral health disparities and inequitable access to care
- Use knowledge of the effects of racism, oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention

### **Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers understand the diversity and intersectionality of factors that may affect clinical social work practice, including the impact of White supremacy and privilege. Social workers are able to recognize and address barriers to accessing services by engaging in antiracist and inclusive clinical practice, and 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. Social workers:

- Identify and engage in antiracist and antioppressive practice to reduce and eliminate systemic forms of oppression
- Demonstrate cultural humility, and an understanding of how cultural concepts of distress and identity, as well as intersectionality, shape assessment, diagnosis, and treatment

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

Social workers apply ethical, culturally informed, antiracist, and antioppressive approaches in the evaluation and implementation of evidence-informed practice. They know how to consume and critically evaluate diverse research methods, approaches, and sources from within social work and other disciplines, using an antiracist/antioppressive lens recognizing inherent bias within research. Social workers innovate new and effective intervention models while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. Social workers use best practices in research to design, analyze, and conduct their own research using diverse research methods. Social workers:

- Critically evaluate research literature and apply findings to inform, improve, and innovate practice and service delivery, using an antiracist/antioppressive lens
- Utilize research methods to evaluate practice outcomes
- Articulate research findings to advance practice, social justice, and service delivery

### **Competency 5: Engage in Policy Practice**

Social workers understand the dynamic and political nature of clinical practice and apply interventions within an antiracist diversity, equity, and inclusion framework. Using a trauma-informed approach, social workers understand how a client's experience is directly impacted by local, state, and/or federal policies, identifying structural barriers that impact client well-being. Social workers actively engage in policy practice through advocacy and by implementing strategies that help to effect change at micro, mezzo, and macro levels of practice. Social workers:

- Identify how organizational and governmental policies impact the clinical 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, acknowledging structural racism where and when it occurs
- Use evidence-informed practice to advocate for advancement of clinical practices that are inclusive, and acknowledge past trauma perpetuated by systemic and historical racism, working to eliminate such bias in practice

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

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

- Demonstrate ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance
- Engage in a reflexive process that identifies power and privilege as impacting the establishment of treatment goals and expected outcomes
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective

### **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 that can occur via telehealth or in person. Social workers are self-reflective in their practice and understand their power and privilege as it impacts the assessment process. Social workers engage in differential diagnosis, utilizing the DSM in a critical and responsible manner. Social workers utilize the various aspects of a comprehensive assessment to accurately assess their clients, including crisis situations, using a trauma-informed lens. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers 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 (in person or telehealth), clinical bias, and cultural differences affect assessment and diagnosis. Social workers:

- Perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans with an antioppressive and antiracist lens
- Select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems
- Critically apply diagnostic classification systems in a process of continuous assessment with a trauma-informed lens
- Demonstrate ability to identify and assess crises, and the appropriate use of crisis intervention and prevention strategies as needed

### **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 diverse client contexts. Social workers link interventions to problems, applying best-practice interventions in person or through telehealth delivery throughout the dynamic and interactive process of social work practice with diverse client populations. Social workers apply critical thinking, apply trauma-based theories, and demonstrate 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. Social workers:

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

- Demonstrate understanding of theories informing assessment of and interventions with families in diverse situations
- Demonstrate ability to intervene in crises, and the appropriate use of crisis intervention and prevention strategies as needed with use of best practices for in-person or telehealth delivery
- 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 process 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 outcome measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions. Social workers:

- Engage in ongoing multidimensional evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions
- Utilize outcomes data to critically evaluate effectiveness of applied interventions through an antioppressive and antiracist lens

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

Social workers deeply 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. Social workers:

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

## **Community Leadership and Program Administration Competencies EPAS 2022**

### **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 at local, state, and national levels. 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. Social workers:

- Demonstrate advanced insight in personal 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
- Utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes

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

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers demonstrate advanced awareness of the need for evaluating systems and structures while advocating for an equitable distribution of power and privilege that promotes social, racial, economic, and environmental justice. Social workers:

- Integrate human rights principles to understand the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice
- Apply theoretical, political, and/or economic frameworks to analyze the role of systems and structures in civil, political, economic, social, and cultural human rights
- Engage in research-informed strategies to eliminate oppressive structural barriers and promote social resources, rights, and responsibilities equitably

### **Competency 3: Engage in Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression characterize and shape the human experience as it applies to practice at the organizational, community, and policy levels. Social workers are committed to the promotion of antiracist practices in the organizational, community, and policy arenas, recognizing the roles that oppression, privilege, and discrimination have in determining equitable access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression. Social workers:

- Apply cultural humility in work with groups, organizations, and/or communities, reflecting an advanced understanding of how personal experiences contribute to bias, power, privilege, and values
- Ensure that programs and policies recognize the dimensions of diversity and intersectionality that have shaped the experiences of oppressed, underserved, and underrepresented populations
- Collaborate with and advocate for vulnerable and disempowered communities to dismantle oppressive systems

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

Social workers recognize how ethical, culturally informed, antiracist, and antioppressive approaches in conducting research and building knowledge guide their associated research methodologies, help to inform how evidence is developed, and help 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. Social workers:

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

### **Competency 5: Engage in Policy Practice**

Social workers identify how historical, political, social, economic, and/or cultural factors shape policy environments and then subsequently use this knowledge to advance human rights and social justice. Social workers critically analyze varied dimensions of power and their impacts on all levels of the policy-making process, including research, analysis, advocacy, implementation, and evaluation. Social workers mobilize communities that have been impacted by inequality and oppression by engaging in community organizing, coalition building, and advocacy. Social workers participate in electoral politics at the local, state, and national levels to achieve policy goals reflecting social work values. Social workers:

- Analyze how policies at local, state, and national levels impact individuals and communities to advance social, racial, and economic justice
- Implement social policies through an antiracist and antioppressive lens in groups, organizations, and/or communities to design high-quality and efficient social delivery systems and programs
- Influence the policy process by mobilizing communities through organizing and advocacy to ensure equitable access to resources

### **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 reflect on how issues of bias, power, and privilege impact relationships, organizations, and relevant systems. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions. Social workers:

- Use principles of interprofessional collaboration to engage constituents in the change process
- Pursue reciprocal relationships to develop desired outcomes and expectations
- Collaborate effectively with constituents to facilitate sustainable change

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

Social workers understand assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collaboratively collect information through identified stakeholders within relevant systems. Social workers are committed to culturally responsive 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. Social workers:

- Research, collect, analyze, and interpret system policy, and community and organizational data, to inform assessment and intervention strategies
- Select and modify appropriate intervention strategies based on evidence and continuous assessment
- Mutually develop agreed-upon goals and measurable objectives
- Initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community, and/or policy arenas

## 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 within groups, organizations, and communities. Social workers are knowledgeable of and apply culturally responsive, evidence-informed interventions grounded in participatory methods. Social workers understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers:

- Develop intervention goals and design and implement plans 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 contexts
- 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 equitable evaluation methods and ensure that a broad range of qualitative and quantitative measures are utilized. Social workers understand data collection, analysis, interpretation, and application related to program and policy evaluation. Social workers are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice. Social workers:

- Establish and/or ensure that measurable evaluation criteria and methods are being utilized within change efforts
- Collect, analyze, and interpret system, policy, community, and/or organizational data relevant to intervention evaluation
- Utilize evaluation data, in collaboration with constituents, to select and modify appropriate intervention strategies for enhanced client delivery 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. Social workers 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. Social workers recognize the contributions of the global Christian community in promoting social justice. Social workers:

- 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 and communities and in policy arenas
- Identify ways in which social justice is enhanced and supported by the global Christian community

## Courses

### SOCW 510, Social Work Foundations in Law and Ethics, 1 Unit

This course covers foundational law and ethics in social work practice, including mandated reporting, telehealth policies, self-care, and technology use. Content incorporates critical thinking, ethical decision making, and professionalism as reflected in the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) competencies.

**Prerequisite:** Admission to MSW program



## **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**

Students in this course focus on theories that inform micro-level social work practice with individuals and families using a biopsychosocial 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 517, Generalist Practicum I, 3 Units**

This first-semester practicum course includes supervised generalist internship experience in an agency setting and integrative in-class seminars. Students gain experience in applying and integrating foundational generalist social work practice skills, values, and professional ethics with diverse individuals, families, groups, communities, and organizations, and apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for beginning-level social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.

**Prerequisite:** Admission to MSW program

## **SOCW 518, Generalist Practicum II, 3 Units**

This second-semester course is a continuation of the supervised generalist internship sequence in an agency setting and integrative in-class seminars. Students gain experience in the application and integration of generalist foundational social work practice skills, values, ethical decision-making, and professional ethics with diverse individuals, families, groups, communities, and organizations. Students apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for effective social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.

**Prerequisite:** SOCW 514 and SOCW 517

## **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**

Students in this course 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, are 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, Social Work Leadership and Management, 3 Units**

This course provides an overview of effective leadership and management practices within the social service sector. Topics include legal and ethical issues in administration, such as managing organizational change; employee and stakeholder diversity; organizational culture; conflict resolution; group behavior; employee hiring, training, and development; employee morale; and budgeting. Emphasis is 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, 3 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, Program and Grants Management, 3 Units**

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Students will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. This course also prepares students for fundraising and grant writing in human service organizations. Students assess agencies and stakeholders and analyze funding resources, performance measures, strategies, skills and decision-making processes. At the completion of this course, students 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:** SOCW 513, SOCW 523

## **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 547A, Applied Clinical and Advanced Policy Practice, 3 Units**

Students in this course explore the convergence of clinical social work theoretical/practice models, professional/ethical considerations, and health/behavioral health policy practice. Content involves case-based learning, critical thinking, and ethical decision-making, and integrates a trauma-informed, relational social work perspective with a focus on addressing antiracism and health/behavioral health disparities in vulnerable communities.

**Prerequisite:** SOCW 512, SOCW 513, SOCW 514, and SOCW 524

## **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 549, Advanced Practicum I: Clinical Practice, 3 Units**

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. The seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, and SOCW 518;

**Corequisite:** SOCW 574

## **SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units**

Advanced Standing courses bridge the BSW and MSW programs. Students in this course focus on micro- and macro-level theories and the relevance of different worldviews, using case examples drawn from professional social work. Models of practice with diverse communities and social welfare organizations are examined. Students have opportunities for further development of self-awareness regarding the ways beliefs and values, such as faith, may affect practice and professional identity.

**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 557, Advanced Practicum II: Clinical Practice, 3 Units**

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 549;

**Corequisite:** SOCW 541

## **SOCW 558, Advanced Practicum I: Community Leadership and Program Administration, 3 Units**

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation. Seminars focus on presentations and discussions of student internship experiences, and integration of micro and macro practice skills within the context of the social environment.

Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 517, and SOCW 518;

**Corequisite:** SOCW 574

## **SOCW 559, Advanced Practicum II: Community Leadership and Program Administration, 3 Units**

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation.

Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations.

Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 558;

**Corequisite:** SOCW 541

## **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 precicensure 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 572, Advanced Practicum I: School Social Work, 3 Units**

This course includes supervised internships in school settings and integrative in-class seminars specific to the clinical specialization with the PPSC (school social work) pathway. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.

**Prerequisite:** Current MSW PPSC Students: SOCW 514, SOCW 517, SOCW 524, and SOCW 518;

**Corequisite:** SOCW 527

## **SOCW 573, Advanced Practicum II: School Social Work, 3 Units**

This final practicum course continues the supervised internship experience in school settings and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, and master's-level social work employment and licensure preparation. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.

MSW Students: Prerequisites: SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 572; corequisite: SOCW 541 Post-MSW PPSC Students:

Prerequisites: MSW degree from a CSWE-accredited program, acceptance into APU's PPSC program

## **SOCW 574, Applied Research for Evidence-Informed Practice, 3 Units**

This course prepares students to critically evaluate social work research and evidence-informed practice, and its ethical application to data-driven decision-making within community practice settings. Concepts covered include problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **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.