Credit Hour Policy: Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 1 unit course, delivered over a 15 week term, will approximate 2 hours, biweekly, classroom or direct faculty instruction. Field III, the three unit corequisite course, delivered over a 15 week term, will approximate 16-20 hours per week of field internship at an approved agency setting consistent with CSWE accreditation standards.

In addition, out of class student work for Field Seminar III will approximate a minimum of three hours per week.

Professor: Kimberly Setterlund, MSW, LCSW, Assistant Professor, Department of Social Work
Class Day/Time: Thursday, 2:30-4:30 p.m.
Class Location: Duke Academic Complex Room 511
Office Location: Wynn 211
Office Hours: Thursdays, 1:00-2:00 p.m. and by appointment
Contact Information: (626) 857-2402, ksetterlund@apu.edu
Emergency Phone #: (626) 857-2401 (MSW Program Office) weekdays 8:30-4:30 p.m.

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

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

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

Student Outcomes and Expected Competencies: (Each measurable learning outcome is followed by assignment or activity used to assess learning outcome)
<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Competency</th>
<th>Clinical Practice Behavior</th>
<th>Community Practice Behavior</th>
<th>Assessment/Content</th>
</tr>
</thead>
</table>
| 1. Effectively articulate and critically reflect upon social work field experience with appropriate self-awareness and understanding of ways faith/beliefs/values may affect practice. | SLO 2 (EPAS) 2.1.1 Identify as a professional social worker and conduct oneself accordingly | 1. Demonstrates advanced insight in personal reflection and self-correction to assure continual professional development.  
2. Demonstrates professional use of self and the influence on the client-practitioner relationship.  
3. Demonstrates ability to assume a leadership role, effectively representing the social work perspective.  
4. Uses supervision and consultation effectively. | 1. Demonstrates advanced insight in personal reflection and self-correction to assure continual professional development.  
2. Demonstrates ability to effectively represent the social work discipline when collaborating and consulting with other professionals.  
3. Demonstrates ability to assume a leadership role, effectively representing the social work perspective.  
4. Uses supervision and consultation effectively. | Activities:  
1. Seminar participation  
2. Learning Agreement  
3. Case presentation  
4. Reflection Paper  
5. Final Integrative Assignment  
6. Comprehensive Skills Evaluation  
7. Seminar participation |
| SLO 11 Articulate how Christian beliefs and values can be ethically integrated in professional social work practice. | 1. Applies Christian beliefs and values, as appropriate to client needs, in an ethical manner.  
2. Integrates faith-based interventions as applicable to practice contexts.  
3. Integrates clients’ religious, spiritual, and faith traditions and/or faith communities, as indicated, to enhance coping. | 1. Understands the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.  
2. Demonstrates understanding of the ethical integration of personal faith and core values as a social worker.  
3. Recognizes the contributions of the global Christian community in promoting global social justice. |
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| **2. Demonstrate**  
**professional ethics**  
and apply appropriate decision making skills when discussing complex field issues as well as related learning opportunities. **EPAS 2.1.2:**  
Apply social work ethical principles to guide professional practice. | **1.** Applies ethical decision making skills to address complex and ambiguous ethical conflicts. | **2.** Employs strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights. | **3.** Identifies and uses knowledge of relationship dynamics including power differentials to resolve ethical dilemmas. | **Activities:**  
1. Seminar participation  
2. Learning Agreement  
3. Case presentation  
4. Reflection Paper  
5. Final Integrative Assignment  
6. Comprehensive Skills Evaluation  
7. Seminar participation |
| **3. Demonstrate**  
**sensitivity to specific diversity and environmental considerations involved in field practice, including the relevance of field activities to professional commitments to at-risk groups and social and economic justice.** **EPAS 2.1.4:**  
Engage diversity and difference in practice. | **1.** Identifies cultural structures and values that oppress and/or enhance privilege or power. | **2.** Demonstrates advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. | **3.** Applies cultural humility and competence in adapting integrated health services to meet diverse client needs. | **Activities:**  
1. Seminar participation  
2. Learning Agreement  
3. Case presentation  
4. Reflection Paper  
5. Final Integrative Assignment  
6. Comprehensive Skills Evaluation |
| **4. Demonstrate**  
**advanced practice skills and knowledge, including ability to establish and maintain client relationships, engage in interdisciplinary**  
**EPAS 2.1.10**  
Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and | **(A): ENGAGEMENT**  
1. Demonstrates ability to attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance  
2. Establishes a | **(A): ENGAGEMENT**  
1. Uses interpersonal and participatory skills to engage constituents in the change process  
2. Pursues reciprocal relationships to develop desired outcomes and | **Activities:**  
1. Seminar participation  
2. Learning Agreement  
3. Case presentation  
4. Reflection Paper  
5. Final Integrative Assignment  
6. Comprehensive Skills Evaluation |
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<tbody>
<tr>
<td>practice, and appropriately use supervision, in seminar discussions and activities.</td>
<td>communities.</td>
<td>relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.</td>
</tr>
<tr>
<td>5. Demonstrate ability to engage in continuous assessment and determine appropriate intervention strategies.</td>
<td>3. Develops, manages, and maintains therapeutic relationships with clients within the person-in-environment and strengths perspective.</td>
<td>4. Utilizes appropriate multidimensional assessment instruments</td>
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<td>6. Demonstrate advanced knowledge and ability to critically select strategies, best practices, and/or evidence-based interventions in collaboration with other professionals.</td>
<td>(B): ASSESSMENT 1. Articulates multiple influences effecting clients’ readiness for change 2. Selects and modifies appropriate intervention strategies based on continuous clinical assessment. 3. Critically applies diagnostic classification systems in a process of continuous assessment.</td>
<td>(C): INTERVENTION 1. Initiates strategies and/or actions to achieve goals and objectives to achieve goals within the context of organization, community and policy arenas. 2. Collaborates effectively with constituents to facilitate sustainable change.</td>
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<td>(B): ASSESSMENT 1. Researches, gathers, analyzes, and interprets system, policy, community, and organizational data. 2. Selects and modifies appropriate intervention strategies based on research evidence and continuous assessment. 3. Develops mutually agreed upon goals and measurable objectives.</td>
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<td>(C): INTERVENTION 1. Initiates strategies and/or actions to achieve goals and objectives to achieve goals within the context of organization, community and policy arenas. 2. Collaborates effectively with constituents to facilitate sustainable change.</td>
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<td>Skills Evaluation</td>
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Updated: 9/2/13
| 7. Demonstrate ability to appropriately evaluate one’s own practice skills and intervention effectiveness. | **EPAS 2.1.3:** Apply critical thinking to inform and communicate professional judgments. | 1. Engages in reflexive practice, integrating reflection, knowledge, and experience in real time clinical contexts.  
2. Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format. | 1. Uses logic, critical thinking and creativity in written and oral communication with organizations and communities.  
2. Able to critically evaluate program design and service delivery models for efficiency and effectiveness. | **Activities:**  
1. Seminar participation  
2. Case presentation  
3. Final Integrative Assignment  
4. Comprehensive Skills Evaluation |

| **EPAS 2.1.10** Engages, assesses, intervene and evaluates individuals, families, groups, organizations, and communities. (part D) | **(D): EVALUATION**  
1. Uses clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions  
2. Utilizes outcomes data to evaluate effectiveness of applied interventions |  
| 8. Demonstrate ability to effectively integrate theory, practice, and research. | **EPAS 2.1.6:** Engage in research-informed practice and practice-informed research. | 1. Uses the evidence-based practice process in clinical assessment and intervention with clients.  
2. Uses knowledge and research to advance best practices in social work.  
Uses research methodology to evaluate clinical practice effectiveness and/or outcomes. | 1. Utilizes research data to analyze social, economic, and ecological factors that contribute to domestic and/or international social problems.  
2. Constructs and utilizes best practice, evidence-informed research to develop and implement community and | **Activities:**  
1. Seminar participation  
2. Case presentation  
3. Final Integrative Assignment  
4. Comprehensive Skills Evaluation |
organizational interventions. 
3. Use research methodology to evaluate social work practice effectiveness and/or outcomes.

| 9. Demonstrate skills related to gaining masters-level social work employment, including abilities to critically assess current strengths and future learning needs. | EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments. | 1. Engages in reflexive practice, integrating reflection, knowledge, and experience in real time clinical contexts. 2. Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format. | 1. Uses logic, critical thinking and creativity in written and oral communication with organizations and communities. 2. Able to critically evaluate program design and service delivery models for efficiency and effectiveness. | Activities: 1. Seminar participation 2. Reflection Paper 3. Final Integrative Assignment 4. Comprehensive Skills Evaluation |

**Required Textbook and Study Resources:**


California Department of Mental Health Website. [http://www.dmh.ca.gov/Prop_63/mhsa/](http://www.dmh.ca.gov/Prop_63/mhsa/). Retrieved from Los Angeles County Department of Mental Health website, August 15, 2012.


Updated: 9/2/13
Recommended Reading and Other Course Resources

California Institute of Mental Health. [http://www.cimh.org/Services/MHSA.aspx](http://www.cimh.org/Services/MHSA.aspx)
Retrieved from the California Institute of Mental Health website, August 14, 2013.


Audio or video recording device (to be used for Audio/Visual Process Recording each semester).

Other required readings as assigned by field seminar instructor

Course Schedule

***Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

Students will spend 16 hours a week in field internship over a 15 week semester. (Advanced Standing students will spend 20 hours a week in field internship). Schedule will be determined by agency and approved by field faculty. Some field internships may begin before the start of the semester or extend beyond the semester, as specified by the field instructor and approved by the field faculty. **Students should be clear on attendance expectations prior to beginning fieldwork.** Students are required to complete Field III & Field Seminar III concurrently.

<table>
<thead>
<tr>
<th>FIELD SEMINAR III COURSE SCHEDULE</th>
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<tbody>
<tr>
<td><strong>Dates</strong></td>
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<tr>
<td><strong>SEMINAR 1</strong></td>
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<tr>
<td><strong>SEMINAR 2</strong></td>
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<td>9/12 - A</td>
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<td><strong>SEMINAR 3</strong></td>
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Updated: 9/2/13
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
</table>
| 10/2013 TBA | Capstone Leadership Project Advisement Meeting Prof. Olivia Sevilla  | 2:30-3:00 p.m. (Room: TBD) | SEMINAR 4          | Competency #2: Ethics: Intern applies social work ethical principles to guide her/his professional practice  
Competency #3: Thinking & Judgment: Intern applies critical thinking to inform and communicate professional judgments  
Legal and ethical considerations in practice, documentation  
Pre-Skills Assessment  
Readings: Reamer (2005) article; NASW Code of Ethics |
| 10/10-A    | Learning Agreements Due (turn in at seminar)                          |            | SEMINAR 5          | Competency #8: Intern engages in policy practice to advance social and economic well-being and deliver effective social work services  
Competency #9: Current Trends: Intern responds to contexts that shape practice  
Mental Health Services Act (MHSA)  
Micro and macro practice: use of self, counter-transference, building rapport  
Case presentations  
Mental Health Services Act (MHSA) View websites: CA Department of Mental Health (http://www.dmh.ca.gov/Prop_63/mhha)  
MHA Village (http://mhavillage.squarespace.com)  
Reflection Paper Due |
| 10/17-B    |                                                                        |            | SEMINAR 6          | Competency #10: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities.  
Micro and macro practice: Assessment, diagnosis and treatment/service planning  
Case presentations  
Reading: Austin, M. J., Coombs, M., & Barr, B. (2005)  
Bring one completed Process Recording for discussion |
| 11/21 – A  | Competency #6: Evidence-Based Practice: Intern engages in research-informed practice and practice–informed research  
Evidence-based practice models, practice theories  
Case presentations  
Optional Readings: California Institute for Mental Health (http://www.cimh.org/Services/MHSA.aspx)  
Reading: Mathiesen & Hohman (2013) article  
Be prepared to discuss EBPs used at agency |
| 12/12      | Thanksgiving Holiday – no field seminar                               |            | SEMINAR 8          | Competency #10: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities.  
Evaluation of practice  
Final Integrative Assignment due |
| 12/12      | Combined Last Seminar                                                 |            |                   |                                                                                                                                          |

Updated: 9/2/13
Field Assignments and Requirements:

Complete two components of Field III: 16-20 hours per week in a designated field setting (off-campus fieldwork) and every other week field seminar (on-campus fieldwork). Attendance and participation in both field components will be reflected in the student's professional conduct & participation grade. Will require completion of assigned course readings and participation in weekly field seminar discussions.

Field Portfolio will be maintained in Fall and Spring Semesters, and will include field-related documents and assignments. The Field Portfolio will be submitted throughout the academic year, as specific in course schedule, and evaluated based on timeliness as well as completeness and accuracy of documentation. The Portfolio is part of the written assignments grade. Will require use of Field Portfolio outline, timeliness, and organizational skills.

Learning Agreement – to be completed at the beginning of the fall semester, which will be developed by student, in collaboration with field instructor. Learning agreement will be reviewed and approved by both field instructor and field faculty. It will serve as a tool to guide completion of goals and objectives and should be reviewed periodically to reflect current learning goals. Will require use of program approved form, course discussions, and supervisory signatures.

Field Time Log to be maintained in Field Portfolio and submitted, at minimum, each semester, and as requested by field seminar instructor. Will require program approved form, accuracy, and supervisory signatures.

Process Recordings – to be submitted weekly to agency field instructor. A total of 12 is required per semester, which includes one audio/visual recording. Field seminar instructors may request that students submit process recordings at different intervals during the semester and at the end of the semester. Failure to complete the minimum required process recordings will result in a grade reduction. Students will maintain a Process Recording Log that will be included in Field Portfolio as verification that student has completed the minimum number of process recordings. Will require program approved recording forms, a reflection of field experiences, and supervisory signatures.

Mid-year Comprehensive Evaluation will be completed by the field instructor to evaluate student performance in field internship. The evaluation will be reviewed and signed by both the student and field instructor, and turned in to the field seminar instructor by the date specified on the Field Seminar III Syllabus. Will require program approved form and receptiveness to evaluative feedback.

Pre/Post Skills Assessment - to evaluate development and application of field competencies. The pre skills assessment will be administered at the beginning of the academic year, followed by the post skills assessment at the end of the academic year. Assessments are scored on a 4-point rubric. Concentration year students are expected to score a 3.0 average in Field III. Will require course texts, course notes, integration of material from other courses.

Written Assignments:

A Critical Case Presentation from a field situation, and should include discussion of presenting issues, necessary practitioner skills, potential interventions, ethical and diversity considerations, and evaluations of practice effectiveness. Both Clinical & Community presentation formats will be provided. The learning
The objective is to demonstrate clinical and/or community practice skills in the areas of assessment, diagnosis, treatment planning, and interventions. Students will submit a written presentation, and will sign up for a 7-10 minute oral case presentation in Fall or Spring Semester. Assignment will require use of critical thinking skills, practice course content, seminar discussion, and course texts. Expected length: as per presentation format. APA format is not required.

Reflection Paper, on student’s field experience, including professional growth and self-awareness, skill development, challenges, and diversity and ethical considerations. Assignment will require use of critical thinking skills and field experiences. Course assignment instructions will be provided in seminar class. Expected length: 3-4 pages. APA format NOT required.

Final Integrative Assignment is due at the end of the Fall Semester. Assignment will require knowledge integration and application of competency #1: professionalism; and competency #11: Articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Course assignment instructions will be provided in seminar class. Will require use of seminar content and field competencies. APA format NOT required.

See Field III Syllabus for more detailed instructions regarding completion of field related paperwork.

Information Literacy and Use of the Library

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

In this course, students are expected to make occasional use of the University Libraries and their resources for the completion of written field assignments requiring application of practice content. Research assistance and subject guides for this course are available at http://apu.libguides.com/

Evaluation/Assessment Rationale for Grade Determination

The field faculty will assign a field grade for both Field III and Field Seminar III using the following formula:

20%   Field instructor feedback from Comprehensive Skills Evaluation
15%   Professional Conduct, evaluated by field faculty, field instructor, and preceptor
65%   Written Field Assignments:
   - Field portfolio (20%)
   - Reflection paper (10%)
   - Presentation (10%)
   - Final integrative assignment (25%)

100%

Criteria for Letter Grade

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>B+</td>
<td>89-94</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>73-76</td>
</tr>
<tr>
<td>C+</td>
<td>72-77</td>
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<tr>
<td>C</td>
<td>69-72</td>
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<td>D</td>
<td>65-68</td>
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<td>F</td>
<td>0-64</td>
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Updated: 9/2/13
A minimum grade of “B” is required to continue in field internship each semester. Students who earn a grade below “B” at the end of the any semester in the field internship will be required to attend a conference with the Field Director to discuss field internship status and a field support plan if applicable. The field faculty shall review the student’s Comprehensive Skills Evaluation (CSE) and pre-post skill assessment results in order to determine if the student met minimum skill expectations, as described in the CSE Evaluation Key.

**Definition of Work Quality**

A: excellent; clearly exceeds expectations; especially strong performance

A-: exceeds expectations, less strong than “A”

B+: meets expectations very well but does not exceed them

B: meets expectations

B-: does not meet MSW field education requirements/expectations

**Participation** credit will be based on attendance, punctuality, participation in exercises and discussions, and demonstrated commitment to distraction-free class environments (in-seat other than during breaks, no cell/laptop use, appropriate questions and attention to content).

**Professional Conduct:** Students completing fieldwork requirements are expected to demonstrate professional conduct both off-campus and on-campus. Professional conduct codes are referenced in the Code of Ethics of the National Association of Social Workers (http://www.socialworkers.org/pubs/code/default.asp), the APU MSW Program Student Handbook (p. 34), and the APU MSW Field Manual (p.37). Professional conduct include appropriate verbal and written communication with all encountered, including clients, peers, professors, supervisors, and other agency representatives. In addition, it includes, but is not limited to, proper professional dress, provision of appropriate services within one's scope of practice and competence, and abiding by confidentiality laws. Violations of the standards of professional conduct may result in removal and/or termination from one's field agency and a failing grade in Field III and Field Seminar III. Students who are cited for professional conduct violations will meet with the field faculty and MSW Program’s conduct board.

**Policy on Class Preparation, Attendance, and Participation:**

All assigned readings must be completed prior to class so that students are prepared to fully participate in discussions and exercises. Cell phones should be turned off during class periods and laptops will only be permitted for students to take notes. The instructor may ask to see the student’s screen at any time to assure focus on class material.

The following standards are intended to clarify expectations and policies regarding student absences from courses.

**On-campus fieldwork attendance:** Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. Practice-related didactic teaching, skill-building assignments, and written field assignments will be incorporated in the seminar class.

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

1. A sign-in sheet will be used to record attendance at the beginning of each class session. Missing any part of class may be considered an absence; communication in advance of missed time in class is to be reported to the instructor.

2. No more than one absence* is expected per semester (for any reason). A second absence results in a 10% reduction in the overall course grade (including illnesses** and emergencies). At faculty discretion,
students may be given the option of making up the 10% for missed class content by submitting a 10-page paper on an assigned topic. A third absence or missing an additional 3 hour period of class will result in an automatic 10% grade reduction without option for make-up.

3. Students missing more than 20% of the course—more than 9 hours for 3 unit course, or 6 hours for 2 unit course—will not be allowed to pass the course (resulting in an F).

*Note: For Saturday courses: 3 hours = one absence; for Three or Two hour classes: one class (3 or 2 hours) = one absence.

**If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive field internship days, please see the Student Handbook policy: Request for Medical Leave.

Off-campus fieldwork attendance: Students will spend a minimum of 480 hours (*600 hours for Advanced Standing) in the assigned agency during the academic year (a minimum of 224 hours in the Fall Semester; and a minimum of 256 hours in the Spring Semester; or 284/316 in the Fall/Spring Semesters for Advanced Standing Students), which will be recorded in the field time log. Students and field instructors should establish the field schedule accordingly so that there is sufficient time to complete all required hours. Students are required to log in 16 field hours per week. Note: It is highly likely that students will exceed the minimum required hours in the Fall Semester. As such, students may adjust the number of required hours in Spring Semester accordingly. Students will receive field credit for university observed holidays that fall on a regularly scheduled field day, specifically the following: Thanksgiving, Christmas, New Year’s, Martin Luther King Jr. Day, Presidents’ Day, and Good Friday. Students are required to make up field hours during agency observed holidays (other than the ones noted) and if absent due to illness.

Students must complete all field hours by the end of each semester, but no earlier than the week prior to final exams.

In the event of an emergency, the student must notify the agency field instructor in advance should the student find it necessary to miss a day at the agency. Sick and vacation time are not granted. Arrangements must be made with the agency field instructor to make up time missed. All make up time must be completed prior to semester's end.

Professional Behavior in Classroom: Students in the MSW program are preparing for advanced professional careers. In order to utilize class time well, students are expected to conduct themselves as professionals throughout the education and training process. Students must come to class on time, fully prepared, and participate actively in discussions and exercises. Given our class size, private conversations and moving around can be distracting.

Use of cell phones or other electronic devices is not allowed in MSW courses; they must be turned off prior to class. Laptop computers and tablets may not be utilized in class unless required for specific activities or in situations involving physical accommodations.

Policy on Exams: Exams must be completed at the assigned times. A late exam may be given to individuals who have an urgent medical excuse or a university petition. In special circumstances a make-up exam may be given with a ten-point deduction. Any evidence of cheating will result in a failing exam grade.

Policy on Late Papers: Five percentage points will be deducted each day a paper is late. Exceptions will be granted only under emergency circumstances, and require written student documentation of the need for an extension and identification of an alternate due date. Computer/printer problems do not constitute an acceptable excuse for lateness. Written instructor approval of extension requests is required to avoid point deductions. No credit will be given for assignments turned in following the date identified on an extension request unless further documentation of emergency circumstances can be provided by the student and their physician or another emergency service provider.
Policy on E-mailed papers and papers submitted by mail or after-hours: Instructors may choose whether or not to accept e-mailed papers. Students accept all risks related to computer, server, and attachment problems. Papers received by e-mail following the due date are subject to the late paper policy. Likewise, papers submitted by mail or after hours (under the instructor’s office door or other locations) require instructor permission and are subject to the late paper policy. Students accept all risks related to delayed mail delivery, custodian actions and other circumstances of misplacement.

Policy on Incompletes: Incompletes will only be assigned in medical emergency situations involving the student or a person with a close personal relationship to the student. Formal, signed documentation from a physician, nurse, or other emergency service provider will be required, and may be faxed if necessary. Both student and instructor must also fully complete and sign a contract for incomplete grade assignments; this may also be done by fax if necessary. Both formal documentation of the emergency situation and the contract must be provided by the date the final assignment is due for the student to receive an incomplete. If signed documents are not received, then the student will be graded according to assignments previously completed in the course. Assignments of failing grades will be permanent. In order to avoid this situation, students are strongly encouraged to complete assignments well in advance of due dates.

Academic Integrity: The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

Use of Turnitin.com: If, as your instructor, I receive a paper that you have written and I suspect it may not be your original work I will submit the paper for review by Turnitin.com. Upon receipt of the Originality Report you may be asked to meet with me to discuss the findings as reported by this system.

Department and University Policies: All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Support Services: There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Required field documents: All field documents shall be submitted in a Field Portfolio, as specified by the field faculty. Please see Field Portfolio Checklist for required items.

Documents required at the beginning of the academic year:

1. Learning Agreement

Documents to be given by student to the agency field instructor at the beginning of the semester:

- A copy of Practice III and Field III syllabi
• Any other syllabi that would be applicable to the field experience

Documents required at the *end of Fall semester:* (due no later than the last day of each semester)

• Comprehensive Skills Evaluation
• Field Time Log
• Process Recording Log
• Process Recordings and Audio/Visual recording (if requested by field seminar instructor)
• *Capstone Leadership Project Proposal – Turned in to faculty project advisor
References


Updated: 9/2/13


