



SCHOOL OF SOCIAL WORK STUDENT HANDBOOK

MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM

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*This handbook is issued to provide information only. The educational process by its very nature necessitates change. Therefore, the information in this publication is subject to change and must be considered information and not binding on Howard University School of Social Work or Howard University. *The Howard University School of Social Work Student Handbook is also available electronically and via school's website: www.socialwork.howard.edu*



May 2019 Social Work Graduates

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HANDBOOK OVERVIEW

This handbook is provided for purposes of general orientation and guidance for student success in the MSW program in the School of Social Work. For definitive, detailed statements of policy, students are referred to the latest issue of the *Howard University H-Book* and the University website www.howard.edu for information on university registration procedures, university calendar of events, university regulations and code of conduct, student services, health services, student life and activities, intercollegiate athletic schedules, university telephone directory, campus map and information about the Washington, D. C. area. International students are referred to the *Howard University International Student Handbook*. Detailed information regarding Field Education is found in the *Howard University School of Social Work Field Education Manual*.

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Revised: August 2019



DEAN'S WELCOME Dr. Sandra Edmonds Crewe, PhD, ACSW

On behalf of the faculty, administrators, staff, and alumni, I welcome you to the Howard University School of Social Work 2019/2020 academic year. Howard University and the School of Social Work have a long history of providing quality higher education locally, nationally and globally. Our faculty brings a wealth of knowledge and expertise to our institution to ensure that we continue graduating competitive social workers who serve at both the micro and macro levels of practice both in the United States and abroad. We are accredited by the Council on Social Work Education and have been reaffirmed through 2020.

You are entering the social work profession at time when health care reform, social justice issues, and economic changes are occurring. You will be prepared for a profession that believes in advocating for the oppressed and disenfranchised, eradicating social and economic injustice, and empowering our clients to be self-sufficient and self-actualized.

You will be appointed a faculty member who will serve as your faculty advisor. Your advisor will assist you in the best educational plan based on individual student needs and academic requirements. Utilize this handbook to supplement your advising conferences in conjunction with the latest *Howard University H-Book*, and for international students, the *Howard University Student Handbook*. These three publications will assist you in your successful matriculation. Additionally, all faculty members along with alumni are willing to provide you with guidance and support to ensure your success.

Again, welcome to the Howard University School of Social. We look forward to you becoming a *Howard-prepared* social worker and joining the ranks of nearly 6,000 graduates from our program.

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WELCOME FROM THE OFFICE OF ACADEMIC & STUDENT ADVANCEMENT

Greetings Future Graduates:

Howard University is a wonderful place to establish your career as a premier social worker committed to the principles of the Black Perspective. This handbook provides you with an overview of the program. Equally importantly, it offers you guidance that will aid you in maximizing your academic success.

Washington, DC, our nation's capital, offers tremendous opportunities for you to enjoy an array of activities. The federal offices that oversee our nation's social programs are convenient to you. Additionally, many organizations are headquartered in Washington, DC and the surrounding area. We also pride ourselves in offering diverse field education experiences that range from local organizations to those on Capitol Hill.

Howard University offers many opportunities for students to engage in interdisciplinary dialogues with faculty and staff members. Your classroom learning can be amplified through participating in on-campus activities that engage you in critical thinking and the opportunity to expand beyond our social work borders. I ask that you actively use all of the resources at Howard and the surrounding community. By becoming both a student of Howard and a student of the broader community, you create professional contacts that will last a lifetime.

We like to stay in touch with our students during your study. To do so, we send notices about registration, events at the School and on campus, and job announcements. I also meet with students collectively at least once per semester. This is a time that I hear from you about your needs and ways that we can maximize your success. We also conduct annual surveys to obtain your feedback.

Again, we welcome you to the Howard University School of Social Work family and invite you to drop in or schedule an appointment to support your needs.

***At the Howard University School of Social Work,
our greatest asset is
YOU!***

Sincerely,

Tracy R. Whitaker, DSW, ACSW
Associate Dean

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DIRECTORY

Dr. Wayne A.I. Frederick, M.D., MBA, President, Howard University
Dr. Anthony K. Wutoh, Ph.D., R.Ph., Provost and Chief Academic Officer

Administrative Leadership

Sandra Edmonds Crewe, Ph.D., ACSW, Dean
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Social Work Library

Chelton Johnson, Library Technician I
Cherette J. Sanders, Library Technician I

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Charlein Downs, Secretary
Verna Rahman-Smith, Treasurer
Evenny Mlliner, Chief of Staff
Simone Solomon, HUSA Senator
Dainera Nathan, HUSA Senator & Community Service Coordinator
Shatera Landrum, Historian
Susanne Nyaga, Parliamentarian
Ayo Porte, Social Media Coordinator
Phabienne Cimeus, Events Coordinator
Shalynnkinne Ivory, Alumni Events Coordinator
George Morning II, Fundraising Chair
Chelsea Anderson, First Year Representative
Joniece Pilgrim, First Year Representative
Amariss Evans, GSA Representative
Kenneth Taylor, GSA Representative
Brittney Venter, Health Campaign Coordinator

Alumni Association Officers (2019-2020)

Jasalynne Northcross, President
Terrill Coles, Vice President for Programs
Jayna White, Recording Secretary
Chinwendu Utom, Treasurer
Ernestine Johnson, Historian

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HOWARD UNIVERSITY & THE SCHOOL OF SOCIAL WORK

MISSION OF HOWARD UNIVERSITY

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

The idea that gave birth to Howard University was conceived by a group of ten men who resolved that such an institution was needed “in view of the pressing demand of the Southern field” for teachers, ministers, and other leaders in the aftermath of the Civil War. Prominent among the founders was Major General Oliver Otis Howard, Civil War hero and then commissioner of the Freedmen’s Bureau. It was in recognition of General Howard’s leadership in the founding movement that the new institution was chartered by the 39th Congress of the United States on March 2, 1867, under “the name, style and title of ‘The Howard University’.”

The University was founded to open the doors of higher education to the nation’s newly emancipated African Americans and their descendants. Although the University was established to meet the special needs of the nation’s Black citizens, it sought from the outset to foster an environment that would appeal to anyone interested in obtaining a quality education—Black or White, male or female, American or foreign-born. Today, Howard’s position as the most comprehensive university in the world dedicated to the education of peoples of African descent is unchallenged.

Howard University has been accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools since 1921. It was honored at the Commission’s 75th anniversary celebration. The Carnegie Foundation on Teaching ranked Howard University as one of only 88 Level I research universities in the United States. The Commission recently reaffirmed the accreditation of Howard University.

The University is comprised of 13 schools and colleges, including the Colleges of Arts and Sciences, Dentistry, Medicine, Pharmacy, Nursing and Allied Health Sciences,

¹ In this document, “Black” is used to refer to people of African descent from all nations, while “African American” refers specifically to Black people living in the United States.

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and the Schools of Engineering, Architecture and Computer Sciences, Business, Communications, Divinity, Education, Law, and Social Work, and the Graduate School of Arts and Sciences. In addition to the schools and colleges, there are a number of research institutes, centers of excellence, an archival resource center, a press, a major teaching hospital, a public television station, a commercial radio station and the Howard University Hospital, all of which assist the University in carrying out its mission by serving as a learning laboratories for Howard's students.

The University has three campuses: the Main Campus where the School of Social Work is located; the West Campus, the location of the Divinity School and the School of Law; and the East Campus.

Howard University and Washington, D.C. provide an ideal environment for learning. The University has an extensive library system with 1.8 million volumes in the Central Research Library (The Founders Library) and the seven branch libraries in the professional schools—Architecture, Business, Divinity, Engineering, Health Sciences, Law and Social Work. The computerized library system provides access to the library collections. Access is available to major on-line information retrieval services and computerized database searches on user-friendly facilities. Materials which are not in the collection can usually be speedily obtained through various interlibrary loan arrangements and the On-line Computer Library Center (OCLC). OCLC provides a mechanism for borrowing from many other institutions without charge. Howard University is a member of the Association of Research Libraries (ARL).

Howard is more than academic programs and “bricks and mortar”—Howard is people. And it is from the interactions of these people, each contributing in his or her own way to the education of the others, that Howard is able to fulfill its mission and provide the kind of environment in which scholarship can develop and flourish. Recognition of students' high academic achievements has come from many national honor societies, including Phi Beta Kappa and Sigma Xi, which have established chapters at Howard. Among its student body, faculty, administrators and trustees are persons of virtually every major race, religion and nationality. Traditionally, Howard also has had and has today the largest gathering of African-American scholars in the world. It was at Howard University that Kelly Miller, Ernest Everett Just, Charles H. Houston, Charles Drew, Percy Julian, William Hastie, Alain Locke, E. Franklin Frazier, John Hope Franklin and Ralph Bunche, first gained national prominence as scholars.

Howard University today has exceeded even the fondest dreams of its founders in the scope of its work, its student body and its influence. Despite this, the university is engaged in a continuous improvement and academic renewal.



*Dr. Inabel Burns Lindsay, Founding Dean
1935-1965*

HISTORY OF SOCIAL WORK EDUCATION AT HOWARD UNIVERSITY

The Howard University School of Social Work (HUSSW) was established as an autonomous unit in 1935, although instruction was offered in social services as early as 1914. There were strong advocates within the ranks of the University for social work education, most notably: Lucy Diggs Slowe, the first Dean of Women at Howard and Dr. E. Franklin Frazier, Chairman of the Department of Sociology. The first “basic curriculum” was offered in the Department of Sociology and was directed by Dr. Frazier, who had previously served as Director of the Atlanta University School of Social Work. He was a pioneer in advocating standards for social workers and insisting that they be properly trained. The “basic curriculum” conformed to the 1932 accreditation standards of the American Association of Schools of Social Work, the predecessor accrediting body of the Council on Social Work Education (CSWE). Dr. Frazier was initially assisted by one full-time instructor and in 1937, by an additional full-time instructor, Dr. Inabel Burns Lindsay, who later became the first Dean of the School of Social Work at Howard University.

The establishment of formal instruction in social work education at Howard University emerged during a critical period in American history. It coincided with the Great Depression of the 1930s, the enactment of the Social Security Act of 1935, the emergence of large-scale public social services and the onset of World War II. These historic developments provided a strong impetus for the development of social work education at Howard. Additionally, there was a strong appeal for social work education at Howard from African Americans employed in the District of Columbia’s New Deal programs. Few of the recognized schools of social work in America, and none in Washington, D.C., were open to qualified African American applicants. A 1932 study undertaken at the request of the Washington Council of Social Workers revealed that of 69 persons newly employed as social workers only five were graduates of schools of social work, 10 had completed one course in “social work training” and the rest were completely “untrained.” The lack of training was largely attributable to the lack of educational opportunities for Blacks, who constituted the

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largest number of persons seeking social work education among the emerging social welfare workforce in Washington.

In 1942, Howard University's social work program became a division of the Graduate School of Arts and Sciences. It remained in the Graduate School until an autonomous professional school was established within the University at the beginning of 1945-1946 academic year. Dr. Lindsay was appointed the first dean of the newly established School of Social Work. Early accreditation (1930-1940) of the one-year Certificate Program of the Division of Social Work in the Graduate School was superseded by full accreditation of the new two-year Master of Social Work degree program by the time the first graduates received their degrees in June 1946.

During the 1970s, social work at Howard expanded to include baccalaureate and doctoral level education. In the 1990-1991 academic year, the dean and faculty recommended to the Board of Trustees that the School's Bachelor of Social Work degree program be discontinued. The decision was based on three factors: (1) interest in strengthening graduate and post-doctoral education, and research at the master's and doctoral levels; (2) limited resources; and (3) low enrollment in the baccalaureate program.

Additionally, the School placed a strong emphasis on scholarly publications and research. The School received its most recent reaffirmation of accreditation of the master's degree program in 2012 for the full eight-year cycle to 2020.

The influences which led to the development of social work education at Howard University were both internal and external. The intellectual impulse to provide the best education possible for those working in the public social services continues as a dominant theme in the School's mission, objectives and outcomes for students. The School remains concerned about the wellbeing of diverse families and communities with a specialized focus on African American people and others who are poor, oppressed and disadvantaged in society. The Black perspective, which includes the Black Diaspora, serves as a base for a set of guiding principles, undergirding our curriculum and informing our knowledge development and research activities and social policy initiatives.

Over the years as the social work profession and social welfare institutions have evolved in response to changes in American society and throughout the world, the Howard University School of Social Work has progressed as well. In recent years, the School has experienced growth and transformation in several key areas that include: faculty resources, demands for community service, collaboration and technical assistance, diversity in staffing, the attraction of national and international attention to the School's academic programs and the intensification of research and knowledge development productivity.

Today the School of Social Work is a more complex institution than ever before. The curriculum is richer and enhanced by new courses, electives and concentrations. The student body is more diverse in terms of family background, geographic origin, nationally and internationally, age and persons with disabilities. Teaching, research and knowledge development are the core activities of faculty members.

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Additionally, continuing professional development and technical assistance have become important areas of faculty activity.

The goals of the School are to continue on the pathway of excellence as defined by our history and mission, and build upon past and present achievements. Our vision of linking practice, policy and action with research is being pursued through faculty research in collaboration with the E. Franklin Frazier Center for Social Work Research and the Multidisciplinary Gerontology Center. The School is engaged in an academic renewal process that is emphasizing interdisciplinary collaborations and new and revitalized concentration areas. Additionally, expanded distance education learning, continuous professional development, entrepreneurial enterprises are of high importance.

The School of Social Work is committed to providing quality social work education for students irrespective of race, creed, gender, sexual orientation, disabilities or national origin. The School is committed to educating students for advanced professional social work practice and doctoral careers in teaching and researching who will be able to assist in the solution of human, organizational and social problems, particularly those affecting the poor and oppressed and Black people. That commitment is realized through educational programs, research and scholarly inquiry and community service.

The history, vision and mission of Howard University and the School of Social Work serve as the central foundation for the overall objectives of the School.

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HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK VISION STATEMENT

The vision of the School of Social Work is to enhance human well-being and transform those human, organizational, social and economic conditions which impact African Americans, Africans in the Diaspora, other people of color, and the global community.

HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK MISSION STATEMENT

The School of Social Work's mission is to prepare MSW graduates for advanced professional practice at local, national and international levels for the solution of human problems and to become leaders in their communities; and to prepare doctoral graduates for research, the professoriate, and leadership in the global community. We are dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative practices, and other scholarly educational endeavors of its faculty, staff, students, and alumni. Graduates of the master's and doctoral degree programs are expected to become architects of liberating structures in culturally diverse families and communities that are empowered to serve the best interests of all of their members.

Our vision and mission are guided by the core values of the university and the profession. These core values are embedded in our curricula. They include an appreciation of scientific knowledge generated by research, sensitivity to the inequities derived from systemic and institutional societal arrangements, respect for the history and achievements of people of all colors, a desire for social justice and a commitment to the transformation of oppressive conditions that serve as barriers to the realization of growth and development of persons within societies. The core values reflect the Black Perspective, the guiding philosophy of the School of Social Work.

EDUCATIONAL PHILOSOPHY

In accordance with the mission of Howard University and that of the School of Social Work, the educational philosophy of our program reflects the importance and complexity of transactions between people and their environment. Both the MSW and Ph. D. programs are rooted in the knowledge, values and skills necessary for professional practice that promote and sustain social justice and the quality of life for individuals, families, groups, communities, and organizations. The educational philosophy recognizes the multiple roles, functions and arenas of social work practice as well as the interdisciplinary knowledge base upon which professional practice is based.

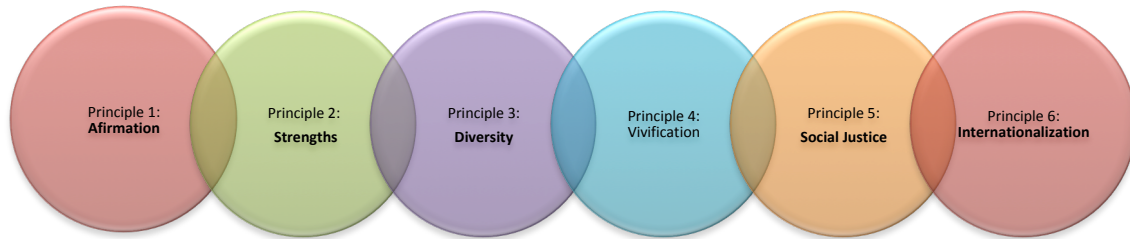
The educational philosophy of the School of Social Work recognizes the need to produce graduates who are educated for competent professional practice with all client groups, but with a special sensitivity and concern for people in Black

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communities. Therefore, the educational programs require careful consideration of the range of theories and approaches used to prepare students for competency. While the knowledge base of the MSW and Ph. D. programs is flexible, both share the person-in-situation framework. Varied theories and approaches, e.g., systems and developmental theories, and the psychosocial and problem-solving approaches that can be accommodated within this framework, as well as by the Black Perspective are used to prepare students for effective social work practice.

Our faculty is engaged in curriculum renewal activities on an ongoing basis, revisiting our mission and the vision we have for the future. We are engaged in long-range and strategic planning as we position the School to maintain its excellence and enhance its knowledge development and research activities. The faculty has reaffirmed our mission statement and our vision to establish a strong program of research and knowledge development for social work practice and social policy. Knowledge development efforts will contribute to the empirical base of practice, add to the social work knowledge base and lead to the improvement and quality of life for Black people, the poor, other minorities or persons of color and the whole society.

THE BLACK PERSPECTIVE



The Black Perspective is an expression of the guiding philosophy of the School of Social Work. It has six principles.

Principle 1: Affirmation

The Black Perspective is an affirming and profoundly liberating stance both at the individual and collective levels. It celebrates the richness, productivity and vigor of the lives of African Americans and Blacks in other parts of the world. The School is committed to imbuing social work practice and theory with this perspective, which means *a commitment on our part to using increasing levels of rigorous scholastic productivity, teaching effectiveness, and social work practice as tools to advance the contemporary African American agenda.* This includes a special commitment to public social services, a service arena of importance to many African American communities.

Principle 2: Strengths

Precisely because the Black Perspective is first an affirmation of strength, it insists on delineating ways in which that strength can be used to respond to the continuing oppression of African American people. The search for the causes, consequences and elimination of oppression is inherent in all areas of social work practice, research and education.

Principle 3: Diversity

The Black Perspective is distinctive, but not monolithic. Simplistic, global characterizations of African American individuals, families, groups and communities are intolerable. It is equally unacceptable to overlook the genuine cultural, economic, political and social bonds of distinctiveness that do exist. Producing social work practitioners, researchers and educators who are faithful both to the commonalties of interest and experience and to the rich and complex diversities within the African American community is a challenging task. Knowledge about diversities and commonalties is constantly expanding. Keeping abreast of that knowledge, contributing to it, and shaping social work practice to it are prime elements of our mission.

Principle 4: Vivification

The Black Perspective is a positive and vivifying stance, not a negative or exclusionary one. This means that the School has a special mission to educate African American social work practitioners, educators and researchers while at the same time providing quality professional education to any student regardless of race,

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creed, sex or national origin. The School's curriculum gives primacy to African American content, and, in fact the School is a national leader in the development of social work curriculum materials that are responsive to the African American population. At the same time, the curriculum gives all our students a broadly based professional education that provides career flexibility and the skills to work with the diverse elements of modern American society.

Principle 5: Social Justice

The Black Perspective means a special sensitivity to the experiences of all oppressed and underserved groups in American society. There is no contradiction between giving primacy to the African American experience and being responsive to the experiences of other groups who have been subjected to oppressive forces. Howard University's heritage as a leader in the struggle for social justice places the School in a uniquely advantageous position to work with all groups seeking equality and freedom from oppression.

Principle 6: Internationalization

An international dimension with special emphasis on Africa and the Caribbean areas is intrinsic to the School's Black Perspective. The School has a mission to educate international students for positions of direct social work practice and leadership roles in social welfare administration and policy in their home countries. A second aspect of the international dimension is developing that area of social work practice dealing with refugees and other displaced populations—both those individuals displaced within their own countries and those displaced to the United States and other countries. A final aspect of the international dimension is the School's desire to foster in its graduates a sense of involvement and commitment to other parts of the world as an element of their professional identity. This is especially important for those areas where issues of social justice and social welfare for people of color are crucial.

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ADMISSIONS & FINANCIAL AID

APPLICATION PROCESS

Applicants must hold a bachelor's degree from an accredited college or university with an undergraduate GPA of 2.5 or higher. Applicants should show evidence of interest in and commitment to the mission of the School. During the admission application process, applicants should present a complete portrait of themselves to the admissions committee by submitting the following materials as promptly as possible:

- Application Form
- Application Fee (certified check or money order)
- Statement of Interest
- Experience Summary
- Three letters of recommendation
- Official transcripts from each college and university attended

The admissions process normally requires approximately four weeks following the receipt of a completed application and all required materials.

Standardized tests are not required.

Students are admitted in the Fall and Spring. February 15th is the application deadline for Fall admission, and October 1st is the application deadline for Spring admission.

Note: Students admitted in the Spring semester may be subject to a modified enrollment that does not offer Social Work Practice and Processes and Field Education I.

FORMER STUDENTS RETURNING (FSR)

SEVEN-YEAR STATUTE OF LIMITATIONS FOR COURSE WORK

Former Students Returning (FSR) who are readmitted to the School of Social Work must repeat all required courses and elective credits (not necessarily the same courses) that were completed seven (7) or more years before readmission and resumption of enrollment.

TRANSFER CREDITS

Credits deemed appropriate may be transferred for graduate courses taken within five (5) years of enrollment from an accredited graduate social work education or other relevant program when grades of "B" or better have been earned. Credit for social work practice methods courses and Field Education courses will be transferred from CSWE accredited social work programs only. **The School of Social Work does not grant social work course credit for life experience or previous work experience. There are NO EXCEPTIONS to this policy.**

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Students seeking transfer credits for graduate courses in related disciplines whose content are equivalent to the content of courses in the MSW curriculum must submit course descriptions to the Admissions Office upon acceptance for admission by the School. These courses must be reviewed and approved by the chairperson of the respective content sequence within the School, or by the Associate Dean or dean's designee. This process must be completed by the end of the initial semester of enrollment.

MAXIMUM NUMBER OF TRANSFER/CHALLENGE EXAM CREDITS

A **maximum of thirty (30) hours** of graduate credits may be earned/awarded through Challenge Examination and/or transfer of graduate credits. Those who qualify in these categories must meet the School's residency requirement of 30 credit hours earned in the Howard University School of Social Work MSW Program.

CHALLENGE EXAMINATIONS

The Challenge Examination option is available to students who believe that they have mastered equivalent foundation curriculum content in baccalaureate or other graduate social work education or related programs.

Challenge Examinations are offered on a course-by-course basis and are given at specified time periods prior to the Fall and Spring enrollment periods to accepted applicants who meet the following requirements.

Challenge Exam Requirements:

- Applicants who have been accepted for admission may challenge first-year courses within the MSW curriculum through examination *prior to enrollment* in the program.
- Only students with baccalaureate degrees from CSWE accredited social work education programs may challenge practice methods courses and Field Education courses.
- Advanced Standing students may challenge first-semester courses in the Advanced Standing curriculum.

New students who pass examinations with minimum scores of 80 are awarded credit for the courses successfully challenged upon formal financial enrollment in the program. All grades from successful completion of any Challenge Examinations (B or better) are posted by the end of the initial semester of enrollment.

FINANCIAL AID

Howard University and School of Social Work financial aid programs provide assistance in the form of tuition scholarships, grants, graduate assistantships, part-time employment and short-term emergency loans. Almost all financial aid awards are made to students who demonstrate that their financial resources are insufficient to meet the cost of attending Howard University. The School of Social Work may award a limited number of graduate assistantships to incoming and continuing social

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work students each year. Graduate assistantships and certain scholarships and grants, may be awarded solely on the basis of academic excellence or other factors. Priority to receive awards is given to applicants with the greatest financial need when funds are limited and where need is an eligibility criterion. All awards are administered by the Office of Financial Aid and Student Financial Services.

APPLICATION PROCEDURES

Students seeking financial aid from Howard University who are U.S. citizens or permanent residents must submit the Free Application for Federal Student Aid (FAFSA) form through Federal Student Aid Programs. Howard University no longer issues FAFSA forms but expects prospective students and students seeking financial aid to complete the FAFSA form online at www.fafsa.ed.gov. Howard University students and prospective students must designate Howard **University, code 5297**, as a recipient of their FAFSA data. Information about the FAFSA application process is available from Howard University Office of Financial Aid and Student Employment and the School of Social Work Admissions Office. The FAFSA should be completed and submitted as early as possible following the submission of your admission application (Please refer to the Howard University Financial Aid website at www.howard.edu).

The submission of the FAFSA does not guarantee an offer of financial assistance. Therefore, applicants should seek alternative sources of outside assistance while the application for financial aid is being processed.

All applicants for federally-supported programs must be U. S. citizens or permanent residents of the United States.

ELIGIBILITY CRITERIA

To qualify for need-based financial aid, students must meet all of the following criteria:

1. Demonstrate financial need through the FAFSA process.
2. Be enrolled in nine (9) hours or more of courses (full-time) each semester (Part-time students are eligible to receive federally supported loans only, and should contact the Financial Aid Office to determine the eligibility requirements.)
3. Be accepted for admission if entering the program.
4. Be in good academic standing.

FAFSA forms and any supporting documentation that may be required must be submitted by the published deadlines.

Admissions information and application materials are also available from the Howard University website, www.howard.edu and the School of Social Work website, www.socialwork.howard.edu. E-mail requests should be sent to socialworkadmissions@howard.edu

Admission and financial aid inquiries should be directed to:

Sandra Gammons, MSW

Howard University MSW Student Handbook

Director of Admissions

Voice: 202/806-7300

E-mail: Sandra.gammons@howard.edu

REGISTRATION

A formal orientation program is conducted for new students each Fall and Spring semester. At that time detailed information regarding registration procedures is supplied. Continuing students are notified at the proper time regarding registration for subsequent semesters and it is their responsibility to make contact with their advisors to complete the process. The Howard University website, www.howard.edu, and e-mail addresses and delivery systems are the principal sources of information about registration for new and continuing students. Students may review registration procedures and register for courses following advisement at the Office of Enrollment Management link on the Howard University website. Course registration may be completed by using Bison Web.

GRADUATE EXPOSITORY WRITING REQUIREMENT

MSW students must demonstrate competence in written English through a passing score on the written English Proficiency Examination in Expository Writing, or the successful completion of an Expository Writing course prior to graduation.

Students who have Graduate Record Examination (GRE) Analytical Writing Assessment (AWA) Scores of 5-6 are not required to take the examination. These students must bring copies of their GRE-AWA scores to the Office of Academic & Student Advancement to request an exemption.

The Expository Writing program is administered by the School of Social Work. Expository Writing examination and course schedules are available from School of Social Work.

Students are strongly urged to satisfy the graduate expository writing requirement before the end of the first semester. **Students will not be able to graduate until this requirement has been met.**

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DUAL/JOINT DEGREE PROGRAMS

JOINT MSW/PHD PROGRAM

On a pilot basis, the PhD program in social work accepts students into a joint MSW/PHD program. These students are selected by the PhD program and demonstrate the potential to complete doctoral study and the MSW degree simultaneously. They complete the required field hours. Students accepted into this program have a master's degree in an allied field from an accredited program. They also have a superior academic record. They are allowed to use PhD courses to satisfy a selected number of MSW courses. This is decided on a case-by-case basis by the Associate Dean and Chair of the Social Work PhD program.

DUAL MSW/MDiv DEGREE

The MSW/MDiv dual degree was launched in Fall 2017. The MSW/MDiv dual degree provides an integrated course of study that prepares graduates for faith-based ministry, enhances students' identity and role in both social work and divinity and provides a convergence of conceptual framework from the bio-psycho-social-spiritual perspective at the micro, mezzo and macro levels of social and spiritual assessment and intervention.

Graduate students may complete the dual degree program in four years concurrently. Students will be accepted into the dual program and will receive one degree designating both masters' degrees. Students will be able to complete the dual degree in four years instead of the five years required for completion of these degrees separately. Academic schemes for this program are available through the Office of the Associate Dean.

JOINT MSW/MBA PROGRAM

The joint MSW/MBA program was launched in Fall 2017. Students seeking to earn the MSW and MBA degrees concurrently will be able to complete the program in three years. In the proposed program, students will first complete one year of core coursework in the School of Social Work.

In the second year, students will enroll in the School of Business to complete a one-year (i.e., two semesters and one summer session) MBA curriculum. The School of Business classes have been derived from the regular MBA core curriculum, which totals 39 credit hours. After finishing the MBA curriculum, the student will return to the School of Social Work for completion of the final year of the Master of Social Work program.

The MSW and MBA degrees will be awarded simultaneously upon completion of all degree requirements for each school. The MBA degree will not be awarded without successful completion of all requirements for the MSW degree. Academic schemes for this program are available through the Office of the Associate Dean.

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JOINT MSW/MPH PROGRAM

The joint MSW/MBA program was launched in Fall 2018. Students seeking to earn the MSW and MPH degrees concurrently will be able to complete the program in three years. In the proposed program, students will first complete one year of core coursework in the School of Social Work.

In the second year, students will enroll in the Graduate School to complete a one-year (i.e., two semesters and one summer session) MPH curriculum. After finishing the MPH curriculum, the student will return to the School of Social Work for completion of the final year of the Master of Social Work program.

The MSW and MPH degrees will be awarded simultaneously upon completion of all degree requirements for each school. The MBA degree will not be awarded without successful completion of all requirements for the MSW degree. Academic schemes for this program are available through the Office of the Associate Dean.

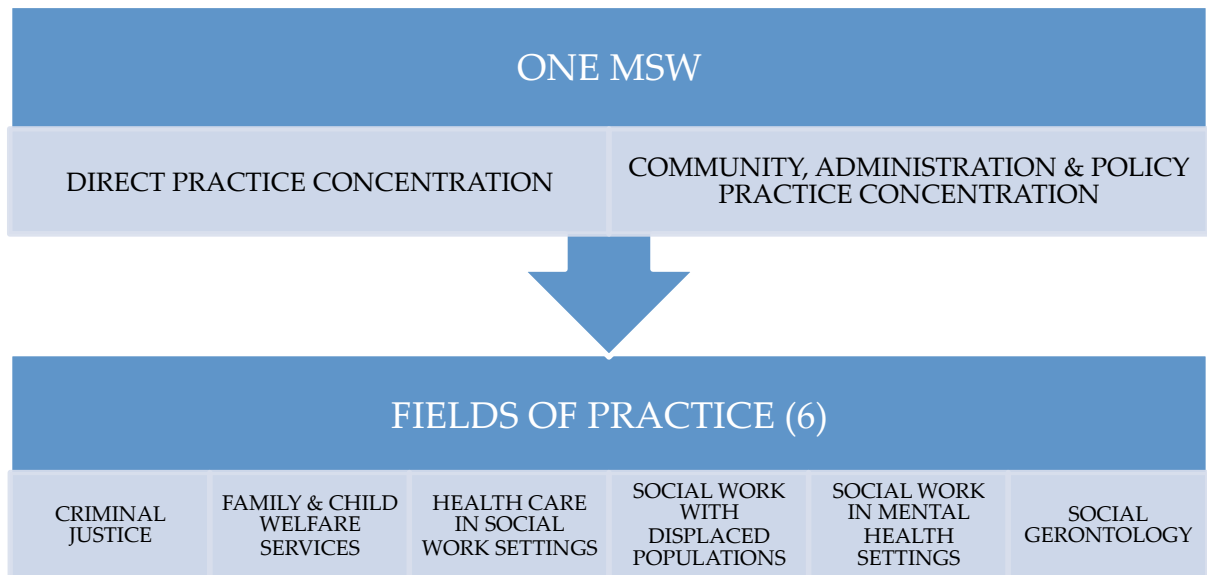
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MSW CURRICULUM²

CSWE CORE COMPETENCIES

The curriculum for the School of Social Work focuses on the development of the following **nine core competencies** identified by the Council of Social Work Education (CSWE) <http://www.cswe.org/File.aspx?id=81660>

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities



² The curriculum is subject to change and must be considered information only and is not binding on Howard University School of Social Work or Howard University.

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The MSW curriculum is built upon a liberal arts perspective, the professional foundation which is composed of five content areas, a differential foundation specific to the chosen social work practice method, and advanced preparation in the chosen social work practice method, and the chosen social work field of practice.

Students must select a **social work practice method concentration (Method)** and a **Field of Practice (FOP) specialization** in their advanced semesters.

There are two options for the social work practice method concentration: *Direct Practice* or *Community, Administration and Policy Practice*.

There are six options for the field of practice specialization: *Criminal Justice; Family and Child Welfare Services; Social Gerontology; Social Work with Displaced Populations; Social Work in Health Care Settings; or Social Work In Mental Health Settings*.

The **professional foundation**, taken in the first year of study by all students in the regular sixty (60) hour degree program, provides the basis on which advanced concentrations are built. The professional foundation consists of the following five content areas:

1. Social Welfare Policy and Services
2. Human Behavior and the Social Environment
3. Practice Methods
4. Social Work Research
5. Field Education

During the first semester, students in the regular sixty (60) hour degree program complete the foundation practice methods course, Social Work Practice and Processes, which introduces them to direct practice and community, administration and policy practice. By the completion of this course, students choose their practice method concentration, *Direct Practice*, or *Community, Administration and Policy Practice*. By the completion of the second semester, students in the regular sixty (60) hour degree program choose their Field of Practice specialization from the six available options.

First-semester professional foundation courses are excluded from the Advanced Standing program curriculum. Advanced Standing students choose their practice method concentration and field of practice specialization immediately upon enrolling in the program. Advanced Standing students choose their field of practice specialization by the completion of their first semester of enrollment or their first semester courses.

The **differential foundation**, taken during the second semester of study by students in the regular sixty (60) hour degree program, and the first semester of study by students in the Advanced Standing Program, is specific to the chosen Practice Method concentration, *Direct Practice* or *Community, Administration and Policy Practice*. The differential foundation provides the basis on which the advanced practice method concentration in *Direct Practice* or *Community, Administration and Policy Practice* is built. The differential foundation consists of the following Practice Methods courses and Field Education courses:

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1. Practice Methods II, either:
 - Direct Practice, for students choosing the Direct Practice concentration,
 - or
 - Community and Organization Practice, for students choosing the CAP Practice concentration
2. Field Education II.

PRACTICE METHODS CONCENTRATIONS

Students select one of two practice concentrations and begin to differentiate in their second semester of practice and field course work. Also all students select one of six fields of practice specializations to complement their methods concentration.

DIRECT PRACTICE CONCENTRATION

Direct Practice social work students are prepared to work with individuals, families, and groups. Students develop knowledge and skills in diagnosis and assessment, treatment, and prevention. Direct practice also focuses on collaborative problem solving and engages the social worker in advocacy to mobilize and improve service delivery systems and related policies. Direct practice social workers are employed in a variety of settings including child welfare, hospitals, community health settings, schools, housing developments, nursing homes, and mental health clinics. Direct Practice is comparable to clinical practice at other schools of social work.

Direct Practice is a social work practice method that, in concert with people and/or on their behalf, enhances the quality of life and resolves disruption in social existence. The direct practice practitioner enables persons individually or collectively through the family and small group to achieve healthy resolution of developmental needs, accomplish life tasks, and perform social roles. Direct Practice focuses on:

- helping people enhance their own coping and problem-solving efforts;
- facilitating effective interaction between people and societal institutions and resource systems; and
- change efforts directed at problematic psychosocial interpersonal functioning and change efforts directed at societal and institutional environments.

The mission of the Direct Practice concentration is to provide a rich and varied body of practice theory and interventive methodology that constitute social work practice with individuals, families and small groups. The frame of reference used is:

- a problem-centered approach that focuses on the problem, irrespective of etiology, as opposed to assuming pathology in the person;
- an ecological systems framework that emphasizes assessment and work with the client system in the context of the total situation;

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- an environmental focus in which the worker enables the client system or acts on behalf of the client to modify or change impinging societal or institutional systems;
- a goal oriented social work process that specifies the problem for work, goals for problem resolution and preferred outcomes;
- joint problem-solving that stresses empowerment, engagement and active involvement of the client in each step of the social work process;
- a health orientation focusing efforts on supporting or strengthening the person's own internal and external resources; and
- a perspective that respects and is sensitive to differences in personal orientation, cultural diversity and life experiences, especially that which is pertinent to Black people, women and other oppressed people.

The Direct Practice concentration provides a curriculum that permits the graduate to begin social work practice at the advanced level in a variety of settings utilizing psychosocial, problem-solving, task-centered, prevention or crisis intervention approaches with individuals, small groups and families. Appropriate settings for practice include:

- those that are heavily environmentally focused including an emphasis on the provision of resources or in direct practice;
- clinically-oriented practice settings; or those with a balanced focus on the person-in-situation gestalt.

Graduates are able to perform in a variety of roles in social work practice with the individual, family, or small group. These roles include resource developer, counselor, therapist, educator, broker, facilitator, advocate, advisor, information provider, case manager and supervisor.

Students combine a practice method concentration in Direct Practice with a Field of Practice specialization in one of the following options: (1) *Criminal Justice*, (2) *Family and Child Welfare*, (3) *Social Gerontology*, (4) *Social Work With Displaced Populations*, (5) *Social Work In Health Care Settings*, or (6) *Social Work In Mental Health Settings*.

COMMUNITY, ADMINISTRATION, AND POLICY (CAP) PRACTICE CONCENTRATION (MACRO)

Community, Administration and Policy Practice social work students develop knowledge and skills related to changing larger systems, such as communities and organizations. The curriculum prepares students for work in the areas of planning, program development, community organizing, policy analysis, legislative advocacy, program evaluation, and human services management. Community, Administration and Policy Practice students build upon their knowledge of individual development to promote culturally competent solutions to social conditions. CAP Practice (Macro) students are employed in the public and private sectors in social service organizations as well as other organizations engaged in developing and analyzing

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policy. Also, CAP Practice majors often pursue entrepreneurship opportunities. Community, Administration, and Policy practice is comparable to macro social work at other schools of social work.

The goals of the CAP Practice (Macro) concentration are to prepare students for advanced practice, and leadership roles in communities, organizations, and at the societal level. The systems subject to such intervention are communities, institutions, public and private social welfare agencies and organizations, and executive, judicial, and legislative branches of government. The CAP Practice (Macro) concentration prepares advanced practitioners to focus on the multilevel needs and frameworks for assessment, planning and intervention with groups of people, organizations, communities and policies that address human rights and social and economic justice.

The CAP Practice (Macro) methods course taught during the foundation year teaches values, knowledge and skills that include frameworks for assessment, planning intervention and evaluation with diverse stakeholders, organizations, and communities. Advanced CAP Practice (Macro) methods courses provide in-depth preparation to apply knowledge, principles, theories, and practice approaches to advocate policies and programs that address unmet human needs and pursue social and economic justice for populations at risk. The CAP Practice (Macro) concentration provides opportunities for students to enrich their knowledge and skills through an additional elective course which would either be Advanced Community Organizing or Seminar in Advanced Social Policy Analysis. Students may choose advanced electives from CAP Practice (Macro) elective courses or from advanced electives in other Sequences.

Specifically, the CAP Practice (Macro) advanced concentration prepares students to:

- practice at the advanced level with stakeholders in larger systems such as organizations, communities, and at the policy level with a commitment to social and economic justice and human rights;
- create and evaluate policies, opportunities and services to promote human well-being, self-determination and empowerment for African Americans, other people of color, and other populations;
- practice in communities, organizations, and human services delivery systems while working to achieve organizational change; and
- serve as leaders of the social work profession , organizations, communities, and the larger society.

Upon satisfactory completion of the program, CAP Practice (Macro) graduates move into varied professional roles and responsibilities. These include but are not limited to:

- training and staff development specialists
- policy analysts, advocates, lobbyists
- management analyst for public and private agencies
- branch and division chiefs for public welfare agencies
- program director/coordinator in community agencies and organizations

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- executive director/assistant in social welfare and public agencies
- community organization specialists
- social planning specialists
- program analyst and developer
- program director in community organizations

Students combine a CAP Practice (Macro) concentration with a Field of Practice specialization in either: (1) *Criminal Justice*, (2) *Family and Child Welfare*, (3) *Social Gerontology*, (4) *Social Work With Displaced Populations*, (5) *Social Work In Health Care Settings*, or (6) *Social Work In Mental Health Settings*.

FIELDS OF PRACTICE SPECIALIZATIONS

The Field of Practice specializations are a part of the advanced curriculum and are designed to provide students with knowledge about policies, issues, programs and services that are relevant to a specific client system and field of practice. All fields of practice specializations require two semesters of course work in the chosen field. These Field of Practice courses are taken in the second year of study. The placement for Field Education III and Field Education IV is consistent with the chosen Field of Practice. The Field of Practice specialization is not an extension of the Practice Methods concentration. Thus, Direct Practice students and Community, Administration and Policy Practice students may interact in the same Field of Practice class. Each Field of Practice specialization will cover:

- central problems and resolutions that give rise to the specific field of practice;
- the social policy framework and trends that authorize, support and sanction practice;
- the institutional delivery systems that house and provide the services through which practice occurs;
- the contributions and limitations placed on practice by the profession through its sanctioning institutions; and
- existing and potential policy and practice alternatives.

The Fields of Practice (FOP) specialization courses provide students with an opportunity to manifest what they are learning in their advanced concentration or methods courses in an area of their interest. While students are still equipped to work in diverse areas of social work practice, the FOP allows the students to develop specialized knowledge in a particular area of interest. The FOP also allows the students to learn about the specialized area at the individual, program, policy, community and societal levels. All FOP specializations address human rights. The FOP further allows the students to integrate what they are learning in the curriculum in a subject area of interest.

The curriculum provides flexibility so that second-year students, in addition to their selection of a field of practice as a concentration, may take courses in other Field of Practice specializations as electives. The six fields of practice specializations are:

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CRIMINAL JUSTICE

This specialization provides selected perspectives and approaches to evaluate crime and justice in American society. The criminal justice system is placed in the context of the broader political and social systems. Theoretical formulations are studied; social work practice modalities and implications are addressed. Emphasis is placed on understanding the meaning of the criminal justice system from the Black and social welfare perspectives. Social work's relationship to social justice issues in this field is studied.

FAMILY AND CHILD WELFARE

This specialization critically examines social forces, programs, policies, and services for families, particularly Black families. Social work practice implications are examined based on the assumption that the family is an important institution, a source of strength, dynamic and evolving in its structure, organization and values. The family as primary source of support and socialization for children is examined from two important perspectives:

1. the child within his/her natural parenting situation or home; and
2. the child in need of substitute, alternative or additional parenting and child care arrangements. Policy contexts are addressed; practice implications are examined.

SOCIAL GERONTOLOGY

This interdisciplinary specialization gives a knowledge base for the field of aging appropriate for social work and other human service practitioners. Biological, psychological and social aspects of aging with a special emphasis on Black and minority aged are covered. Students are prepared to become practitioners with the elderly population. Policies, programs and services are studied with special emphasis on the Black elderly who are known to suffer disproportionately from the disadvantages and problems common to old age in America.

SOCIAL WORK WITH DISPLACED POPULATIONS

This specialization covers perspectives, problems and processes of refugees, immigrants, victims of natural and man-made disasters, displaced homemakers, long-term unemployed, and the homeless. Policy contexts and issues are covered as are relevant theoretical models and social work practice interventions. A wide variety of service responses are studied including institutional and self-help group responses to the phenomena of uprootedness and displacement. Critical policy analysis and practice implications as related to disadvantaged status and discrimination are covered.

SOCIAL WORK IN HEALTH CARE SETTINGS

This specialization educates the student for social work practice in various health care settings. There is an emphasis on the special issues related to particular health

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care settings, health care policy and costs, epidemiology for health sciences and professional values and ethical issues. In addition, students completing the concentration are educated about the emotional and social stress placed on individuals and families when physical illness and handicaps are present. Psychosocial factors in illness and handicaps are covered as are social conditions and ethnic and racial differences as they are relevant to health care problems. The role of the health care system is examined, as well as its impact on its users, particularly Blacks, women, and other people of color.

SOCIAL WORK IN MENTAL HEALTH SETTINGS

The goal of this field of practice specialization is to provide knowledge about policies, programs, and service systems in mental health. In addition, legal decisions and related issues that impact on mental health practice are covered as are: social work's role in interdisciplinary and emerging mental health settings. There is an emphasis on the implications and relevance of these factors to the mental health of Blacks, women, and other people of color.

FIELD EDUCATION

The *Field Education* component of the MSW curriculum requires four semesters of Field Education placements in social work field agencies under the instruction of social workers with MSW degrees. Three semesters of Field Education are required for the Advanced Standing program. The Field Education requirement constitutes 12 of the 60 hours required for the regular sixty (60) hour degree program, and 9 of the 45 hours required for the Advanced Standing Program. Field Education courses are sequential. All Field Education courses are three (3) credit hour courses.

During the first year of study, two consecutive semesters of Field Education are completed in an assigned agency, and during the second year of study, two consecutive semesters of study are completed in an assigned agency. Field Education courses must be taken concurrently with corresponding Practice Methods courses and Field of Practice courses:

- Field Education I must be taken concurrently with Practice Methods I
- Field Education II must be taken concurrently with Practice Methods II
- Field Education III must be taken concurrently with Practice Methods III and Field of Practice I specialization
- Field Education IV must be taken concurrently with Practice Methods IV and Field of Practice II specialization

Advanced Standing students may take Field Education III with either the Field of Practice I or the Field of Practice II specialization course. Advanced Standing students may take Field Education IV with either the Field of Practice I or the Field of Practice II specialization course. The Field of Practice I course and the Field of Practice II course comprise the Field of Practice specialization in the advanced curriculum. Field integrative seminars are also required.

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More detailed information about Field Education is provided in the *Field Education Manual*.

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MSW CURRICULUM DESIGN MATRIX-DIRECT PRACTICE

Regular Sixty Credit Hour Program Four Semesters or Two Academic Years

DIRECT PRACTICE CONCENTRATION

Semester I		Semester II	
Social Work Practice & Processes†	03	Direct Practicet	03
Field Education I	03	Field Education II	03
Human Behavior & Soc. Environ. I	03	Human Behavior & Soc. Environ. II	03
Research Methods for Soc. Workers	03	Data Analysis for Soc. Workers	03
Soc. Welfare Policy & Services I	03	Soc. Welfare Policy & Services II	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15
Semester III		Semester IV	
Intervention Planning & Strategies†	03	Intervention With Select Clinical Problems †	03
Field Education III	03	Field Education IV	03
Field of Practice I – Policy	03	Field of Practice II - Practice	03
Psychopathology*	03	Elective	03
Practice Evaluation	03	Elective	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15

* Psychopathology is required for all Direct Practice majors.

† All practice methods courses must be taken concurrently with Field Education.

NOTE:

- Sixty (60) credit hours are required for graduation with a cumulative grade point average of 3.00.
- Field Education I and II require 2 days per week in the field and 4 seminars per semester.
- Field Education III & IV require 2½ days per week in the field and 4 seminars per semester.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours & /or after completion of the full first year as FOP). They are taken concurrently with Methods and Field III and IV courses).

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MSW CURRICULUM DESIGN MATRIX: CAP PRACTICE CONCENTRATION

Regular Sixty Hour Program Four Semesters or Two Academic Years

COMMUNITY, ADMINISTRATION, POLICY PRACTICE CONCENTRATION

Semester I		Semester II	
Social Work Practice & Processes†	03	Community & Organization Practicet	03
Field Education I	03	Field Education II	03
Human Behavior & Soc. Environ. I	03	Human Behavior & Soc. Environ. II	03
Research Methods for Soc. Workers	03	Data Analysis for Soc. Workers	03
Soc. Welfare Policy & Services I	03	Soc. Welfare Policy & Services II	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15
Semester III		Semester IV	
Human Service Administration†	03	Resource Management†	03
Field Education III	03	Field Education IV	03
Field of Practice I – Policy	03	Field of Practice II - Practice	03
Advanced Community Organizing or Advanced Policy Analysis *	03	Elective	03
Practice Evaluation	03	Elective	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15

*CAP Practice (Macro) majors can choose to take Advanced Community Organizing or Seminar in Advanced Social Policy Analysis as required for all CAP Practice (Macro) Majors.

†All practice methods courses must be taken concurrently with Field Education.

NOTE:

- Sixty (60) credit hours are required for graduation with a cumulative grade point average of 3.00.
- Field Education I and II require 2 days per week in the field and 4 seminars per semester.
- Field Education III & IV require 2½ days per week in the field and 4 seminars per semester.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours & /or after completion of the full first year as FOP). They are taken concurrently with Methods and Field III and IV courses.

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PLANNED PART-TIME ENROLLMENT

The planned part-time curriculum allows students to complete course work in three or four years. It generally requires that the first two semesters be used to complete foundation courses and that the second year begin the field education requirement. It also requires concurrency of field of practice (I or II) with Methods/Field III and Methods/Field IV and it requires that they be taken in contiguous semesters (not inclusive of summer sessions). This schema fosters the development and reinforcement of practice skills.

MSW CURRICULUM DESIGN PART-TIME MATRIX

PLAN A

Planned Part-time Curriculum-Three Years- 60 CREDIT HOURS (Includes Summer School)	
First Year: 18 credits Social Welfare Policy and Services I and II Human Behavior & the Social Environment I and II Research Methods for Social Workers and Data Analysis for Social Workers <i>Some of these courses may also be taken in summer.</i>	Summer (6 credits) Practice Evaluation Psychopathology (Direct Practice) Seminar in Advanced Social Policy Analysis or Advanced Community Organizing (Macro Practice)
Second Year: 15 credits Field Education I and II Social Work Methods I and II Elective	Third Year: (21 credits) Field Education III and IV Social Work Methods III and IV Fields of Practice I and II Elective

Plan B

Planned Part-time Curriculum-Four Years- 60 CREDIT HOURS	
First Year: 18 credits Social Welfare Policy and Services I and II Human Behavior & the Social Environment I and II Research I and II	Third Year: 18 credits Field Education III and IV Social Work Methods III and IV Fields of Practice I and II
Second Year: 12 credits Field Education I and II Social Work Methods I and II	Fourth Year: 12 credits Practice Evaluation Psychopathology (Direct Practice) Advanced Community Organizing or Seminar in Advanced Social Policy Analysis (CAP Practice) Two Electives

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ADVANCED STANDING PROGRAM

The "Advanced Standing Program for Graduates of Accredited Baccalaureate Social Work Programs" is a three-semester program requiring forty-five (45) credit hours for the MSW degree, instead of the sixty (60) credit hours that are normally required. Students admitted to the Advanced Standing Program must meet the following requirements:

1. Degree from a baccalaureate program accredited by the Council on Social Work Education;
2. Overall "B" average for undergraduate work;
3. Grades of "B" or better in the core foundation courses: practice methods, field education, social research, human behavior and the social environment, and social welfare policy and services;
4. Baccalaureate degree earned within four (4) years of application and admission to and enrollment in the Advanced Standing Program

All applicants holding baccalaureate degrees in social work who are accepted for admission are evaluated for admission to the Advanced Standing program. Accepted applicants who meet the requirements for the Advanced Standing program are admitted in Advanced Standing status upon formal financial enrollment in the program.

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MSW CURRICULUM DESIGN MATRIX- ADVANCED STANDING PROGRAM

Three Semesters or One and One-Half Academic Years:

DIRECT PRACTICE CONCENTRATION

Semester I		Semester II	
Direct Practicet	03	Intervention Planning & Strategies†	03
Field Education II	03	Field Education III	03
Human Behavior & Soc. Environ. II	03	Field of Practice I – Policy	03
Data Analysis for Soc. Workers	03	Psychopathology*	03
Soc. Welfare Policy & Services II	03	Practice Evaluation	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15
Semester III			
Intervention With Select Clinical Problems †	03		
Field Education IV	03		
Field of Practice II - Practice	03		
Elective	03		
Elective	03		
TOTAL SEMESTER CREDITS	15		

*Psychopathology is required for all Direct practice majors.

†All practice methods courses must be taken concurrently with Field Education.

NOTE:

- Forty-five (45) credit hours are required for graduation with a cumulative 3.0 GPA
- Field Education II requires two days per week in the field and 4 seminars per semester
- Field Education III & IV require 2½ days per week in the field and 4 seminars per semester.
- Field of Practice (FOP) courses are only taken as electives during the students' advanced year (after the completion of 30 credit hours &/or after completion of full first year as FOP). They are taken concurrently with Methods & Field III & IV courses

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COMMUNITY, ADMINISTRATION, POLICY PRACTICE CONCENTRATION

Semester I		Semester II	
Community & Organization Practicet	03	Human Service Administration†	03
Field Education II	03	Field Education III	03
Human Behavior & Soc. Environ. II	03	Field of Practice I – Policy	03
Data Analysis for Soc. Workers	03	Advanced Community Organizing or Advanced Policy Analysis *	03
Soc. Welfare Policy & Services II	03	Practice Evaluation	03
TOTAL SEMESTER CREDITS	15	TOTAL SEMESTER CREDITS	15
Semester III			
Resource Management†	03		
Field Education IV	03		
Field of Practice II - Practice	03		
Elective	03		
Elective	03		
TOTAL SEMESTER CREDITS	15		

*CAPP (Macro) majors can select Advanced Community Organizing or Seminar in Advanced Social Policy Analysis. One of these two courses is required for all CAP Practice (Macro) Majors.

†All practice methods courses must be taken concurrently with Field Education.

NOTE:

- Forty-five (45) credit hours are required for graduation with a cumulative 3.0 GPA
- Field Education II requires two days per week in the field and 4 seminars per semester
- Field Education III & IV require 2½ days per week in the field and 4 seminars per semester.
- Field of Practice (FOP) courses are only taken as electives during the students' advanced year (after the completion of 30 credit hours & /or after completion of full first year as FOP). They are taken concurrently with Methods & Field III & IV courses

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MSW ACADEMIC STANDARDS

ACADEMIC INTEGRITY

All enrolled students are required to demonstrate academic integrity and demonstrate the behaviors (class attendance, completion of assignments) for the professor's assessment and evaluation of their performance of the course. At the end of the course, students have the opportunity to evaluate both the course and the instructor.

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. The Howard University Student Handbook specifically defines and addresses the academic infractions such as academic cheating and plagiarism and the associated penalties.

<http://www.howard.edu/students/hbook/H-Book.pdf> University approved software is used to detect academic infractions, thus, students should be diligent in the proper documentation of all class materials.

MINIMUM CUMULATIVE GRADE POINT AVERAGE

Students must achieve a minimum 3.0 cumulative grade point average (B) on the 4 point system to establish and maintain good academic standing and graduate. All students are expected to maintain a 3.00 semester average.

MAXIMUM "C" CREDIT HOURS

Students cannot receive more than 6 credit hours of "C" regardless of the overall Grade Point Average (GPA).

REPEATING COURSES

A student who receives a grade of "C" in a course may repeat that course to improve the grade. Any student receiving a grade below "C" must repeat the course. Students may only repeat a course in which they received a grade of "C" or below one time. Upon request from the student, the lowest grade with its credits will be discounted in calculating the student's cumulative average. In the event of two identical low grades, only one shall be discounted.

ACADEMIC PROBATION/DISMISSAL

A student who fails to maintain a 3.00 grade point average for one semester is placed on academic probation. Students on academic probation are required to meet with their academic advisor or designee to develop a plan to overcome barriers to successful completion of the program. If the student achieves at least a 3.00 semester average the following semester, probation status is removed.

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Students who incur academic probation for two (2) consecutive semesters will be academically dismissed. Students who have a cumulative grade point average below 3.0 for two consecutive semesters will be academically dismissed. Students who accumulate more than six (6) credit hours of grades below "B", "C" or lower grades, will be academically dismissed.

Students who are academically dismissed must be absent for a minimum of one (1) semester following dismissal before applying for readmission to the School. Upon re-entry, students must repeat enough courses in which grades of "C" or lower were earned to meet the required cumulative Grade Point Average (GPA) of 3.00. Students who are dismissed a second time for academic failure will be dismissed permanently.

SPECIAL STUDENT SERVICES/ACCOMMODATIONS FOR DISABILITIES

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and in accordance with other pertinent federal, state, and local disability and antidiscrimination law. The University, through its Disability Assistance Program (DAP), in the Office of Student Services will coordinate support services to assist students with disabilities to maximize their educational potential through awareness of available services. Students, who need accommodations relative to their disabilities, and assistance in their program of study, must officially notify the Office of the Dean for Special Student Services (ODSS) at the time of initial enrollment or at any time during their enrollment at Howard University. It is strongly encouraged that students with disabilities contact the ODSS at beginning of the academic year to ensure that appropriate services can be established. Students are not required to self-disclose their disability; however to receive accommodations from the University, they must properly inform the Office for Special Student Services in accordance with established procedures. Additional information is available at 202-238-2420 or the following website:

<http://www.howard.edu/specialstudentservices/DisabledStudents.htm>

TIMELY NOTIFICATION TO FACULTY REGARDING ACCOMMODATIONS

Within the School of Social Work, all students requesting special accommodations should inform and provide appropriate documentation to the course instructor within a reasonable time. Although students can request accommodations at any time, it is advisable to request them as early in the semester as possible. Students may also consult with their assigned academic advisor, the Director of Student Services and Professional Development or the Associate Dean for Academic and Student Advancement (202-806-7300).

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STATEMENT ON INTERPERSONAL VIOLENCE

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all Responsible Employees, which includes faculty, are required to share this information with the University Title IX Office (202 806-2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202 238-2382) or University Counseling Services (202 806-6870). For more information about these services, please go to www.CampusSafetyFirst.Howard.Edu

COURSE REQUIREMENTS AND STUDENT RESPONSIBILITIES

Faculty are required to provide all students with a course syllabus and schedule at the beginning of each semester. The syllabus must include an explanation of course objectives and expectations, assignments and grading criteria for the course.

ADVISING SYSTEM

Each student is assigned a faculty advisor following formal financial enrollment in the program. Advisors are responsible for assisting students in the integration of the total educational experience and for facilitating progress toward established educational goals.

The advisor:

- helps the student plan an educational program during the registration period, helping in the selection of appropriate courses, acquainting the student with content areas, outlining the expectations facing the student;
- completes, with the student, an official "Academic Scheme" form which plans the student's academic program;
- provides academic counseling when the student is experiencing stressful situations in the learning process;
- consults, as necessary, with all instructors of a student about behavior and performance levels, then reviews periodically with the student the total learning experience, including areas of strengths and areas needing improvement. When the student is not meeting expectations, the advisor carries primary responsibility for discussing the matter with the student, preparing a written report summarizing the nature of the problem and other relevant information and helping in the resolution of the problem;
- clarifies and continues discussion with the student about the School's philosophy, goals, and professional values; mediates on behalf of the student to find appropriate solutions to problem situations involving the educational system; supports and protects the rights of students such as informing them of grievance procedures;
- encourages and consults with students in the preparation of an electronic portfolio that summarizes the student's academic plan, field experiences and

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extracurricular experiences. Meets with students on academic probation and assists them with developing a plan to eliminate barriers to success

CLASSROOM LEARNING ENVIRONMENT

Within the Howard University School of Social Work, a positive learning environment in the classroom (including virtual classroom) is critical to student success. Thus, all students are required to conduct themselves in a manner that respects the individual and collective members of the class. Specifically, students are to report to classes on time. Late arrivals are distracting to the class and negatively impact the learning environment. Additionally, the use of technology unrelated to the specific lectures or classroom assignments is not allowed. Audio and video recording is not permitted in the classroom unless related to a documented special accommodation. While electronic devices are generally allowed for note taking, other uses of electronic devices (including audio and video recording) must be approved by the instructor and where appropriate other students in the class.

WRITING MATTERS

Writing is an essential tool of thinking and communicating in social work. Therefore, in this course you are expected to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with rules of Standard English in accord with the Publication Manual of the American Psychological Association (6th Edition). If your writing does not meet these standards, your grade will be lowered. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website: <http://www.cetla.howard.edu/wac/students.aspx>
<http://careers.socialworkers.org/documents/WritingSkillsLL.pdf>

DISTANCE EDUCATION PHILOSOPHY

Online instruction has the same course objectives as in class instruction. However, because the student is engaged in asynchronous learning, there are more activities to ensure student engagement. Discussion board and other Blackboard driven assignments are used to ensure that student is engaged in a similar fashion to an in-class experience. Thus there are added activities to gauge the student participation in the learning process. Unlike the classroom environment where the professor can visually observe the learning and attendance of student, the distance learning professor must include content that ensures the engagement of the student in the learning process. For many students, the distance learning experience is more work intensive because the in classroom experience allows both active and passive participation. The online experience requires the demonstration of active engagement on a weekly basis.

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WASHINGTON METROPOLITAN AREA CONSORTIUM OF UNIVERSITIES (WMACU)

The WMACU, commonly called the consortium, is a cooperative arrangement in postsecondary education that is designed to permit the sharing of academic resources by member institutions and to offer qualified students the opportunity to enroll at other institutions for courses not available on their on campuses.

Howard University offers its qualified undergraduates and graduate degree students the opportunity to enroll in courses at American University, Catholic University, Gallaudet University, Georgetown University, George Mason University, George Washington University, Marymount University, Mount Vernon College, Trinity College, University of the District of Columbia, and University of Maryland-College Park.

To be eligible for these programs, students must meet all of the following conditions:

- be seeking a degree.
- **be actively enrolled in courses at Howard University at the same time that the consortium course is being taken and carry as many hours at Howard as at the other consortium institution.**
- be in good academic standing.
- obtain approval to participate in the Consortium from advisor or Associate Dean or designee.

Students considering this option must consult with their academic advisors and obtain necessary materials and information from the Coordinator of Records in the School of Social Work (See H-Book for detailed information).

INDEPENDENT STUDY

An independent study is a special contractual arrangement between a student or a group of students and a faculty member to study a topic not offered as a regular course. A student request for independent study should be considered by both the student's advisor and the prospective faculty member. The decision process should include an educational assessment of the student to determine the appropriateness as well as the readiness of the student for this type of experience.

An understanding of the purpose and specific goals of the independent study along with a plan of action should be explicitly stated in writing and agreed to by the student, faculty member and the advisor. **The independent study course must be developed by the student and the instructor, approved by the advisor and recorded on an independent study contract form.** The original copy of the form containing the agreement should be placed in the student's folder after it has been signed by all concerned. Copies go to the student, faculty member and the advisor. Forms may be obtained from Office of Academic & Student Advancement in the School of Social Work.

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The student must register for the independent study during the registration period along with other courses, and provide the completed form along with other registration materials. At the end of the semester, specific faculty persons record the grades of the individual students registered with them for independent study. Satisfactory completion of the independent study should be noted on the form in the student's folder along with the grade assigned by the faculty member. Should the student fail to satisfactorily complete the independent study, the grade assigned should likewise be noted on the form in the student's record.

MAXIMUM INDEPENDENT STUDY CREDIT HOURS ALLOWED

The total number of independent study hours allowable toward credit for the MSW degree is six (6) academic credit hours. Any exception to this policy must be approved by the academic advisor and the Associate Dean or Dean's designee.

CHANGE OF PROGRAM

If a student is enrolled in a course and wishes to change to another course, a change of program form must be obtained and signed by the advisor. The last day for such a change is published each semester in the Howard University Academic Calendar.

WITHDRAWAL FROM A COURSE

With the permission of the faculty advisor, a student may withdraw from courses up to eight weeks after the first day of instruction and receive a grade of "W." No withdrawal is permitted after the date set by the Registrar's Office, as indicated in the Academic Calendar.

TOTAL WITHDRAWAL FROM THE UNIVERSITY

Students planning to withdraw from the University should engage their advisors to initiate the Total Withdrawal process. A series of forms must be completed and signed by various University officials before the Total Withdrawal process is completed. The Total Withdrawal form is available at <https://www.howard.edu/policy/academic/withdrawal.htm>

ACADEMIC EVALUATION

MSW students are evaluated in class and field education by letter grades based on their performance.

GRADING

The following grading system is used at Howard University School of Social Work:

- A excellent scholarship (90 and above)
- B good (80-89)
- C fair (70-79)
- D poor (60-69)
- F failure (below 60)
- W withdrawal (no grade value)
- I incomplete

CALCULATING GRADE POINT AVERAGES

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The grade point is determined by multiplying the number of credit hours of the course by the point value yielded by the grade received for the course. Points are: A = 4; B = 3; C = 2; D = 1; F = 0; W is not calculated. The grade point average is computed for all courses attempted, including courses repeated.

INCOMPLETE GRADES

The grade of "I" indicates that the work performed, otherwise satisfactory, was incomplete at the time of the report. Incomplete grades are only offered where unusual or extenuating circumstances have occurred that prevent student from completing course requirements. Faculty members may request documentation to support the request. When an incomplete grade is given, an alternative grade must be reported with the "I"—except for field education courses—and is calculated in the grade point average. **Students must make up all incomplete grades no later than the last day of the next semester in residence after the "I" is received, except when entering a course which has as its prerequisites the course in which the incomplete grade was given.** In that event, the incomplete grade must be removed within two (2) weeks of the starting of the next semester in residence. Failure to comply with this requirement will result in the alternate grade becoming the final grade. Requests for an extension of the period to remove the "I" must be made in writing to the Associate Dean or dean's designee at least ten (10) days prior to the last day of class.

COMPLETION OF DEGREE REQUIREMENTS

MSW degree requirements may be completed in two years of full-time study. Advanced Standing students may complete the degree in one and one half years of full-time study. The MSW must be completed within four (4) years. There is a residency requirement for full-time enrollment for one academic year (minimum 9 hours each semester). A minimum of 60 credits with a cumulative GPA of 3.0 is required for the regular sixty (60) hour degree program. A minimum of 45 credits is required for the Advanced Standing program.

STUDENT RIGHTS, RESPONSIBILITIES, AND GOVERNANCE

The School seeks to develop and maintain an atmosphere for students which encourage freedom of expression and scientific inquiry in the pursuit of greater knowledge and understanding of human behavior and human needs. An environment in which students' learning needs and expectations are met is one which frees learners for greater investment in scholarly activity. The desired result is that the welfare of individuals, groups and society in general will be better served.

STUDENT COUNCIL ASSOCIATION

The Student Council Association (SCA) of the School of Social Work has existed for over 30 years and is a member of the Graduate Student Assembly, which is represented in the University-wide Howard University Student Association (HUSA). Students in all programs of the School are encouraged to participate in the process of student council in these organizations. In the Spring of each academic year, students

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elect officers for Student Council Association. The entire student body is eligible to vote in this election, which is guided by the Constitution and Bylaws of the School of Social Work Student Council Association. Many students are involved in student council, recommending policies to the administration of the School, planning activities for the student body and implementing a program of community service. Students may contact the SGA by E-mail at socialworkstudentgov@howard.edu.

COMMITTEE REPRESENTATION

The Constitution of the School of Social Work mandates in Article VI that "elected student representatives shall serve as voting members of all standing policy development committees, except the Appointments and Promotions Committee, Grievance Committee, and Sabbatical Leave Review Committee." Student participation is encouraged on all other committees. Every effort is made to arrange meeting times that do not conflict with student classes and Field Education. Sometimes it is necessary to request that students be excused from field education for a short period to attend policy-making committee meetings. To maximize student involvement in governance, the Associate Dean holds meetings with identified cohorts of students to ensure that their voice is heard. Also, there is an advisory student group that meets at a minimum once per semester with the Associate Dean for Academic and Student Advancement.

PROFESSIONAL ASSOCIATIONS

Students are encouraged to join and participate in local chapters of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW), along with the Council on Social Work Education (CSWE) and other professional organizations. Information about membership is provided in Fall and Spring during new student orientations. Students should include membership student portfolio.

ACADEMIC AND PROFESSIONAL CODE OF STUDENT CONDUCT

Howard University is a community of scholars composed of faculty and students, both of whom must hold the pursuit of learning and search for truth and standards of professional conduct in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities both in and outside of the classroom.

Our standards allow no place for academic dishonesty or professional misconduct, regardless of any seeming advantage or gain that might accrue from such dishonesty or misconduct. To better assure the realization of this goal, any student enrolled in the MSW degree program may be disciplined for the academic infractions and professional misconduct defined below.

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ADMINISTRATION OF THE ACADEMIC AND PROFESSIONAL CODE OF STUDENT CONDUCT

The authority and responsibility for the administration of this Academic and Professional Code of Student Conduct and imposition of any discipline upon any particular student shall rest in the Dean and faculty of the School of Social Work. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School of Social Work that the Dean shall consider appropriate. In the School of Social Work, the Student Review Committee, a standing committee, shall be appointed annually by the Dean.

STUDENT REVIEW COMMITTEE

The Student Review Committee is responsible for reviewing and developing recommendations and plans for students experiencing problems with academic or professional performance. Consistent with the By-Laws, the Student Review Committee consists of seven regular members (five faculty and two student members). Faculty members are selected by the Dean. The Dean also designates the chair of the committee. In order to ensure that student rights are addressed, there are also student representatives who are voting members on matters related to policy and procedures development. However, student members are not allowed to participate in the deliberation of cases. When appropriate, representatives from the Office of International Students Services, or other university student support offices are involved.

To fulfill its role of assisting in developing appropriate educational plans, the Student Review Committee conducts formal reviews of students who have been referred to the Committee by their advisors, faculty or staff because of academic or professional performance difficulties and/or violations of the Code of Academic and Professional Conduct. Additionally, the Student Review Committee also conducts reviews that come before them of student-initiated concerns about unresolved instructional matters such as fairness, grading methods, cheating, professional misconduct, or related issues within/outside of the classroom.

Situations brought to the attention of the Student Review Committee will be reviewed in a timely manner, preferably at each monthly meeting, or at least ten (10) business days from the time of request for review. It may be necessary to meet with the student and advisor, other faculty, or appropriate persons to collect additional information. The student will be notified of the decision of the committee in writing within one (1) week of the Committee's decision.

PROFESSIONAL MISCONDUCT

It is expected that student professional conduct will be in concert with and supportive of the University's central purpose and core values that include honesty, integrity, responsibility, and respect for persons and property. Further, all MSW students are expected to abide by and conduct themselves in a manner that is consistent with the *National Association of Social Workers' Code of Ethics*. This includes interactions with faculty, staff, peers, clients, and field education personnel.

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The *NASW Code of Ethics* delineates guidelines, principles, and standards for professional conduct and is utilized in determination of professional misconduct. MSW students are expected to become familiar with and embrace the standards and expectations set forth by this code of ethics. Copies of the code are distributed each semester during orientation for new students. Copies of the code may be obtained from the Associate Dean for Academic and Student Advancement or dean's designee and the School of Social Work Admissions Office. The code may also be obtained from the NASW website, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

ACADEMIC AND CONDUCT INFRACTIONS

1. Academic cheating - any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.) Cheating includes but is not limited to:
 - the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
 - fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
 - falsification of papers, official records, or reports;
 - copying from another student's work;
 - actions that destroy or alter the work of another student;
 - unauthorized cooperation in completing assignments or during an examination;
 - the use of purchased essays or term papers, or of purchased preparatory research for such papers;
 - submission of the same written work in more than one course without prior written approval from the instructors involved;
 - dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.
2. **Plagiarism** - (to take and pass off intentionally as one's own ideas), writings, etc., of another, without attribution (without acknowledging the author); Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure

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that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

3. **Collusion** is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.
4. **Other breaches of academic integrity include:**
 - the misrepresentation of one's own or another's identity for academic purposes;
 - the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
 - the sale of papers, essays, or research for fraudulent use;
 - the alteration or falsification of official University records;
 - the unauthorized use of University academic facilities or equipment, including computer accounts and files;
 - the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
 - the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
 - the expropriation and/or inappropriate dissemination of personally-identifying human subject data; the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.
 - the misrepresentation of one's own or another's identity for academic purposes;
 - the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
 - the sale of papers, essays, or research for fraudulent use;
 - the alteration or falsification of official University records;
 - the unauthorized use of University academic facilities or equipment, including computer accounts and files;
 - the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
 - the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
 - the expropriation and/or inappropriate dissemination of personally-identifying human subject data;

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- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

2. Breaches of student professional conduct include:

- Violations of the *NASW Code of Ethics* that if performed by a professional social worker could result in professional sanctions or revocation of professional licensure.
- Alcoholic beverages and drugs and controlled substances
 - The University prohibits the unauthorized possession, use or distribution of alcoholic beverages or drugs. The University enforces all local and federal laws or regulations that regulate and control the sale or use of alcohol and drugs.
- Assault: any willful attempt or threat to inflict injury upon the person of another, when coupled with an apparent present ability to do so, and any intentional display of force that would give a reasonable person a reason to fear bodily harm
- Battery: An encounter in which one person threatens to initiate and/or actually engages in physical contact with another person through use of weapons, body parts or other objects, use of blows or other acts of violence that may include pushing, shoving and other acts of physical abuse.
- Discrimination
 - Engaging in verbal or physical behavior that, according to a person of reasonable sensibilities, is likely to create an intimidating or demeaning environment that infringes upon the ability of other students, faculty and/or staff to access or receive the educational benefits available to them as a member of the University community. The University prohibits such behavior directed at an individual or group based upon a protected class. Protected classes include: national origin, race, color, age, gender, ethnicity, disability, creed, religious beliefs, political affiliation, personal appearance, family status, sexual orientation, gender identity or gender expression. The code also prohibits hate crimes. Wearing articles of clothing with derogatory, racist, discriminatory, patently offensive, profane, sexually explicit, or graphic messages, either in words or pictures, which demonstrate bias or discrimination against any individual or group within the University community.
- Disruptive Conduct
 - Acting in a manner that impairs, interferes with or obstructs the orderly conduct, processes, or functions of the University or that interferes with or negatively impacts any person or persons in the classroom or on University owned or operated property or at any University-sponsored event.

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- Student behavior, communications, and/or attire may be considered disruptive to the University and/or to members of the University community.
- Disruptive conduct may also include the wearing of apparel or clothing that is lewd, lascivious, profane or sexually explicit and/or attire that conveys messages in print or in picture form that are profane, vulgar, patently offensive, racist or discriminatory and disrupts any aspect of the daily operations of the University.
- Domestic Violence/Dating Violence/ Sexual Assault/ Stalking
- Forgery, Fraud, Dishonesty
- Harassment: engaging in verbal, electronic, visual, written or physical behavior directed at an individual or group that, in the view of a reasonable person, is likely to provoke or otherwise result in a negative or injurious response, mental or emotional distress, or related reaction or consequence.
- Bullying or Cyber Bullying

Note: These academic and code of conduct policies are a subset of those found in the Howard University Student H-Book found on the University website which can provide more detailed descriptions of violations.

PROCEDURES FOR ADDRESSING BREACHES OF ACADEMIC AND PROFESSIONAL CONDUCT

All students must meet required standards of academic behavior for professional social work practice. As such, the Howard University School of Social Work requires all potential violations to be referred immediately to the Student Review Committee.

1. Faculty aware of academic infractions and behaviors that violate the aforementioned academic violations shall place a written referral in a sealed envelope in the Student Review Committee mail box within 24 hours of the infraction utilizing the *Student Review Referral Form* which outlines the nature of the infraction. Faculty must notify the student that a referral to Student Review has been made.
2. A member of the Student Review Committee shall visit the mailbox on a daily basis.
3. Upon receipt of the Student Review Referral Form, the Student Review Committee shall notify the academic advisor that an allegation has been made. The advisor shall meet with the student within 24 hours of receiving notification in preparation for the Student Review Committee meeting.
4. The Student Review Committee shall meet within one week of receiving a referral, review the referrals, and make decisions of possible corrective actions which shall depend upon the level of the infraction.

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Immediate action shall be taken in cases where:

- The student's behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others
- The student's behavior represents an egregious breach of university prohibitions. Students will be referred immediately to the proper university personnel which addresses these occurrences.

If the student does not accept the decision of the Committee, he/she may request that the proceedings and decision be reviewed by the dean. The student shall, with his/her advisor, present his/her concerns in writing along with the request. The dean may request additional information or meetings with appropriate persons. The student will be notified of the dean's decision within ten(10) days of the initial request for review unless there is a need for additional information. The student will be notified of the dean's decision within three weeks of the initial request. **The dean is the last recourse in the School of Social Work.**

SANCTIONS

One or more of the following sanctions may be imposed for any violation of the code of conduct. Failure to perform or comply with a sanction, as directed, can lead to the imposition of more severe sanctions, up to and including suspension or expulsion. The identified sanctions do not represent the full range of sanctions that may be imposed against a student found responsible for a violation of the code of conduct.

Sanctions for Academic Cheating, Plagiarism, Collusion or Other Breaches of Academic Integrity

- The minimum disciplinary penalty imposed upon a student found to have committed an infraction(s) of this Code shall be no credit for the course assignment or examination in which the infraction(s) occurred; however, a more severe penalty, such as failure in the course involved or suspension from the University, may be imposed depending upon the nature and extent of the infraction(s).

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Sanctions for Breaches of Professional Conduct

Disciplinary Warning or Reprimand: an official written statement of censure used when a student's behavior is unacceptable but is considered to be minor and/or unintended. This sanction includes a warning that if the student is found guilty of any other violation of the University's Code, they will be subject to more severe disciplinary action.

- Letter of Apology to the Aggrieved Party
- Requirement to Seek Counseling
 - The student shall be required to provide evidence of attendance and completion of counseling by a qualified professional to the Dean of Student Services.
- Participation In, or Conducting, Special Workshops, Classes or Seminars
- Research Assignments
 - A student may be required to complete a research assignment related to the code violation.
- Disciplinary Probation:
 - May be imposed for a specified period of time, not to exceed two (2) years. Students receiving scholarships for any activities enumerated above may have that scholarship suspended, terminated or revoked.
- Limited Term Suspension
- Indefinite Suspension
- Expulsion

Note: For more information concerning sanctions, please see the Howard University Student H-Book.

STUDENT CONCERNS & GRIEVANCES

Students having concerns about instructional matters such as fairness, grading methods, cheating, professional misconduct, or related issues within/outside of the classroom are encouraged to confer first with the instructor of the class and, if deemed necessary, with the instructor's sequence chairperson, the student's advisor, and the associate dean or dean's designee. If the matter is not resolved satisfactorily at these levels, the student and advisor may request that the matter be considered by the Student Review Committee.

Students are apprised of the procedures to address disagreements with actions related to their academic performance or continuation in the program. In accordance with established procedures, aggrieved students must first attempt to seek resolution with the other party involved in the dispute through informal means. The formal process is initiated only after efforts to address and resolve the grievance through informal means have been exhausted. Students are advised that formal appeal and grievance procedures begin with their advisors and proceed to the associate dean, Student Review Committee, and ultimately the dean. In situations where the party to the grievance is the advisor, the student should consult with the associate dean. In

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the event that the associate dean is the advisor, student should consult with the dean who will assign a faculty member to serve in role of advisor for the student.

STUDENT GRIEVANCE PROCEDURES

Students who believe that they have been aggrieved will be referred to the Student Review Committee after

1. The student has attempted to resolve the situation with the other party in the dispute;
2. If the situation cannot resolved with the other party in the dispute, students should attempt to resolve the issue with their academic advisor who will refer the case to Student Review Committee after the advisor has:
 - a. Met with the student on an individual bases;
 - b. Met with the particular instructor(s) involved;
 - c. Met with the associate dean or designee; and
 - d. Obtained needed written assessments from other instructors.

Upon completion of the aforementioned steps, the advisor then prepares a written summary of these assessments and submits a written report to the Student Review Committee. The Student Review Committee will review and deliberate on the documentation provided and submit its findings to the dean, student and other party. If the student or other party does not accept the decision of the Committee, he/she may request that the proceedings and decision be reviewed by the dean. The student shall, with his/her advisor, present his/her concerns in writing along with the request. The dean may request additional information or meetings with appropriate persons. The student or other party will be notified of the dean's decision within ten (10) days of the initial request for dean's review unless there is a need for additional information. In any event, the student or other party will be notified of the Dean's decision within three weeks of the initial request. **The dean is the last recourse in the School of Social Work.**

SPECIFIC STUDENT RIGHTS

In general, students have the right to expect instruction by qualified professionals, appropriate academic supports and resources, and to be treated with dignity and respect in their educational endeavors. On the other hand, students are expected to achieve high standards of academic performance, exercise sound judgment, organize on their behalf, participate in governance and decision-making in the School, and to adhere to guidelines for conduct as articulated in the *School of Social Work Student Handbook*, *Howard University H-Book*, *Howard University International Student Handbook*, and the *NASW Code of Ethics*.

HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK STUDENT RIGHTS

1. The right to instruction by qualified professionals
2. The right to appropriate academic supports and resources
3. The right to receive course syllabi and course assignments in a timely manner
4. The right to an explanation of academic expectations and grading criteria for each class
5. The right to have faculty present in class on a timely basis
6. The right to meet with faculty for individual consultation during scheduled times
7. The right to advisement for academic and school-related concerns from an assigned advisor
8. The right to have papers and assignments returned in a timely manner with appropriate comments and/or grades
9. The right to field education with qualified supervision
10. The right to fair and consistent grading
11. The right to review their academic records, with appropriate legal exceptions
12. The right to privacy in relation to academic records. The University/School must obtain the student's written consent to release an education record
13. The right to be treated with dignity and respect in educational endeavors
14. The right to participate in the governance of the School of Social Work

APPENDICES

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MASTER OF SOCIAL WORK COURSES

*Indicates Required Courses

The following is a list of approved courses in the MSW program. All courses are not offered every semester or every year. Students will receive a schedule each semester that identifies the course offerings. Students are also able to satisfy social work electives through taking approved courses in other graduate programs on campus and through the consortium.

A growing number of courses are offered online or as a hybrid courses (sessions online with some in class sessions). Blackboard is used to support online, hybrid and many in class courses.

FOUNDATION COURSES

SWPS-213. *Social Welfare Policy and Services I. 3 credits (Foundation course) Provides the history, mission, philosophy, and evolution of social welfare policies and services that form the foundation of social welfare, specifically in relation to poverty, racism, and the needs of oppressed and marginalized populations from both a strengths and Black perspective using social policy frameworks and social work values and ethics. Examines African American and other social welfare pioneer exemplars, their efforts to influence and change social welfare policy and services, and their influence on contemporary programs and services in select Fields of Practice. [Required for all students.]

SWPS-214. *Social Welfare Policy and Services II. 3 credits (Foundation course) Builds on content in SWPS-213 by promoting understanding of and competence in application of policy frameworks for analysis, formulation, advocacy, use of policy research through assessing context, intent, process and the impact of organizational, executive, legislative, and judicial decisions to advanced social and economic justice. Examines use of diverse strategies to create planned change in organizations and larger social systems for direct, community, administration and policy practice. Prerequisites: SWPS-213. [Required for all students]

SWHB-205. *Human Behavior and the Social Environment I. 3 credits (Foundation course) Examines human growth and development through the life cycle using biological, psychological, sociological, spiritual, and cultural perspectives. Gives an introduction to: the family, the social systems model, personality theories and ego defense mechanisms. Emphasizes the various stages of lifespan development and understanding of biopsychosocial factors on human adaptation from conception through death. Promotes an understanding of the Black Perspective and how this perspective informs human development and behavior. [Required for all students.]

SWHB-207. *Human Behavior and the Social Environment II. 3 credits (Foundation course) Studies human behavior at the levels of small groups, the family, formal organizations, and communities. Explores a range of empirically-based theories and knowledge of how a biological, sociological, cultural, spiritual, and psychological system determines the health and well-being of individuals, groups, and other social units in the society. The social systems model is used to integrate this content with the individual-level development content from the HBSE I

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course. This course includes content on the strengths perspective, empowerment, and the Black perspective in order to help students to understand the ways in which social systems impact the well-being of human beings and other social systems. Prerequisites: SWHB-205. [Required for all students.]

SWRS-201. *Research Methods for Social Workers. 3 credits (Foundation course) Provides knowledge and understanding of research as a scientific process including methodology, formulation of research problem, sampling, measurement, and data collection procedures. Focus is placed on comprehension of research literature, beginning skills in designing and implementing research projects, ability to identify and define problems, frame research questions, develop hypotheses based on previous research, select relevant research designs, develop sampling strategies, select statistical procedures, presentation and interpretation of research findings, and comprehension of implication of research findings. [Required for all students.]

SWRS-202. *Data Analysis for Social Workers. 3 credits (Foundation course) This course builds on Research Methods I (SWRS 201) enabling students to become better acquainted with how to evaluate practice. Enhances analytical skills necessary to assess the validity of research literature. Content areas related to quantitative data analysis include social work research code of ethics, use of USPP and preparation of data for entry into SPSS, descriptive statistics, types of distributions, steps in hypothesis testing, inferential statistics, guidelines for test selection, bivariate and multivariate statistical techniques, analysis of qualitative data, and presentation, interpretation and reporting of findings. Prerequisites: SWRS-201. [Required for all students.]

SWDS-100. *Social Work Practice and Processes. 3 credits (Foundation course, Practice Methods I) Focuses on the foundation of social work practice and processes from a generalist practice framework introducing both micro and macro practice. Emphasis is placed on the introduction of social work knowledge, ethics, and values, promotion of social and economic justice, eco-systems, cultural competence, the problem-solving process and development of the client/consumer-worker relationship. Explores the relevance of practice-informed research and research-informed practice in working with diverse consumer populations, organizations and communities. Concurrent enrollment in Field Education I (SWFI-201) required. [Required for all students]

COURSES REQUIRED FOR DIRECT PRACTICE CONCENTRATION

SWDS-305. *Direct Practice. 3 credits (Differential Foundation course, Practice Methods II) Deepens understanding of concepts and principles introduced in SWDS 100, with emphasis on the assessment phase of the problem-solving process in direct practice. Field education experiences and theoretical concepts are integrated with focus on understanding and application of interviewing skills, values and ethics, ecological and strength based approaches, and goal setting and termination. Interventional strategies dealing with individuals and families are introduced in addition to selected knowledge from small group practice. Concurrent enrollment in Field Education II (SWFI-202) required [Required for Direct practice concentration.] Prerequisites: SWDS-100.

SWDS-309. *Intervention Planning and Strategies. 3 credits (Advanced course, Practice Methods III)

Develops advanced knowledge of social work planning and intervention strategies based on social work treatment theories and models for practice at the individual, family and group level. Selected approaches for social work interventions are examined to determine the basic assumptions of the model, theoretical underpinnings, nature and depth of problem identification and assessment, procedures and processes appropriate for selected models, culturally competent application of the model, indications and contraindications for use, values and ethical considerations in intervention planning, and termination and evaluation.

Concurrent enrollment in Field Education III (SWFI-336) required [Required for Direct practice concentration]. Prerequisites: SWHB-207, SWDS-100, SWDS-305.

SWDS-317. *Intervention Strategies with Selected Clinical Problems. 3 credits (Advanced course, Practice Methods IV)

Integrates and expands knowledge, values and skills taught in previous courses. Emphasis is placed on increasing knowledge and skills in making differential diagnoses for select clinical syndromes and selecting empirically-based, culturally appropriate treatment interventions and strategies. Develops understanding of neurotransmitters related to select clinical syndromes and knowledge of psychopharmacological medications for the treatment of clinical syndromes. Emphasis is placed on the identification and treatment of loss and grief issues that are most prevalent in fields of practice in urban settings and their relevance for diverse consumer populations. Concurrent enrollment in Field Education IV (SWFI-337) required. [Required for Direct practice concentration.] Prerequisites: SWDS-305, SWDS-309.

SWHB-302. *Psychopathology. 3 credits (Advanced course)

Builds upon knowledge gained in Human Behavior in the Social Environment courses. Focuses on theoretical perspectives and clinical knowledge of clinical assessment and diagnoses of childhood and adult disorders. This is **NOT** a practice course with a focus on intervention. Emphasis is placed on the historical construct of mental health service delivery and the effect of racism on theory and classification as well as contemporary nosology with emphasis on the Diagnostic and Statistical Manual of Mental Disorders V and theoretical constructs to understand abnormal behavior from a biopsychosocial, culturally diverse viewpoint.

Advanced second year elective for Community, Administration and Policy Practice majors] Prerequisites: SWHB-205 & SWHB-207.

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COURSES REQUIRED FOR COMMUNITY, ADMINISTRATION & POLICY PRACTICE CONCENTRATION

SWPS-310. *Community & Organization Practice. 3 credits (Differential Foundation course, Practice Methods II) Deepens the conceptual base introduced in SWDS-100. Examines multilevel needs and strengths of diverse peoples, organizations, and communities. Focuses on community, organizational and administrative practice theories, assessment and approaches. Uses conceptual and practice models and cases to understand use of relationship, power and influence in CAP (Macro) practice. Explores leadership styles and roles as social workers in CAP (Macro) practice. Concurrent enrollment in Field Education II (SWFI-202) required [Required for Community, Administration and Policy Practice concentration.] Prerequisites: SWDS-100.

SWPS-302. *Human Services Administration. 3 credits (Advanced course, Practice Methods III) Addresses in greater depth and specificity knowledge of the history, theoretical frameworks, and functions and skills for managing human service organizations and leading culturally diverse community groups, boards, and committee meetings. Examines staff development, the role of social work supervision, collaboration and partnership development, team building, group decision-making and/or problem solving strategies and use of technology in administration practice. Includes a focus on social planning and budgeting processes for nonprofit organizations. Concurrent enrollment in Field Education III (SWFI-336) required [Required for CAP (Macro) Practice concentration.] Prerequisites: SWDS 100, SWPS 310.

SWPS-308. *Resource Development. 3 credits (Advanced course, Practice Methods IV)
Provides students with knowledge and skills in strategic planning for resource development, program planning, grant proposal writing, financial management, entrepreneurship, and community and institutional capacity building and multi-level fundraising. Emphasis is placed on the conceptualization process involved in planning for resource development, as well as creating an actual funding plan, identifying funding sources, critical analyzing of internal and external factors, designing comprehensive multi-level income streams, budget analyzing and utilizing different types of budgets for different purposes, proposal writing, and analyzing roles and role development of: staff, boards, alliances/coalitions, stakeholders, and others. Special attention is given to the unique experiences and challenges faced by organizations in African-American communities and other communities of color. Concurrent enrollment in Field Education IV (SWFI-337) required. [Required for CAP (Macro) Practice concentration.] Prerequisites: SWPS-302 and SWPS 310.

SWPS-222. Advanced Community Organizing. 3 credits Examines a range of historical and contemporary models of community organization practice methods, and values ethics, and skills involved in leadership roles. Emphasizes strategies and tactics for empowering groups and organizations through planned change to promote social and economic justice. [CAPP (Macro) majors must choose this course or Advanced Social Policy Analysis as their required elective. Advanced second-year elective for direct service majors.]

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SWPS-305. Seminar in Advanced Social Policy Analysis. 3 credits Examines diverse models of social policy analysis used in the policy process. Emphasizes the use of diverse policy analysis tools to understand and critique social policy. Topic areas are determined by the professor teaching the course. [CAPP (Macro) majors must choose this course or Advanced Community Organization as their required elective. Advanced second-year elective for direct service majors.]

ADVANCED RESEARCH COURSE

SWRS-305. *Practice Evaluation. 3 credits (Advanced Course)

Builds on knowledge and skills of the core research courses, “Research Methods for Social Workers” and “Data Analysis for Social Workers.” Course content provides advanced-level knowledge and skills that prepare students to develop, use, critically assess, and effectively communicate empirically-based knowledge in developing and evaluating practice and human service programs. It develops skills in using key evaluative methods that measure the need, effectiveness, fairness, and efficiency of various interventions in achieving stated objectives and desired outcomes for various stakeholders with particular focus on at risk populations design and conduct evidenced-based interventions appropriate for their method of practice and specialized field of practice. Prerequisites: SWRS-202. [Required for all students.]

FIELDS OF PRACTICE SPECIALIZATIONS COURSES

There are six fields of practice specialization (FOPS) courses (see page 34). Each student is required to select one field of practice specialization and take two courses in that specialization. For example, students specializing in Mental Health I must also take Mental Health II. The courses are not sequential, thus II can be taken before I with academic advisement. Also, FOPS courses must be taken concurrently with Practice Methods III and IV and field education III and IV, respectively. Also, all Fields of Practice Courses (other than declared specialization) can be taken as an elective.

SWPS-217. Criminal Justice- Policy. 3 credits

(Advanced course) Focuses on the cyclical nature of criminal justice policies, elements of the systems, key legal decisions, and the meaning of this system for blacks and other minorities and persons of color and the role of social workers in the field of criminal justice. Emphasis is placed on understanding the theoretical basis of crime and crime causation. One of six Field of practice specialization options. May be taken as elective in second year in regular degree program, or second or third semester in Advanced Standing program.

SWPS-218. Criminal Justice- Practice. 3 credits (Advanced course) Critically examines relevant literature for specific issues in the field of criminal justice related to the theories of crime, causation, judicial and institutional reform, racial equity, ethics, values, leadership, social justice policy, data analysis and offender reintegration. Emphasis is placed upon analysis of populations in the criminal justice system; the impact/role of the African-American and other people of color as client(s) and/or practitioner(s) in the criminal justice system; and, the role of the social work profession in criminal justice as well as some of the current critical issues that impact the American justice system such as mandatory minimum sentences,

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disproportionate minority contact and restorative justice. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective

SWPS-219. Social Gerontology- Policy. 3 credits (Advanced Course)

Focuses understanding the biology of aging, psychosocial issues, major sociological theories, death and dying and current social gerontology issues. Emphasis is placed on the impact of economic, cultural, and social forces on the aging process, the role of the social worker in geriatric settings, and implications of race, ethnicity, gender and class in understanding the elderly population. One of six Field of practice specialization options. Advanced Field of Practice Specialization Course or Elective

SWPS-220. Social Gerontology II- Practice. 3 credits (Advanced course)

Examines the policies, programs, and services designed to deal with the problems of the elderly. Provides a forum for analyzing and evaluating aging policies and programs and for gaining insight and knowledge about the roles of social work in the aging field; examines current research in the field of aging, and emphasizes the role of social work advocacy and empowerment of the elderly in impacting social policy change. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective

SWPS-418. Family and Child Welfare Services-Policy. 3 credits (Advanced course)

Examines the state and condition of the family as an institution in American society focusing on social forces and practices that impinge upon the family. Further analyzes relationships between policies, programs, and service delivery in promoting or impeding growth and development of individuals within families and the family unit as a whole. Advanced Field of Practice Specialization Course or Elective

SWPS-419. Family and Child Welfare Services-Practice. 2 credits (Advanced course)

Continuation of SWPS-418, Family and Child Welfare I with focus on individual, familial, and societal forces that influence the welfare of children within the American society. Explores institutional delivery systems in which child welfare practice occurs. Examines current legal and administrative mandates that impact the development of child welfare policies through the lens of the Black Perspective. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective

SWPS-424. Social Work in Mental Health Settings-Policy 3 credits (Advanced course)

Examines evidence-based mental health practice, the historical development of mental health services and the major roles played by social workers. Explores social policies that authorize, support and sanction mental health programs and examines emerging trends that authorize, support, and sanction social work practice, the institutional delivery systems, contributions, limitations, and the existing and potential alternatives for mental health services. Advanced Field of Practice Specialization Course or Elective

SWPS-426. Social Work in Mental Health Settings-Practice. 3 credits (Advanced course)

Continuation of SWPS-424, Social Work in Mental Health Settings I. Examines special populations in mental health systems as well as the quality and

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effectiveness of engagement, diagnosis and assessment, and effective interventions for specific. Emphasis is placed on the interplay of individual genetics, family circumstances, community environment, and larger societal policies as well as the roles of community organizer and advocate in achieving better outcomes for those with mental health problems. Advanced Field of Practice Specialization Course or Elective

SWPS-427. Social Work in Health Care Settings-Policy. 3 credits (Advanced course) Examines the social policy framework and trends that authorize, support, and sanction social work practice, the institutional delivery systems, the contributions, limitations, and the existing and potential alternatives for health care. Advanced Field of Practice Specialization Course or Elective

SWPS-428. Social Work in Health Care Settings-Practice. 3 credits (Advanced course) Continuation of SWPS-427, Social Work in Health Care Settings I. Covers issues relevant to the healthcare service delivery systems and micro and macro social work practice. Examines a variety of healthcare settings and the role of social work in healthcare delivery systems as well as current issues pertinent to health care for a diverse consumer population. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective

SWPS-300. Social Work with Displaced Populations I. 3 credits (Advanced course) Provides knowledge and framework for understanding the experiences of displaced populations (immigrants, refugees, and victims of natural and manmade disasters, et al.) and analyzing their problems and their diverse needs. The professional roles, responsibilities, and practice interventions of social work are presented and explored. Major emphasis is placed upon commonalities as well as differences found among these groups at the international and national levels. Advanced Field of Practice Specialization Course or Elective

SWPS-401. Social Work with Displaced Populations II. 3 credits (Advanced course) Continuation of SWPS-300, Social Work with Displaced Populations I. Analyzes social policies, programs, and intervention strategies utilized by service providers and institutions in response to the phenomena of displaced populations. Discusses policy issues related to disadvantaged status and discrimination, availability and acquisition of services, and legal status and treatment of displaced populations. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective

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FIELD EDUCATION COURSES

SWFI-201. *Field Education I. 3 credits (Foundation course) First of four required Field Education courses in regular sixty (60) hour degree program. Focuses on integration of foundation knowledge and practice skills for beginning generalist practice. Requires completion of 233 clock hours, including ten (10) hours for Field Education orientation, 208 hours in assigned Field Education agency setting, and 15 hours in scheduled Field Education integrative seminars. Concurrent enrollment in Practice Methods I course required.

SWFI-202. *Field Education II. 3 credits (Differential Foundation course) Second of four required Field Education courses in regular sixty (60) hour degree program. First of three Field Education courses in Advanced Standing program. Focuses on integration of differential foundation knowledge and practice skills. Requires completion of 223 clock hours, for regular students, including 208 hours in assigned Field Education agency and 15 hours in scheduled Field Education integrative seminars. Requires 233 clock hours for advanced standing students, including 10 hours for Field Education orientation, 208 hours in assigned Field Education agency, and 15 hours for scheduled Field Education integrative seminars. Concurrent enrollment in Practice Methods II course required. Prerequisites: SWFI-201

SWFI-336. *Field Education III. 3 credits (Advanced course) Third of four required field Education courses in regular sixty (60) hour degree program. Second of three required courses in advanced standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of practice specialization. Requires completion of 272 clock hours, including 260 hours in assigned Field Education agency setting, and 12 hours in scheduled Field Education integrative seminars. Concurrent enrollment in Practice Methods III course and Field of Practice I course required. Prerequisites: SWFI-202

SWFI-337. *Field Education IV. 3 credits (Advanced course) Fourth of four required Field Education courses in regular sixty (60) hour degree program. Third of three required courses in Advanced Standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of practice specialization. Requires 272 clock hours, including 260 hours in assigned Field Education agency setting, and 12 hours in scheduled Field Education integrative seminars. Concurrent enrollment in Practice Methods IV course and Field of Practice II course required. Prerequisites: SWFI-336

CURRENT ELECTIVE COURSES

DIRECT PRACTICE ELECTIVE COURSES (Direct practice Prerequisites required)

SWDS-312. Family Therapy I. 3 credits (Elective)

Focuses on the family as a unit of engagement, assessment and treatment. Concepts related to understanding and analyzing family dynamics and interactional patterns as understood from the perspective of major family therapy models are presented. Techniques of treatment are considered in terms of their application to families

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within varied system and individual problems and to families from varied social and cultural backgrounds. Examines the usefulness and applicability for treatment of African American families, as well as a variety of family structures such as single female and male-headed families, extended families, blended families, augmented families, and lesbian and gay families. Prerequisites: SWDS-305.

SWDS-314. Group Therapy. 3 credits (Elective)

Examines core mechanisms of changes which cut across or are common to the various group therapy approaches and are intrinsic to group processes and functioning as well as those elements, which differ among the approaches. Explores such factors as membership composition, purposes, group structure, interventive techniques and evaluation procedures. Examines various these approaches in relation to their relevance and applicability to the diverse populations currently receiving services in the myriad of agencies offering social work services. Particular attention is given to the relevance of the various group approaches for African-Americans and other oppressed groups: ethnic groups of color, women, gay and lesbian clients, handicapped persons, children, and the elderly.

SWDS 321. Psychopharmacology for Social Work Practice 3 credits (Elective) This is a course that prepares the social work student to enhance and extend knowledge of psychopharmacology. Students will further develop their basic understanding of the study of and use of medications to treat psychiatric disorders. This is an elective course in the area of direct practice. This course can be taken after the completion of the foundation courses and the psychopathology course. This course reviews the historical, political, and ethical context of psychotropic medications in social work practice and provides a basic overview of neuroscience, pharmacology and psychopharmacology. The contemporary social work roles in medication management are debated and necessary skills for effective collaboration with clients, families and other mental health practitioners on medication-related issues are provided. A complementary focus will include the impact on people of color in the Diaspora from the Black Perspective.

SWPS-420. Social Work Services for Children and Youth with Developmental Disabilities and Their Families. 3 credits (Elective) This course is designed to examine and understand the impact of a child's emotional and physical disabilities on family functioning and on the child's own physical and emotional development. Particular attention is given to understanding the role of the social worker in providing family and individual support with a school social work focus.

SWDS-313. Therapy with Children and Adolescents. 3 credits (Direct practice Elective) Focuses on understanding child development, parenting, and parent-child relationship, assessment, and providing therapy for children exhibiting emotional and behavioral problems, as well as their families or care givers. (Elective). Prerequisites: SWDS-305.

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COMMUNITY, ADMINISTRATION AND POLICY PRACTICE ELECTIVE COURSES

SWPS-324. Program Development and Entrepreneurship. 3 credits (Elective) Focuses on the process of conceptualizing, planning, budgeting, evaluating, and securing public and private resources to develop, fund, staff, and measure the effectiveness of programs to meet identified outcomes. Examines types and methods of developing different models of social work entrepreneurship.

SWPS-313. *Systems Analysis. 3 credits (Advanced course) Examines in depth, human services organizations as systems, external connections with environment, organizational culture, behavior, climate, reward systems, infrastructure, and effectiveness. Assesses and applies organizational development strategies and techniques to bring about planned change. [Required for certain students enrolled prior to Fall 2009).

SWDS-301. Women, Power, and Change. 3 credits (Elective) Provides students with an in-depth examination of the status and plight of women in society and within the social work profession. Enhances knowledge and understanding of women's issues in relation to changing roles, sexism, racism, and empowerment from a global perspective. Explores historical and contemporary issues that govern society's view of women and the concomitant adverse effect on the lives of women.

SWPS-305. Social Work Supervision. 3 credits (Elective) Examines basic concepts of social work supervision strategies and techniques. Examines ethical dilemmas, legal considerations and methods of engaging, training and evaluating a diverse workforce.

SWPS-315. Substance Use and Abuse. 3 credits (Elective) Provides an understanding of the widespread use and misuse of alcohol, tobacco and other drugs (ATOD). Explores the dynamics of addictions as they are manifested at the individual, family, group and community levels. Current theories of addiction are explored along with strengths-based methods of assessment, prevention, and intervention in a variety of state, local, and private addictions agencies. Focus on the historical, biopsychosocial, and legal implications of drug abuse, including the controversial link between addiction and criminalization in the African American community. The impact of drug policies on African Americans, other oppressed groups, and high-risk populations are examined within the context of empowerment, social justice and relevant concepts.

SWPS-328. Environmental Justice and Community Health. 3 credits (Elective) The course integrates environmental justice issues for social work research and practice with a multi-disciplinary focus on the environment. Special emphasis is given to such issues as sources of environmental pollutants; health threats from environmental hazards; and the broader socio-impact. In addition, it provides an overview of public policies, practice and other factors that create environmental disparities including discriminatory land use and residential patterns.

SWPS-330 Contemporary Issues in Domestic Violence & Sexual Assault. 3 credits (Elective). Examines definitions, cycle, and theories regarding the causation and

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myths of intimate partner violence. Domestic violence is examined among diverse populations, including teen dating violence and older populations, diverse racial and ethnic groups, and among immigrant communities. Issues regarding the health, mental health, and criminal justice and child welfare implications of domestic violence are examined. Strategies to address domestic violence at the direct service, community, faith-based, and international levels are explored.

SWPS-340. International Social Development. 3 credits (Elective). This course examines the history and context of international social development. It explores the significance of globalization and how to engage diverse public and non-governmental organizations. Special attention is given to African and Caribbean countries. The social and economic justice implications of international social development are also discussed, along with human rights and the unique experiences of women globally.

RESEARCH ELECTIVE COURSES

(Research Prerequisites required.)

SWRS-308. Integrative Research Seminar. 3 credits (Research Elective) Preparation of a scholarly research paper on a topic related to the concentration of the student which integrates research knowledge of social work practice, human behavior and the social environment, and social welfare policy and services. Prerequisites: SWRS-202.

SWRS 203. Management Information Systems in Human Services & Health Care Organizations. 3 credits This course is designed to provide knowledge and skills in using management systems of human service and health care organizations with an emphasis on improving their performance. It reinforces the concept of management information systems in human and health services at an administrative level. The course examines the multi-faceted roles of the professional workers functions including (a) resources, (b) technology and (c) information and the inter-relatedness in social work/health and human services programs and policies with budget and resources to social work practice in human service and health care organizations (Advanced Elective).

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HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT ELECTIVE COURSES

SWHB-310. Human Sexuality. 3 credits (Elective)

Offers an introduction to selected, empirically based biological, sociological, cultural, psychological theories and research on human sexuality. Focuses on sexual development throughout the life span (childhood to old age) with consideration given to perspectives (historical and current) and treatment of sex and sexuality. Examines the relationship between human sexuality, physical and emotional disability, service delivery, societal attitudes and values, and the impact of discrimination, oppression and economic injustice.

SWHB-330. Race, Class and Gender. 3 credits (Elective)

Explores race, class and gender as interrelated biological, social, psychological, historical and power-based constructs using social work values and ethics as undergirding principles. Examines theories and models of racial and multicultural identity and adaptation, and worldview formation. Focuses on feminism, male role studies, sexual identity, spirituality, diversity, cultural competency in relation to social policy and social justice.

INDEPENDENT STUDY COURSES

All independent study offerings require a contract signed by student, faculty advisor, and faculty instructor.

SWSM-302. Independent Study I. 1 credit Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-303. Independent Study II. 2 credits Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-304. Independent Study III. 2 credits Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-305. Independent Study IV. 2 credits Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-306. Independent Study V. 3 credits Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-307. Independent Study VI. 3 credits Study under the guidance of a faculty member with special competence in an area of interest.

SWSM-302 Independent Study- International Service Learning. 1 credit Study under the guidance of a faculty member with special competence in an area of interest. Students participate in a series of sessions that acquaints them with the travel destination. Additionally they participate in programmed activities during travel, including debriefings. Students prepare journals and briefings to faculty and other students that focus on the linkage with social work.

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SWSM-303 Independent Study- International Service Learning. 3 credits Study under the guidance of a faculty member with special competence in an area of interest. . Students participate in a series of sessions that acquaints them with the travel destination. Additionally they participate in programmed activities during travel, including debriefings. Students prepare journals and briefings to faculty and other students that focus on the linkage with social work. Additionally, students prepare a major paper (8-12 pages) addressing an aspect of the travel that relates to their field of practice specialization.

INACTIVE ELECTIVE COURSES

The following is a list of inactive courses that can be made available to students upon sufficient interest to generate course enrollment of 10 or more students.

DIRECT PRACTICE INACTIVE ELECTIVE COURSES

(Direct Practice Prerequisite Required)

SWDS-307. Social Work with Groups. 3 credits (Direct practice Elective) Introduction to the structure, dynamics, and characteristics of small groups, including knowledge of leadership, group maintenance, membership and individual differences, interpersonal and intrapersonal relationships, and use of the group as a medium for providing social work services. Prerequisites: SWDS-100; SWDS-305, SWHB-205, and SWHB-207.

RESEARCH INACTIVE ELECTIVE COURSES

(RESEARCH PREREQUISITES REQUIRED.)

SWRS-301. Field Research I. 3 credits (Research Elective) Involves preparation of a research proposal which calls for literature review, instrumentation, sampling plan, and plan for data collection. Prerequisites: SWRS-202.

SWRS-302. Field Research II. 3 credits (Research Elective) Involves the conduct of research using research proposal developed in Field Research I. Includes the implementation of data collection, data analysis, interpretation of findings, and writing a research report. Prerequisites: SWRS-301. (Elective).

SWRS-306. Computers in Social Work. 3 credits (Research Elective) Provides knowledge and skills in the application of computers for several purposes within social work practice, i.e., statistical analysis, data base management, spreadsheet analysis, and word-processing. Prerequisites: SWRS-202. (Elective).

SWRS-307. Small Systems Research. 3 credits (Research Elective) A systematic examination of social work practice utilizing the single subjects design, the case study method, and qualitative analysis. Prerequisites: SWRS-202. (Elective).

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GENERAL INACTIVE ELECTIVE COURSES

SWDS-316. Case Management. 3 credits (Elective) Provides knowledge of the historical development, process, and models for case management. Examines approaches to service delivery that can be utilized with multi-problem clients incorporating the utilization of community network systems.

SWDS-320. Intervention with Homeless Chronic Mentally Ill Adults. 3 credits (Elective) Specialized content covered includes: characteristics of homeless severely mentally ill adults, case management and crisis intervention strategies with this population; psychopharmacology; cultural, ethnic and gender sensitive practice; basic facts of substance abuse and dual diagnoses of mental illness and substance abuse.

SWPS-302. Black Perspective Seminar. 3 credits (Elective) Focuses on the black experience in America and the impact on social problems and social needs in the Black community and society in general.

SWPS-320. Child Welfare and the Law. 3 credits (Elective) Provides students with a conceptual framework for understanding and interpreting law, with emphasis on legal principles applicable to child welfare.

THE ALMA MATER

Reared against the eastern sky
Proudly there on hilltop high,
Far above the lake so blue
Stands old Howard firm and true.
There she stands for truth and right,
Sending forth her rays of light,
Clad in robes of majesty;
O Howard, we sing of thee.

Be thou still our guide and stay,
Leading us from day to day;
Make us true and leal and strong,
Ever bold to battle wrong.
When from thee we've gone away,
May we strive for thee each day
As we sail life's rugged sea,
O Howard, we sing of thee.

- Words, J. H. Brooks, '16

- Music, F. D. Malone, '16