FAMU
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

COLLEGE OF
SOCIAL SCIENCES
+ARTS
+HUMANITIES

DEPARTMENT OF SOCIAL WORK

STUDENT MANUAL

MASTER OF SOCIAL WORK PROGRAM
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Updated 11.28.2021

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PREFACE

Welcome to the Master of Social Work Program at Florida A&M University! You have made an important decision in entering this program and we congratulate you on your admission. Having successfully entered the program, you are about to embark on an exciting and stimulating journey of learning and growth. That learning will begin with reading the information we've carefully prepared for you in this Handbook. Additionally, the *Florida A&M University Graduate Catalog* acquaints students with University policies and procedures, rules and regulations, and responsibilities and rights affecting you. All students are responsible for observing the standards and regulations governing this institution as published in the *Graduate Catalog*, the *MSW Student Handbook*, the *MSW Field Manual*, and all other official publications of the University.

The *MSW Student Handbook* is provided to all new students at the MSW Student Orientation and is intended to be a working document. It is the result of the contribution of administrators, faculty, staff, field instructors, community organizers, and students. It is designed to help you understand the MSW program, its structure, and its curriculum, as well as give you helpful information about our policies and procedures. Please use your handbook as a reference tool throughout your years with us. While every reasonable effort has been made to ensure the accuracy of the content, please recognize that certain policies and procedures may change, as conditions demand. Where policies are already under review, this has been noted.

You will soon find that graduate education for advanced professional social work practice is unlike undergraduate study, and is unlike most other professional graduate programs, as well. The experience you are embarking on is very structured. The information provided in this Handbook may help you understand why this is so. Our goal in developing this Handbook is to:

1. Provide a brief historical overview of the MSW program at Florida A&M University (FAMU) as a means of connecting you with our roots;
2. Educate you concerning the broader picture of social work education and the social work accreditation process as a way of enhancing your understanding of our program and curriculum;
3. Orient you by presenting the structural components of the MSW program and some basic lines of authority and accountability; and
4. Provide some useful information that will help you become a more informed consumer of your educational experience at FAMU.

The faculty of the MSW program is committed to continually improving upon not only *what* we do, but *how* we do it. It is our hope that you will join with us in the continuing process of critical study, change and refinement so that together we can strengthen the MSW program and train increasingly effective social work professionals and leaders. We welcome you to the MSW program and look forward to helping you achieve your academic and professional goals over the next few years.

FLORIDA A&M UNIVERSITY
Tallahassee, FL 32307

UNIVERSITY ADMINISTRATION

President of Florida A&M University   Dr. Larry Robinson
Provost and VP of Academic Affairs   Dr. Maurice Edington
Dean, College of Social Sciences, Arts and Humanities   Dr. Valencia Matthews
Dean, College of Graduate Studies   Dr. Reginald Ellis (Interim)

DEPARTMENT OF SOCIAL WORK
Department of Social Work   Mrs. Katisa Donaldson
MSW Program Director   Mrs. Katisa Donaldson
MSW Field Director   Mrs. Rolanda Brown-Dennis

It is the policy of Florida A&M University to assure that each member of the University Community be permitted to work or attend class in an environment free from any form of discrimination including that based on race, religion, age, disability, gender, marital status, national origin, veteran status, sexual orientation or political orientation, as prohibited by state and federal statutes. This shall include applicants for admission to the University as well as to employment. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Note: Applicants with disabilities or with special needs are encouraged to call the Department of Social Work (850/599-3456) so that reasonable accommodations may be arranged.

Florida A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges and other higher education associations. The Master of Social Work (M.S.W.) program achieved candidacy status in November of 2000 and received full accreditation status by the Council of Social Work Education CSWE) in November of 2002; CSWE reaffirmed accreditation of the BSW and MSW programs in the Fall of 2015.

DEPARTMENT INFORMATION

History of Florida A&M University

Florida Agricultural and Mechanical University (FAMU), founded on October 3, 1887, as the State Normal College of Colored Students, began classes with fifteen students and two instructors. Today, Florida A&M University is one of twelve institutions of higher learning in Florida's State University System, with "excellence with caring" remaining its goal. In 1998, Florida A&M University was ranked as the most outstanding university in the nation by the Time/Princeton Review. At the present time, Florida A&M University offers nineteen different master degree programs that include 28 areas of specialization, along with Doctor of Philosophy degrees in Pharmacy, Education, Chemical, Civil, Electrical, Industrial and Mechanical Engineering, serving over 10,000 students.

History and Overview of the Department of Social Work at FAMU

The official social work program began with one introductory course in the Department of Sociology during the 1950-51 academic year. By 1956, a six-course sequence was available as a minor for students majoring in the liberal arts. In 1957, the first "colored" social workers were hired by the State of Florida with FAMU graduates being highly-represented in this first group. The liaison built between the program faculty and the Personnel Director of the Florida State agency made such employment a reality.

With a student enrollment of nearly two hundred and fifty social work minors, Florida A&M University received its first Formula Grant in HEW? Region IV in 1968. Since that time, the social work program has had an outstanding faculty offering an "approved" (and later "accredited") professional curriculum in social work education.

A bachelor's degree in social work was first offered in 1979 under the outstanding leadership of Dr. Victoria Warner. Under her direction, the program achieved departmental status in the FY 1990-91 academic year. Both departmental faculty and University administrators believe that the BSW program met the "goodness-of-fit test" in relation to:
   a. the mission of Florida A&M University
   b. the essential values of FAMU students, particularly social and economic justice
   c. local and national needs of the profession, and
   d. the self-actualization of students choosing social work as their career.

Dr. Warner soon envisioned a master's degree in social work at Florida A&M University and took steps within the University and with the Council on Social Work Education to make this dream a reality. When she retired in May of 1997, Dr. Sharon Williams became the Chair of the Department of Social Work, hiring a graduate faculty for the new MSW program in the 1997-98 academic year. The graduate faculty, along with the University, its students, social service agencies and a supportive community, strive to deliver a high-quality program committed to the enhancement of human well-being, social and economic justice, and the alleviation of poverty and oppression in all of its forms.

Mission of the MSW Program at Florida A&M University

The mission of the Master of Social Work program is to advance social and economic justice by educating students to be knowledgeable, ethical, and culturally competent community, administration, and policy (CAP) macro social work practitioners. This mission builds upon a liberal arts foundation and generalist practice construct to promote human and social well-being utilizing critical thinking and a range of evidence-based prevention and intervention methods. The program designs models that prepare students to practice with diverse individuals, families, groups, organizations, and communities.

The MSW program prepares students to solve human, organizational, policy and social problems, particularly those affecting impoverished and historically oppressed communities. The MSW program seeks to produce and apply research and scholarship aimed at advancing social work practice. The identification of the causes, consequences, and elimination of all forms of oppression is woven throughout the curriculum.

The MSW program has a specific commitment to educating minority social work practitioners, educators and researchers. The MSW program works closely with social work practitioners, community groups, and organizations that promote, provide, and seek to influence social policies and social work services to oppressed populations in both urban and rural areas.

The program, located in a historically Black university, is sufficiently broad enough to provide students with the knowledge, values and skills necessary to work with diverse populations. Drawing from the painful history of the African-American experience, the program is particularly sensitive to the plight of all oppressed and under-served populations (e.g., women, the elderly, children, the poor, those with disabilities, the mentally retarded, those with chronic mental illnesses, LGBTQ, Hispanics, Asians, Native Americans, refugees, immigrants, etc). Accordingly, while attention is given to the various aspects of African-American life, the program is responsive to and concerned with other groups who share in the struggle for equality and freedom from oppression around the world.

Recognizing the interdependence of nations and the need for worldwide professional cooperation, the MSW program is also committed to the socio-economic well-being of people in other countries, particularly those in Africa and the Caribbean. The MSW program seeks to 1) foster in its students an understanding and commitment to the international community, particularly those areas where issues of social and economic justice and social welfare for people of color and the impoverished are concerned, 2) educate foreign students for positions of empowering social work practice, as well as for leadership roles in social welfare administration and community development in their homelands, and 3) develop practitioners who can effectively work with refugees and other displaced populations. The MSW faculty continues to conduct international research, publish in international journals and deliver research papers at international conferences in order to advance its commitment to the international community.

The MSW program seeks to teach students to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers. The faculty models this

for students by assuming leadership roles within the profession, engaging in research and scholarship aimed at continually advancing social work practice, and offering curricula that is at the forefront of the new and developing knowledge bases of social work and its supporting disciplines.

CSWE and Accreditation Status

"Accreditation" is a system for recognizing educational institutions, and the professional programs affiliated with the institutions, for a level of performance, integrity, and quality. Such a process provides the educational community and the public they serve with a high level of confidence. The accrediting process requires institutions and programs to systematically examine goals, activities, and achievements, and to detail their internal procedures as required by the accrediting body.

Social work education at the master's level has participated in an accreditation process since its beginning. In 1952, the Council on Social Work Education (C.S.W.E.) became the official accrediting body for master-level social work education. Baccalaureate social work programs have been accredited by the Council since 1974.

The essential purpose of CSWE's accreditation process is to provide a professional judgment regarding the quality of social work programs offered and to encourage continual improvement of each program. Social work programs value accreditation because it helps them to attract qualified students, retain its faculty, secure outside sources of funding, and remain a viable part of the University. The MSW program supports the tenets of the accreditation process and is actively engaging in the process.

MSW Program Goals

The goals of the MSW Program serve to prepare students to engage in advanced social work practice at the macro-level of social systems:

Goal One: *Provide students with social work knowledge, values, ethics, and skills for critical analysis of social theory, policy, practice, and research, as applied to diverse populations and populations at-risk.3.0*

Goal Two: *Prepare students for leadership roles in the development, program planning, implementation, and evaluation of culturally competent services, policy, and research designed to alleviate poverty, oppression, and other forms of social injustice within a concentration in social work administration, policy, and community development.*

MSW Program Core Competencies and Practice Behaviors

The MSW program ensures that students who successfully complete the graduate program in social work will be proficient in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
   a. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   b. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
   c. use technology ethically and appropriately to facilitate practice outcomes; and
   d. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
   a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
   b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
   c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
   a. apply their understanding of social, economic, and environmental justice to advocate for human- rights at the individual and system levels; and
   b. Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
   a. use practice experience and theory to inform scientific inquiry and research;
   b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
   c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
   a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
   b. assess how social welfare and economic policies impact the delivery of and access to social services;
   c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
   a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

    b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
    a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
    b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
    c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
    d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
    a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
    c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
    d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
    e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
    a. Select and use appropriate methods for evaluation of outcomes.
    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
    c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
    d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

CSWE Competencies and Practice Behaviors – Advanced Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
    a. Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations and larger systems.
    b. Continually demonstrate self-awareness (conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations) in analyzing the effectiveness of service delivery systems when working with diverse human service organizations and communities.
    c. Use critical thinking when making ethical decisions by applying social work values and standards of the NASW Code of Ethics, and, as applicable, of the International

Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.

Competency 2: Engage Diversity and Difference in Practice
a. Identify structures and systems that may oppress, marginalize, alienate, or create or enhance privilege and power within human service organizations.
b. Understand culture from multiple sources including clients/consumers and view self as a learner while engaging clients/consumers as informants.
c. Apply a variety of leadership styles and skills in diverse forms of organizations and communities when organizing for change by demonstrating an understanding of supervisory processes and methods that are sensitive to diversity among supervisees.
d. Exercise leadership that embraces the values of diversity and difference in the organizational culture.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
a. Identify alternatives to dominant models, including progressive approaches to social change;
b. Advocate for policy interventions and different strategies to address the mechanisms of oppression and discrimination in communities and organizations.
c. Contribute to the development and implementation of policies, funding, and/or programs that address unmet need and advance human rights and social, economic, and/or environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
a. Assess community and organizational change needs utilizing a variety of qualitative and quantitative methods.
b. Use critical thinking skills to analyze the influence of different approaches to assessment, decision-making, policy development and implementation, program development, and change.
c. Engage in research that informs needs assessment and intervention planning in a dynamic environment attending to technological and scientific development.
d. Apply current research and evaluation literature toward the understanding of the efficacy of policies and programs in a manner consistent with the mission, vision, and values of the organization.

Competency 5: Engage in Policy Practice
a. Utilize conceptual frameworks to analyze current social problems within policy, community, and organizational arenas by utilizing relevant administrative practices in enhancing organizational, program, and client outcomes.
b. Apply policy practice skills (e.g. advocacy, collaboration, multi- and interdisciplinary practice, etc.) in working with diverse population in a variety of social systems.
c. Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services.

d. Analyze policies for the identification and elimination of elements that result in either intended or unintended consequences of racism, gender, bias, homophobia, religious and/or ideological, or other prejudices inconsistent with social work values.

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

a. Establish a relationship with diverse individuals, families, and groups to facilitate change that promotes an organizational culture and climate that values and rewards community engagement and service by its staff.
b. Engage organizations and communities in policy, research, and practice initiatives from an advanced administrative context.
c. Work collaboratively with others to effect systemic change that is sustainable.
d. Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
a. Assess the quality of clients' interactions within their social context, including assessment of organizational and community ecosystems that identify strengths and gaps in the web of relationships.
b. Conduct and incorporate ongoing organizational and program evaluation and assessment in the analysis and management of program and planning processes.
c. Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.
d. Utilize diverse approaches to analyze the underlying assumptions of different models and approaches used in organizations that impact community development, including contextual realities, responding to contemporary trends and issues in administration.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
a. Apply advanced knowledge and skills to achieve collaborative prevention and intervention strategies that focus on building strong organizational and community goals that are responsive to the needs of individuals, families, and societal groups.
b. Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context;
c. Apply appropriate theoretical models/frameworks from multiple disciplines to understand, intervene, and empower organizations and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
a. Apply research skills to the evaluation of diverse social systems (i.e., groups, communities, and organizations) to impact change to policies and programs.

b. Identify, critically assess, and employ various methods of program evaluation with human service agencies/organizations that reinforce the value of ongoing monitoring and evaluation for improving practice.
c. Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services.
d. Develop the skills required to translate and present evaluation data to various stakeholders/audiences.

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MSW ADMINISTRATIVE STRUCTURE

Chair of the Department

The chief administrator of a social work program must give educational and administrative direction to its BSW and MSW programs. The Chair's position includes a broad range of duties. Those duties applying directly to the MSW program includes:

1. directs and coordinates the curricular offerings of the department;
2. supervises the faculty
3. appoints the program directors
4. reviews, implements, and informs faculty and staff of School and University policies and procedures;
5. Oversees the Department's budget.
6. Acts as the liaison between the Department and the University as well as the larger community.
7. Prepares various reports for the department.

MSW Program Director

The MSW Program Director provides leadership in the ongoing oversight of the MSW curriculum, including the design, modification, approval, implementation, and evaluation of the program's curriculum and educational policies; educational policy relating to the admission, advising, recruitment, retention and graduation of students; the systematic and continuous evaluation of program outcomes in the light of the specified goals of the program; teaching of practice and other social work courses; and the maintenance of the program's integrity. The position reports directly to the Chair of the Social Work Department. The roles and duties of the MSW Program Director include:
1. Assists with coordinating the course offerings of the MSW program

2. Convenes MSW Curriculum Committee which designs, modifies, implements, and evaluates the MSW curriculum;

3. Works closely with the MSW Field Director to ensure that field and classroom activities are integrated and mutually compatible and that student learning needs are met consistent with university and CSWE policies;

4. Ensures that the MSW degree program achieves and maintains accreditation standards, preparing the accreditation self-study materials

5. Coordinates student exit surveys and outcome assessments;

6. Ensures adequate library holdings to support the MSW curriculum;

7. Represents the MSW program to the Chair, the faculty, the Deans, and the University;

8. Answers inquiries regarding the MSW program to prospective students;

9. Assigns MSW students to MSW faculty advisors based on expertise and interests;

10. Reviews and approves all student degree outlines;

11. Mediates student complaints, informing them of due process, and referring them to the Chair, if necessary;

12. Advises the Chair on programmatic budget needs and strategic plans.

MSW Field Practicum Director

The field practicum is the cornerstone of the MSW curriculum. It engages the graduate student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. A faculty member who coordinates graduate field practicum must hold credentials that include a master's degree in social work from an accredited program, with no less than two years of full-time post-master's degree experience in professional social work. The coordinator must be knowledgeable about CSWE standards and ensure that accreditation standards are maintained in the field.

The MSW Field Practicum Director exercises responsibility for the administration of the field practicum, ensuring planned cooperation and coordination between the program and the agencies selected for the field placement of graduate students. The MSW Field Practicum Director assumes the leadership in preparing the *MSW Field Practicum Manual* along with its field policies, procedures, and objectives, investigating and creating field placements, selecting qualified field instructors, reporting on past placements, developing orientation and training materials and programs, and evaluating student learning outcomes. The position reports directly to Chair of the Department of Social Work.

The MSW Field Director is responsible for crafting the field component of the program and includes the following duties:

► works closely with the MSW Program Director to ensure that field placement procedures, policies and implementation are integrated with classroom activities, and that field and classroom courses mutually support the mission of the MSW program;

► convenes the MSW Field Committee to regularly review the field program operations;

► presents the MSW field program to the faculty, obtaining faculty input in order to review and refine field policies and procedures;

► develops and maintains high-quality field placements that support the educational mission of the MSW program;

► works closely with the field instructors to ensure that they offer appropriate learning opportunities to the MSW students;

► provides timely, ethical, and educationally-sound supervision to field instructors; fully documents student learning activities;

► advises and places eligible MSW students in their practicum settings;

► appoints faculty field liaisons based on expertise and areas of research interests; teach field seminar courses.

MSW Faculty and Staff

Brown, Terrell (Assistant Professor). Ph.D. Social Work and Social Gerontology, Howard University; MSW, Howard University; M.A., Higher, Adult, & Lifelong Education/Student Affairs Administration, Michigan State University; B.Sc., Florida Memorial University.

Dr. Brown earned both his M.S.W. and Ph.D., in social work and social gerontology at Howard University in Washington, D.C. He previously earned a Master of Arts degree from Michigan State University in higher education with an emphasis on student affairs administration. After two years at Morehouse College, he completed his BSc degree in psychology at Florida Memorial University. His interests broadly include aging and diversity issues; ethno-gerontology, HIV/AIDS, health and well-being, Black men, social work education, and LGBT issues.

Donaldson, Katisa (MSW Program Director and Department Chair). MSW/S.P.A., Florida State University.

Professor Donaldson received her bachelors and master degree in Social Work with a Concentration in Social Policy and Administration from Florida State University. She currently serves as the MSW Field Director. In past years, she has served in many capacities to include Child Welfare Education Coordinator/Title IV E Grant Coordinator. Professor Donaldson's areas of interest are diverse from HIV/AIDS awareness and community outreach to program design/evaluation and community service. With her dynamic lectures and witty sense of humor

her best quality is her impact on each of the students she serves. She is driven by her belief that "Social Workers are Gladiators" a quote that she holds dear to her heart. When asked about her future endeavors it is her hope to continue teaching, contributing to evidence-based practice and cultivating quality practitioners in the field.

Langley, Merlin (Associate Professor), Ph.D., Clinical Psychology, Florida State University; M.S., Clinical Psychology, Florida State University; Ed.M., Counseling and Guidance, Boston, MA; B.A., Psychology, CUNY-the City College, New York, NY.

Dr. Langley has secured numerous grants for the MSW program and its students in the areas of welfare reform, parent training programs, and outreach programs for minority children. He has presented numerous scholarly papers at local, state, national and international conferences and is interested in further research in minority mental health issues and their use of mental health services, cross-cultural training of mental health professionals, psychological sequelae of violence and trauma, and social work practice with oppressed populations and communities. Dr. Langley teaches courses in human behavior and the social environment, theories of community development and administration, American racism and oppression, and psychopathology theory for social workers. He is the coordinator for the human behavior and the environment sequence.

Perry, Robin (Professor) Ph.D., Social Welfare, University of California at Berkley; MSW, University of Windsor; BSW, University of Windsor.

Dr. Perry has an outstanding reputation and has distinguished himself as a researcher and evaluator of child welfare programming. He has eight years of practice experience in child welfare and domestic violence settings, including serving as a child protective investigator and service worker for four years. He has worked as a researcher in the child welfare field for 18 years, and has published and presented extensively (over 80 papers) on child welfare topics including: professional training and development, performance of child welfare workers, workforce recruitment and retention, evaluation, human trafficking, supervised visitation, family group decision making, funding models, task analysis, child well-being, and performance measures. Over the past several years Dr. Perry has worked collaboratively with Florida Department of Children and Families, the Florida Coalition for Children, and a number Community-Based Care agencies throughout Florida on research and evaluation activities. He has published extensively in the field and has made numerous presentations related to child protection/service policies and programs. He has served as editorial reviewer and board member for several professional journals. He currently teaches graduate courses in research, evaluation and program development and design.

NASW CODE OF ETHICS

One of the principal aims of the National Association of Social Workers, according to its constitution, is to "foster the dissemination of accurate information regarding science and technology in keeping with the highest standards of journalism." This code of ethics is intended to guide the behavior of NASW's officers and members in meeting that aim.

NASW or its members, when invoking their NASW membership, must act in accordance with the organization's aims, in keeping with the highest standards of journalism.

NASW does not take political positions, endorse candidates, support specific legislation, or allow the use of its name in connection with any political events. NASW officers and members may not invoke NASW's name, or their membership, in the course of personal political activities.

NASW may, however, take a position on issues that relate to the members' ability to act in keeping with the highest standards of social work actions.

NASW may not undertake fundraising activities without the explicit permission of the president. Members may not use NASW's name in connection with any personal fundraising activities.

NASW members may not identify themselves as members of the organization in connection with any writing that takes a political position, endorses a candidate, supports specific legislation, or is related to fundraising activities or the promotion of a product, policy, or company or other organization.

NASW members may not speak for the organization without the authority of the president, the officers, or the members-at-large.

NASW may not accept funding from organizations or individuals whose aims might conflict with NASW's aims, unless specifically authorized to do so by the officers, with the exception of:

Money paid to NASW for posting job opportunities on the NASW job board. The president or the officers reserve the right to reject ads deemed unacceptable.

- Other situations approved on a case-by-case basis by the NASW officers.

NASW's officers may choose to censure or expel members who violate this code of ethics.

Any disputes that arise concerning this code of ethics will be resolved by a decision of the NASW officers.

MSW STUDENT CODE OF CONDUCT

Adopted July 15, 2005

The mission of the Master of Social Work program is to advance social and economic justice by educating students for knowledgeable and culturally competent social work practice in community-based social service administration. The MSW faculty maintains responsibility for determining whether students demonstrate mastery of curriculum and field objectives, interacting in a professional manner with colleagues, faculty, field instructors, administrators, staff, clients, and the community. The MSW program is committed to treating each student with fairness and equity throughout the course of their educational experience. This *Code of Conduct* is applied to all MSW students from the point of admission throughout their graduate social work education to the point of graduation. Each student admitted to the MSW program is required to read and complete the *MSW Student Code of Conduct* contract. A copy is maintained in each student's file and another copy is given to the MSW student during the MSW Student Orientation. Further, this code is a supplement to the *Student Code of Conduct* denoted within the Regulations of Florida A&M University and can be found at: https://www.famu.edu/StudentAffairs/Final%202_012%20Student%20Code%20of%20Conduct.pdf Students are obligated to abide by both Codes of Conduct.

1.0 Student Standards
The Master of Social Work (MSW) program at Florida A&M University is a professional education program that adheres to the standards, ethics and values of the profession as identified by the National Association of Social Workers (NASW). Additionally, the MSW program is committed to meeting all of the accreditation standards set by the Council of Social Work Education (CSWE). To ensure that students meet these standards, the graduate social work faculty evaluates the academic performance of students in six general areas of competencies: (1) professional readiness, (2) professional commitment, (3) academic performance, (4) attendance and punctuality, (5) professional behavior, and (6) ethical conduct.

1.01 Professional Readiness
Professional readiness relates to the generally accepted standards of personal integrity, health, and emotional stability, communication skills, interpersonal skills, and self-awareness.
1. "Personal readiness" is defined as being open to learning and being honest with oneself as well as one's colleagues.
2. "Health and emotional stability" is defined as the ability to use thoughtful judgment in professional situations. The individual seeks and effectively uses help and responsibly addresses one's own health and emotional problems that may interfere with academic and professional performance.
3. "Communication skills" are measured by the individual's ability to communicate responsibly and sensitively with respect toward colleagues, faculty, field instructors, administrators, staff, clients, and the community.

Updated 11.28.2021

4. "Interpersonal skills" include the ability to express ideas and feelings which can be heard and understood by others, as well as the ability to demonstrate willingness and an ability to listen to others.

5. "Self-awareness" is defined as the ability to exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. It includes the ability to accurately assess one's own strengths, limitations, and suitability for professional practice on an ongoing basis. Additionally, it incorporates the ability to demonstrate self-awareness of how one is perceived by others. The individual is able to reflect on one's own limitations as they relate to professional capacities. The individual is willing to examine and change behavior when it interferes in work with clients and other professionals.

1.02 Professional Commitment

Professional commitment relates to the individual's commitment to the essential values of social work and the pursuit of promoting social, economic and political justice.

1.03 Academic Performance

Students are expected to:

(1.) Demonstrate sufficient oral and written skills necessary to comprehend information and appropriately communicate ideas and feelings.

    a. *Written communication.* The student is able to write clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, as well as appropriate source citation and documentation. The student demonstrates sufficient skills in written English to understand the content presented in the MSW program and is able to adequately complete all written assignments, as specified by faculty.

    b. *Oral communication.* The student communicates effectively and sensitively with other students, faculty, staff, clients, community members, and professionals. The student expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. The student demonstrates sufficient skills in spoken English to understand the content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement requirements as specified by faculty.

(2.) Exhibit sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and the field setting. The student demonstrates grounding in relevant social, behavioral, and biological science knowledge and research (including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice). The student will exhibit the ability to conceptualize, critically analyze and integrate knowledge, applying it to professional practice.

(3.) Exhibit sufficient motor and sensory abilities to attend and participate in class and field placement, with or without accommodation. (Please see the A.D.A. policy for further clarification.)

1. **Academic Dishonesty Prohibited.** "Academic dishonest" means employing a method or technique or engaging in conduct in an academic endeavor that the student knows, or should know, is not permitted by the University or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, the following:

   a. Stealing (such as theft of tests or grade books from faculty offices or elsewhere);
   b. Using "crib notes" or the unauthorized use of notes or other aids in answering questions during examinations;
   c. Securing another to take a test in the student's place, both the student taking the test for another and the student registered in the course are at fault;
   d. Representing as one's own work the work of another without acknowledging the source (plagiarism);
   e. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
   f. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, passing notes, or intentionally making one's examination answers visible so that another student can copy them;
   g. Openly cheating in an examination, as copying from another's paper;
   h. Using another's laboratory results as one's own, whether with or without the permission of the owner;
   i. Falsifying results of laboratory experiments;
   j. Mutilating or stealing library materials or mis-shelving materials with the intent to reduce accessibility to other students;
   k. A student's failing to report to the instructor or department chair an incident which the student believes to be a violation of the academic honesty policy;
   l. Misrepresenting academic records or achievements as they pertain to course prerequisites or co-requisites for the purpose of enrolling or remaining in a course for which one is not eligible.
   m. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic or field setting.

1. Students are required to maintain a 3.0 grade point average (GPA) and satisfactory performance in any non-letter graded course.

2. A student whose GPA falls below 3.0 (B) will be placed on academic probation.
   a. This student will be allowed to continue her/his enrollment only with the written recommendation of the Faculty Advisor and approval from the MSW Program Director. Permission to continue will be granted only if there is reasonable likelihood that the GPA will improve in the subsequent semester.

   b. Removal from academic probation is granted when the GPA is raised to B (3.0) or above.

3. Any course in which a grade of less than B is received must be repeated.

4. Students who receive a grade of C or lower or Unsatisfactory (U) in 12 semester credit hours of graduate credit, whether or not in repeated courses, will be dismissed from the MSW program.
5. Students are required to maintain satisfactory performance in all field practicum and seminar courses.
   a. A student who receives an unsatisfactory (U) from the field instructor in any semester of field will be placed on academic probation.

   b. This student will be allowed to repeat field practicum only with the written recommendation of the MSW Field Director and approval from the MSW Program Director.

   c. Students who receive more than one unsatisfactory (U) from the field instructor will be dismissed from the MSW program.

6. Graduation requires a cumulative GPA of 3.0 upon completion of all requirements for graduation.

1.04 Attendance and Punctuality
It is the expectation of the MSW program that all courses leading to the granting of the Master of Social Work degree will be attended and that students will be punctual. This expectation is a reflection of the student's responsibility to the social work profession and to the clients whom social workers will serve.

1.05 Professional Behavior
1. The student will exhibit behaviors that are in compliance with program policies, institutional policies, and professional ethical standards in the classroom, the field, and the community, recognizing the strengths that exist in all students, faculty, clients, communities, and cultures.
2. The student will maintain an appearance and demeanor that are appropriate to the roles and settings encountered during the graduate educational experience.
3. The student will show responsible and accountable behavior by knowing and practicing within the scope of social work ethics, respecting others, being punctual and dependable, prioritizing responsibilities, observing deadlines, completing tasks on time, and keeping appointments or making alternative arrangements.
4. The student will work effectively with others, treating them with respect, honesty, courtesy, fairness, altruism, compassion, and integrity, regardless of level of authority or academic position.
5. The student will advocate for herself/himself in a constructive manner and first use established channels for conflict resolution, avoiding unwarranted criticism in his/her interactions.
6. The student will show a willingness to acknowledge constructive feedback or supervision, as well as use such feedback to enhance professional growth and development.
7. The student will take appropriate responsibility for her/his own actions and consider the impact of these actions on others.

1.06   Ethical Conduct

1. The student will exhibit a strong commitment to the goals of the social work profession and its ethical standards, as outlined in the *NASW Code of Ethics*, demonstrating a commitment to the dignity and worth of every individual as well as to social, economic, and political justice for all.
2. The student will demonstrate an appreciation for the value of diversity, working with and relating to others who are different from oneself, regardless of the student's own personal, religious/spiritual, and/or cultural values. The student will provide service to all persons in need of assistance, regardless of the person's age, class, race, religious/spiritual beliefs, gender, disability, sexual orientation, and/or value system.
3. The student will demonstrate a comprehension of other individuals' way of life and differing values. The student will use empathic communication and support of the client as a basis for a productive professional relationship.
4. The student will show respect for the rights of others. The student is committed to the rights of freedom of choice and self-determination for clients and other individuals.
5. The student will maintain the professional standard of confidentiality as it relates to human services, the classroom, research activities, and field placements.
6. The student will demonstrate consistent honesty and integrity by being truthful about one's own background, experiences, and qualifications.
7. The student will demonstrate clear, appropriate, and culturally sensitive boundaries. The student will refrain from sexually harassing others, making verbal or physical threats, being involved in sexual relationships with clients, abusing others in physical, emotional, verbal, or sexual ways, or participating in dual relationships where conflicts of interest may exist.
8. The student will evaluate clients and their situations in a systematic, factual manner. The student will refrain from imposing personal biases during interactions with others.
9. The student will not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, class, ethnicity, national origin, geography, color, age, religion/spiritual beliefs, gender, sexual orientation, marital status, political belief, mental or physical disability, creed, ancestry, pregnancy, or parental status.
10. The student will use sound judgment. The student will seek and effectively use help for medical and emotional problems that interfere with academic and professional performance. The student will engage in counseling or seek out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do interfere with academic or professional performance.

GRADUATE ADMISSION REQUIREMENTS

General Admissions Information

Due to the sequential nature of graduate professional education in social work, it is recommended that students begin their studies in the fall of the academic year. Otherwise, only elective courses are available.

MSW Admissions Information Sessions

Recognizing that many prospective applicants have questions about the MSW program, its requirements, and curriculum, as well as about the social work profession, the Department of Social Work offers a series of admissions information sessions throughout the academic year. Interested persons should telephone the Department of Social Work at 850-599-3456 for information about upcoming dates and times and for information regarding the submission of applications. Interested persons are also invited to contact the MSW Program Director at 850-599-3456 for general information regarding the program and curriculum.

MSW Application Procedures

The School of Graduate Studies and Research determines the applicant's eligibility for admission to the university. The Department of Social Work determines the applicant's admissibility to the MSW program. Applications are available on line on the School of Graduate Studies and Research website (https://www.applyweb.com/famug/). Once the application is complete and the applicant is accepted into the university, the application will be available for the MSW faculty to review and to recommend a decision regarding acceptance into the MSW program. The recommendation is made to the Dean of the College of Social Science, Arts and Humanities. Applicants will receive notification regarding their admission from the School of Graduate Studies and Research.

The following deadlines for applications apply:
● Spring semester is November 1st
● Fall semester is June 30th.
● International students should seek guidance from the School of Graduate Studies and Research. Regardless, it is recommended that international applicants apply as early as possible to ensure (if admitted) that they have sufficient time to meet any additional University and immigration requirements prior to the commencement of their studies.

MSW Admissions Requirements

Applicants requesting admission into the MSW program must meet the criteria for admission to the MSW Program includes the following:
- Acceptance into the University's School of Graduate Studies and Research
- Documentation via an official transcript of earning a bachelor's degree from a regionally accredited college or university
- Advanced Graduate Standing status requires the BSW degree from a CSWE accredited college or university
- Documentation via an official transcript of a cumulative grade point average (GPA) of 3.0 or higher (4.0 scale) for the last 60 credit hours of academic coursework
- Submission of Graduate Records Examination (GRE) score (please note that this requirement has currently been waived by the university due to Covid. However, students must take the GRE and submit scores to the School of Graduate Studies and Research to be eligible for graduation)

- Submission of three professional letters of recommendation from individuals who can address the applicant's ability and potential for successful graduate education and professional social work practice (e.g., former professors, employment supervisors, etc.)
- Submission of a personal statement
- Submission of a professional resume
- In some cases, a personal interview with the MSW faculty may be required of an applicant in order to better evaluate her/his potential for developing into a professional social worker
- Submission of application fee to University's School of Graduate Studies and Research

It should be noted that all application materials are submitted online via the University's Graduate School Portal.

International Applicants

Any applicant who is the holder of a nonimmigrant type visa (F-1 or J-1) is classified as an international student or applicant by Florida A & M University. International applicants are vetted through the University's School of Graduate Studies regarding immigration regulations, TOEFL scores, transcript evaluations, and GRE testing requirements. International applicants are expected to meet all criteria for admission.

Non-Degree Seeking Student Recommendations

Non-Degree seeking students **cannot apply for admissions if they have been denied admissions to the MSW Program**. Special recommendations may be made by the Admissions Committee for applicants who have grade point averages of less than 3.0 (A=4.0) *only if the applicant*: (1.) has a grade point average of at least 2.5 in the last 60 semester (or 90 quarter) hours of academic work; (2.) meets all other admissions requirements; **and** (3.) meets at least one of the following criteria:

(a.) completion of six hours of graduate level course work taken **outside of the Department of Social Work** with a grade point average of 3.0 or above (4.0 = A), with documentation on an official transcript; *or*

(b.) submission of *official* GRE (Graduate Records Examination) scores on both the Verbal and Quantitative sections of the general test, taken no more than five years prior to application to the Department of Social Work; *or*

(c.) evidence of *outstanding* paid or volunteer experience in social work agencies or related human service organizations (documentation by **additional** letters of recommendation is required). To be considered "outstanding," experience must
   1.) clearly be experienced in a *social work* capacity,
   2.) be no less than the equivalent of *two years of full-time experience*, and
   3.) entail performance that *far exceeds the norm*, convincingly documented in support letters from persons who supervised the applicant.

Students who are recommended by the Admissions Committee to take MSW classes as a Non-Degree seeking student may only take 12 credits of graduate social work courses and must meet any other criteria and application deadlines established by the Registrars' office or University policy and protocols. They are also not eligible for **departmental** financial aid/funding opportunities (e.g., department assistantships, fellowships, and scholarships) and are not considered an MSW student. If, after completing a semester of graduate social work courses (with a minimum of 9 credit hours), the student is able to maintain a grade point average of 3.0 or above in all graduate courses, the student can be reconsidered for admission to the MSW program as an unconditional admission. Should the student successfully complete 12 credit hours of graduate social work courses and maintain a grade point average of 3.0 or above in all graduate courses, the student will be recommended to be admitted to the MSW program as an unconditional admission. Please note, this practice only applies to those non-degree seeking students for which an application has been submitted and reviewed by the MSW Admissions Committee and for which a formal recommendation was made that they consider enrolling in select MSW classes as a non-degree seeking student. Note: Students holding visas (F-1 or J-1) are not eligible for Non-Degree Seeking Student Status at the graduate level.

The Review Process

The MSW faculty collaboratively evaluate the required documents which are managed in the university's Graduate Portal.

- Admission into the MSW Program is a two-part process where 1) the School of Graduate Studies and Research determines the applicant's eligibility for admission to the university and 2) the MSW program determines the applicant's approval for admission to the MSW program, based on the admissions criteria and program enrollment caps.
- Applicants are rank ordered in terms of degree and GPA.
- Letters of recommendation, employment history and volunteer experience are reviewed considering work related to the discipline of social work.
- The applicant's Personal Statement is evaluated based on the student's knowledge of social work and expressed commitment to the social work profession. The personal statement also provides insight in the student's critical thinking and communication skills. Student ranking would come into play given the number of applicants exceed the number of available openings.
- While the submission of GRE scores is a requirement, these scores are typically only considered as part of the evaluation process when the applicant's GPA is below 3.0.

Using the university's Graduate Portal, students can track their progress through the system in real time. Once the student has been accepted or denied by the School of Graduate Studies and Research, the MSW Program and the College Dean, the decision is visible in the graduate school portal. The School of Graduate Studies and Research notifies the student of the acceptance or denial decision via a letter. If the student has been accepted, the MSW Program Director will send an introductory/welcome letter to the student providing additional information and instructions about advisement, class registration/enrollment and their MSW Study Plan.

Waiver Process

If a student does not qualify for Advanced Standing, the MSW Program Director will also review the transcript to ensure the student does not repeat generalist practice courses which they have already taken. To ensure that students do not repeat generalist courses which have been successfully completed with a

"B" or higher, they may be able to have up to 12 credit hours of generalist practice courses waived allowing them to enter the program taking generalist and specialized coursework.

Please check with the Department of Social Work to see if your materials are on file. *Waivers are assessed after your acceptance into the graduate social work program.*

A. The Outcome:

1. You may be waived from any or all of the MSW foundation courses (denoted elsewhere in this Handbook) – up to 12 credit hours which repeat content that you already mastered in your undergraduate program as evidenced (in part and at a minimum) by the attainment of an A for the equivalent BSW course(s) in question. Alternative materials (as denoted above) may be requested by the MSW Committee prior to rendering a decision regarding any requested waiver. The materials from each applicant are evaluated individually. ***Waivers are not automatic***.

2. An individualized plan of study will be developed to guide you in completing any required foundation courses and beginning your advanced concentration courses.
    In most cases, your course work will begin the fall semester for which you were admitted.

The MSW Admissions Committee will assess competencies already achieved for students requesting waivers. Deadlines must be met to allow adequate time for review of materials and to arrange for special advising.

SPECIAL ADMISSIONS CATEGORIES

Advanced Standing Students

- Applicants holding a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited undergraduate program may request application for "Advanced Graduate Standing".
- In addition to the BSW degree, applicants must also have a minimum cumulative GPA of 3.0 and cannot have more than one C in all generalist practice courses.
- Students requesting Advanced Standing will receive an email with the Advanced Standing application attached. The student is required to email the completed application to the MSW Program Director.
- Official transcripts are reviewed and discussed by MSW faculty. Courses may also be investigated by reviewing the course descriptions in the catalog of the graduating institution.
- Advanced Standing is not automatic for students with a BSW degree and there is no credit for life experience. An interview with the MSW faculty may also be deemed necessary.
- International applicants are vetted through the University's School of Graduate Studies and applicant transcripts are evaluated by an agency recognized by the National Association of Credential Evaluation Services (NACES). The MSW Program Director confirms that the program's social work program is accredited by an agency recognized by the International Social

Work Degree Recognition and Evaluation Services. Typically, international students are admitted into the generalist/traditional practice track.

Social Work Transfer Students

Students who transfer to the MSW program at Florida A & M University from another CSWE-accredited graduate program must meet all admissions requirements and have at least a 3.0 (B) average in *all* graduate social work courses in order to receive transfer credit. A maximum of 33 hours credit, earned within five years of the student's enrollment at Florida A & M University's Department of Social Work, with grades of "B" or above, may be transferred for credit toward the MSW degree. In addition to the usual application materials, transfer students must also submit an evaluation of first year field performance, course syllabi, a "Statement of Good Standing" from the Dean or Chairperson of their previous program, and a catalog from the institution in which s/he has been enrolled. Transfer student applications and materials are reviewed by the MSW Program Director in consultation with MSW faculty on a course-by-course basis.

Non-Social Work Transfer Students

The Department of Social Work recognizes two categories of transfer credit for courses that are taken in disciplines or fields other than social work.

1. A maximum of six semester hours of graduate credit, earned within five years of the student's enrollment at Florida A & M University's Department of Social Work, with grades of "B" (3.0) or better, may be transferred as credit toward the MSW degree's elective credits, providing they meet the program's mission and objectives.
    That is, if a student has taken a series of graduate courses, but did **not** earn a master's degree, a maximum of six graduate credit hours *may* be applied toward the MSW.

2. A maximum of six semester hours of graduate credit, earned within five years of the student's enrollment at Florida A & M University's MSW program, with grades of "B" or better (where 4.0 = A), *may* be transferred from an earned master's degree toward the MSW now in progress. That is, a student may have earned a master's degree in a different discipline, and may now wish to apply that credit toward the MSW degree, providing the credits meet the mission and objectives of the MSW program.

In both cases, the student must request consideration of transfer credit with the MSW Program Director *after* admission to the MSW program. Students will need to present course outlines and related information in order for the MSW Program Director to evaluate the request. Request for non-social work transfer credit are evaluated largely on relevance to the student's present course of study and career objectives, as well as for academic soundness. The student's request, accompanied by supporting information and the MSW Program Director's written recommendation, will be submitted to the Department Chair for final approval. *In all cases, graduate credit from other disciplines must be consistent with the goals and objectives of the MSW program as well as with our accrediting body, the Council on Social Work Education (CSWE).*

Graduate credit is **not** granted for correspondence courses, extension courses, continuing education courses, advanced standing examinations (except as pertaining to advanced graduate standing in the Department of Social Work), life or employment experience, or if an equivalent course offered by Florida A & M University does not warrant graduate credit.

MSW CURRICULUM

MSW Degree Requirements

The general requirements for the Master of Social Work degree include:

1. Satisfactory completion of a minimum of 67 semester credit hours in class and field instruction in social work within four years of the admission date; and

2. At least a 3.0 ("B") grade for all required graduate social work courses plus a "B" or better (3.0) in all field practicum and seminar courses for an overall GPA of 3.0 or above; and

3. Faculty recommendation for award of the Master of Social Work degree.

The MSW Curriculum

The MSW curriculum is guided by CSWE's accreditation standards. This means that all accredited MSW programs will include certain content areas in their curricula, even though an individual department's mission, philosophy, and objectives remain within their own discretion. Although various programs may use different terminology, all will have courses in the following curricular areas: 1.) social work practice; 2.) human behavior and the social environment (HBSE); 3.) social welfare policies and programs (SWPP); 4.) social work research; and 5.) field practicum.

Students must successfully complete 67 semester credit hours in order to receive the MSW degree. The curriculum consists of 35 credit hours of foundation courses followed by 32 credits of advanced coursework in community development and administration.

MSW Specialist Curriculum Goals

1. As a result of the foundation curriculum, students will acquire knowledge, skill and values for intervention with persons, families, groups, communities, organizations, institutions, and larger social, political and economic systems;

3. understand the relationship between individuals and their environment;

4. gain sensitivity and act responsibly in relation to the ways that racism, sexism, classism, and other forms of discrimination impede the achievement of full human potential;

5. acquire knowledge about the unique history and traditions of social welfare and the social work profession, particularly social work values and ethics;
6. gain self-awareness, including an understanding of their abilities, limitations, and potentials as social workers;

7. conceptualize complex social phenomena, understand the ways in which knowledge is gathered, processed and generated, and apply this as informed social work practitioners to both urban and rural settings; and

8. gain an understanding of international dimensions of social work policy and practice.

Advanced MSW Concentration in Community-Based Social Service Administration

The specialized concentration in community-based social service administration prepares students to further the well-being of **urban** and rural communities and organizations while promoting social and economic justice. Students are provided the knowledge, values and skills necessary **solve** community, organizational, policy and social problems, particularly those affecting impoverished and minority areas. Students also engage in research and scholarship aimed at advancing social work practice in community development and social service administration.

Students build upon the knowledge, values, and skills mastered in the foundation year and apply them to the central issues relevant to community-based social service administration. Advanced year students engage in a critical analysis of theories in community and organizational development. The advanced curriculum classes include theories of communities and organizations, community development, program design, program evaluation, resource development and management, and advanced social welfare policy and programs. Additionally, the students engage in two advanced field placement settings that allow them to apply classroom learning to the field.

The program works closely with social work practitioners, community groups, and organizations that provide, and seek to influence social development policies and services to oppressed populations, particularly those located in the communities of people of color. The advanced curriculum is sensitive and responsive to the needs of all disenfranchised groups who share in the struggle for equality and freedom from oppression.

A Special Note about Graduate Field Practicum

Part of the uniqueness of the Master of Social Work degree is in its applied focus, as reflected by its required 900 clock hours of field practicum courses. In these courses, students are assigned as interns, under the supervision of a social work field instructor, in various social work agencies and settings. The Florida A&M University service area has many social service agencies and settings available as approved field practicum sites. All students are required to complete four graduate field courses. The first two field practicum placements take place in the Spring of the foundation year and in the Summer session between foundation and advanced concentration years. Each requires 225 clock hours of MSW-supervised instruction. The third and fourth field placements occur in the advanced concentration year, with each also requiring a minimum of 225 clock hours of MSW-supervised instruction. In addition, students are required to take a seminar class with

each field placement to provide them with an opportunity to discuss their field placement sites with a faculty member and integrate classroom materials with field practicum experience.

There are professional liability and other related fees charged for each of the four required field practicum courses. Students must submit an application for field practicum to the MSW Field Practicum Coordinator and meet all prerequisites for placement in the field. Specific deadlines are announced for Fall, Spring, and Summer semester placements. Refer to the *MSW Field Practicum Manual* for further information.

Advising/Mentoring and Degree Planning

Academic Advising

Students are assigned an advisor upon admission. Incoming students are provided with a degree plan that shows the enrollment model of each semester. All prerequisites must be met, and courses must be completed in their correct sequence.

- Students are strongly encouraged to make an appointment to meet with their MSW advisor no less than two times per semester to review their academic and professional performance. Students meet with their advisors to discuss, select, and receive approval for courses, particularly electives, to ensure that the courses selected will enhance their learning experiences and further their professional development.

- During the official advising period for each academic term, students and their faculty advisors meet face-to-face or virtually to review their transcript and plan of study. Both the student and advisor complete the FAMU Academic Advisement form during the advisement meeting(s). This form is signed by the student and his/her advisor with copies made for the student and the student's academic file.

- After the FAMU Academic Advisement form has been completed and signed, the MSW Program Director or the MSW Program Assistant is informed of this fact and the "hold" on a student's registration will be removed.

- Advising sessions are organized for all students, traditional and advanced standing, full-time and part-time, for fall, spring and summer semesters. These sessions provide information about curriculum requirements for traditional and advanced standing students who are entering the program. Navigation of the sequence of the traditional or advanced standing year, the students are offered an opportunity to meet with the MSW Program Director, Field Director and the Administrative Assistant.

<u>Professional Advising</u>

Students are encouraged to meet with faculty members for professional advising. While all faculty meet regularly with students, select faculty serve as coordinators of major curriculum areas: practice, evaluation and macro specializations.

Advising sessions, in addition to the group sessions at orientation, include small groups and individual meetings that include discussions about the marketplace for jobs in a student's area of specialized practice, advice about the plausible outcomes of different specializations, specific trainings or extracurricular activities that can complement MSW courses, and general advice about how students can strategically package or frame their social work skill set to potential employers.

In addition to the above, faculty members are available for professional advising by appointment, in the classroom and during student engagement activities. Students can inquire about faculty research interests, subject areas of expertise, and courses taught.

MSW Course Scheduling

While we are very sensitive to the multiple demands placed on our students, the program is highly structured and **must** be completed in sequence in order to retain its educational integrity and purpose. If a student is unable, for whatever reasons to complete the courses as shown in the "Program of Study" contained in this handbook it may be necessary for that student to take a leave of absence from the program in order to return in sequence at a later date. *We strongly recommend that applicants carefully plan to ensure successful completion of the MSW program.*

Full-Time Employment

Students are asked to carefully consider handling the rigors of a graduate program in social work while simultaneously working full-time. Based on the experience of others, this may create problems in class attendance, generate significant barriers to the completion of field practicum courses, and may even result in academic failure for some. If at all possible, students are requested to think about choosing part-time employment for the two years of graduate study or full-time employment with the four year part-time MSW program.

Tuition and Fees

Graduate education is costly in terms of time, effort and money and students are cautioned to plan carefully to meet its costs via student loans, personal resources, etc., as financing a graduate education is the responsibility of each student. A complete schedule of tuition and fees is located in the *Florida A&M University Graduate Catalog* or you may go online to the University Registrar's webpage @ **http://www.famu.edu/index.cfm?a=Registrar** for a current schedule.

Rates for graduate students are based upon premium tuition rates established by the Florida Board of Regents and are determined by residence status and the number of credit hours taken in a semester. Per credit hour fees include the additional fees collected by the University for special

services (e.g., technology fees, building fees, state financial aid fee, capital improvement, activity and service fees, athletic fees, etc.). These are minimum figures and do not include such fees as parking decals, etc.

The University reserves the right to change tuition and other charges without notice as necessitated by University or Legislative actions.

MSW Program of Study (Full Time)

(67 Graduate Credits)
All requirements for the MSW degree must be completed in 4 years.

Fall Semester (15 Credits)
SOW 5105: Human Behavior and the Social Environment I [3 cr.]
SOW 5235: Social Welfare Policies and Programs I [3 cr.]
SOW 5341: Social Work Practice I [3 cr.]
SOW 5404: Social Work Research I [3 cr.]
SOW 5629: Dynamics of Oppression [3 cr.]

Spring Semester (16 Credits)
SOW 5106: Human Behavior and the Social Environment II [3 cr.]
SOW 5236: Social Welfare Policies and Programs II [3 cr.]
SOW 5343: Social Work Practice II [3 cr.]
SOW 5405: Social Work Research II [3 cr.]
SOW 5534: Field Practicum I [3 cr.]
SOW 5545: Field Seminar I [1 cr.]

Summer Session (4 Credits)
SOW 5535: Field Practicum II [3 cr.]
SOW 5546: Field Seminar II [1 cr.]

Third Semester – Fall (16 Credits)
SOW 5334: Theories of Communities and Organizations [3 cr.]
SOW 5386: Program Design and Development [3 cr.]
SOW 5387: Resource Development and Management [3 cr.]
SOW 5538: Field Practicum III [3 cr.]
SOW 5547: Field Seminar III [1 cr.]
SOW or Approved Elective [3 cr.]

Fourth Semester – Spring (16 Credits)
SOW 5241: Advanced Social Welfare Policies and Programs [3 cr.
SOW 5344: Community Development in Social Work Practice [3 cr.]
SOW 5433: Program Evaluation [3 cr.]

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SOW 5539: Field Practicum IV [3 cr.]
SOW 5548: Field Seminar IV [1 cr.]
SOW ____: Social Work Elective [3 cr.]

MSW Program of Study (Part Time)

(67 Graduate Credits)

First Semester – Fall [6 Credits]
SOW 5105: Human Behavior and the Social Environment I [3 cr.]
SOW 5235: Social Welfare Policies and Programs I [3 cr.]

Second Semester – Spring [6 Credits]
SOW 5106: Human Behavior and the Social Environment II [3 cr.]
SOW 5236: Social Welfare Policies and Programs II [3 cr.]

Summer Session [6 Credits]
SOW 5629: Dynamics of Oppression [3 cr.]
SOW ____: Approved Graduate Social Work Elective [3 cr.]

Third Semester – Fall [6 Credits]
SOW 5341: Social Work Practice I [3 cr.]
SOW 5404: Social Work Research I [3 cr.]

Fourth Semester – Spring [10 Credits]
SOW 5343: Social Work Practice II [3 cr.]
SOW 5405: Social Work Research II [3 cr.]
SOW 5534: Field Practicum I [3 cr.]
SOW 5545: Field Seminar I [1 cr.]

Summer Session [4 Credits]

SOW 5535: Field Practicum II [3 cr.]
SOW 5546: Field Seminar II [1 cr.]

Fifth Semester – Fall [6 Credits]
SOW 5334: Theories of Communities & Organizations [3 cr.]
SOW ____: Approved Graduate Social Work Elective [3 cr.]
   ***OR** SOW 5629: Dynamics of Oppression [3 cr.]*
   (if admitted directly into advanced standing program)

Sixth Semester – Spring [6 Credits]
SOW 5241: Advanced Social Welfare Policies and Programs [3 cr.]
SOW 5344: Community Development in Social Work Practice [3 cr.]

Summer Session [4 Credits]
SOW 5538: Field Practicum III [3 cr.]
SOW 5547: Field Seminar III [1 cr.]

Seventh Semester – Fall [6 Credits]
SOW 5386: Program Design and Development [3 cr.]
SOW 5387: Resource Development and Management [3 cr.]

Eighth Semester – Spring [7 Credits]
SOW 5539: Field Practicum IV [3 cr.]
SOW 5548: Field Seminar IV [1 cr.]
SOW5433:   Program Evaluation [3cr.]

Advanced Standing

Students enrolled in the advanced standing program shall complete the following courses in the semester indicated.

Fall Semester (16 Credits)
SOW 5334: Theories of Communities and Organizations [3 cr.]
SOW 5386: Program Design and Development [3 cr.]
SOW 5387: Resource Development and Management [3 cr.]
SOW 5538: Field Practicum III [3 cr.]
SOW 5547: Field Seminar III [1 cr.]
SOW 5629: Dynamics of Oppression [3 cr.]

Spring Semester (16 Credits)
SOW 5241: Advanced Social Welfare Policies and Programs [3 cr.
SOW 5344: Community Development in Social Work Practice [3 cr.]
SOW 5433: Program Evaluation [3 cr.]
SOW 5539: Field Practicum IV [3 cr.]
SOW 5548: Field Seminar IV [1 cr.]
SOW XXX: Approved Elective [3 cr.]

Social Work Course Listings

Graduate Course Descriptions: MSW Foundation Year

SOW 5105: Human Behavior and the Social Environment I. Cr. 3. Prerequisites: Admission to graduate school or the permission of the instructor. This course lays the theoretical groundwork for social work practice with individuals and families. It provides the conceptual framework for the analysis of individuals and families using systems, developmental, cultural, and interactional frameworks in considering healthy and problematic functioning. *Offered only in the Fall semester.*

SOW 5106: Human Behavior and the Social Environment II. Cr. 3. Prerequisites: SOW 5106 or the permission of the instructor. This course focuses on macro social work practice with an emphasis on social systems theories and the person-in-environment perspectives as frameworks for understanding how larger systems such as groups, organizations, and communities behave. Organizational and institutional responsiveness to the needs of oppressed populations are examined. *Offered only in Spring semester.*

SOW 5629: Dynamics of Oppression. Cr. 3. Prerequisites: Admission to graduate school or the permission of the instructor. Theories of racism and oppression and how they relate to issues of social and economic justice are examined. Attention is specifically given to the various ways in which historically oppressed populations are impacted by discrimination in America. *Offered in Fall and Summer semesters.* Although identified as a foundation course, this is a required course for all students. If admitted directly into the advanced standing program (beginning the spring semester of 2011), students are required to take this course in lieu of one of the required electives.

SOW 5235: Social Welfare Policies & Programs I. Cr. 3. Prerequisites: Admission to graduate school or the permission of the instructor. The course introduces students to the historical development of social welfare policies and programs. The course also examines the historical development, mission, values, and ethics of the social work profession in addressing social problems. *Offered only in the Fall semester.*

SOW 5236: Social Welfare Policies & Programs II. Cr. 3. Prerequisites: SOW 5235 or the permission of the instructor. This course provides content on social welfare policy formulation, frameworks for policy analysis, and the current status and accessibility of social welfare programs and its impact on historically oppressed populations. Examines the intended and unintended consequences of public and organizational policies on such major social problems of poverty, racism, and gender inequality. *Offered only in the Spring semester.*

SOW 5341: Social Work Practice I. Cr. 3. Prerequisites: Admission to the MSW Program and completion of, or concurrent enrollment in, SOW 5106. Focuses on social work practice with individuals and families. Emphasis is placed on generalist practice models of intervention, including case management, advocacy, brokering, brief counseling, education, solution-focused issue management, and crisis/trauma management within a diverse and multicultural society. Issues of social justice, social policy, ethical responsibilities, assessment and evaluation are integrated into practice models. *Offered only in the Fall semester.*

SOW 5343: Social Work Practice II. Cr. 3. Prerequisites: Admission to the MSW Program, SOW 5341, and completion or concurrent enrollment in SOW 5106. This course examines the fundamentals of macro social work practice aimed at eliminating barriers to enhanced social functioning. Examines principles, theories, and skills of social work practice in groups, communities, organizations and large systems. Principles of social planning, community development, and social action are incorporated. *Offered only in Spring.*

SOW 5404: Social Work Research I. Cr. 3. Prerequisites: Admission to graduate school. This course focuses on the basic concepts and methods of scientific inquiry as utilized in building knowledge for social work practice. The course is intended to reinforce the objectives of the foundation curriculum by preparing students to follow the beginning steps of the generalist research process, including the development of a research question, conducting an exhaustive literature review, defining variables and their interrelatedness, problem formulation, and report writing. *Offered only in the Fall semester.*

SOW 5405: Social Work Research II. Cr. 3. Prerequisites: SOW 5404. This course builds on SOW5404 and focuses on introducing the student to statistics commonly used by social workers in their practice, analyzing how statistical procedures can be used for decisions that are directly relevant to effective social work practice, policy, and research. *Offered only in Spring.*

SOW 5534: Field Practicum I. Cr. 3. Prerequisites: Admission to the MSW program, successful completion of or concurrent enrollment in first year foundation coursework, and written consent of the MSW Field Director. MSW-supervised field experience in an approved social work setting at the foundation-year level. The field practicum must be taken concurrently with Field Seminar I [225 clock hours].

SOW 5545: Field Seminar I. Cr. 1. Prerequisites: Admission to the MSW program, successful completion of, or concurrent enrollment in, first year foundation coursework and Field Practicum I, and written consent of the MSW Field Director. Focus on integrating knowledge, values, and skills in relation to the field experience.

SOW 5535: Field Practicum II. Cr. 3. Prerequisites: SOW 5534 and the written consent of the MSW Field Coordinator. Continuation of the foundation-year MSW-supervised field experience in an approved social work setting. The field practicum must be taken concurrently with Field Seminar II [225 clock hours].

SOW 5546: Field Seminar II. Cr. 1. Prerequisites: Admission to the MSW program, successful completion of, or concurrent enrollment in, first year foundation coursework and Field Practicum II, and written consent of the MSW Field Director. Focus on integrating knowledge, values and skills in relation to field experience.

Graduate Course Descriptions: MSW Advanced Concentration Year

SOW 5334: Theories of Communities and Organizations. Cr.3. Prerequisites: Successful completion of all foundation year coursework or the consent of the instructor. Examination of advanced theories of community and organizational development, including the analysis of

community and organizational functioning, its capacity to change, its bases of power, the enhancement of community and organizational effectiveness, and the building of organized efforts aimed at bringing about social and economic justice. *Offered only in the Fall semester.*

SOW 5344: Community Development in Social Work Practice. Cr. 3. Prerequisites: Successful completion of all foundation year coursework, admission into the MSW program, and completion of SOW 5334. Focus on the utilization of community strengths in rebuilding at-risk urban and rural neighborhoods and communities. Students learn how to combine and mobilize community strengths in building stronger, more self-reliant and economically powerful communities. The course also focuses on how to incorporate public and private sectors in social and economic community development strategies in urban and rural areas. *Offered only in the Spring semester.*

SOW 5386: Program Design and Development. Cr. 3. Prerequisites: Successful completion of all foundation year coursework, admission to the MSW program, and completion of, or concurrent enrollment in, SOW 5334. Examines program design and development of social service agencies and organizations. The course addresses the components of designing an effective program in a human service organization, conducting a needs assessment, planning, designing and tracking the intervention, and calculating the costs and values of the intervention. *Offered only in the Fall semester.*

SOW 5387: Resource Development and Management. Cr. 3. Prerequisites: Successful completion of all foundation year coursework, admission to the MSW program, and completion of, or concurrent enrollment in, SOW 5334. Application of theories related to writing and procuring grants, managing fiscal resources, budget evaluation, and fund-raising methods. Particular attention is given to developing and applying resources to underserved urban and rural populations, particularly women, people of color and other historically oppressed groups, in an empowering manner. *Offered only in the Spring semester.*

SOW 5241: Advanced Social Welfare Policies & Programs. Cr. 3. Prerequisites: Successful completion of all foundation year coursework, admission to the MSW program, or consent of instructor. This advanced policy course examines methods of utilizing policies and programs to empower groups, communities and organizations. Students apply methods of judicial and legal research to a chosen social welfare issue, develop a policy to address it, and devise strategies to bring the policy to fruition through organizational and legislative channels.

SOW 5433: Program Evaluation. Cr. 3. Prerequisites: Successful completion of all foundation year coursework or consent of the instructor. Provides students with the knowledge, values and skills required to measure and monitor the outcomes of social service programs and organizations. Students learn how to generate reports that can be effectively used by administrators and funding sources to determine the program's efficiency and effectiveness, as well as ways to enhance its performance. *Offered only in the Spring semester.*

SOW 5538: Field Practicum III. Cr. 3. Prerequisites: SOW 5535 and SOW 5546, completion of, or concurrent enrollment in, SOW 5334, SOW 5344, SOW 5386, and SOW 5433, and written

consent of the MSW Field Director. Students are placed in approved MSW-supervised placement where they are engaged in a wide range of community development and administrative tasks where their advanced knowledge, values and skills may be applied [225 clock hours].

SOW 5547: Field Seminar III. Cr. 1. Prerequisites: SOW 5535 and SOW 5546, successful completion of, or concurrent enrollment in, SOW 5334, SOW 5344, SOW 5386, and SOW 5433, and written consent of the MSW Field Coordinator. Integration of advanced knowledge and skills applied in the field placement.

SOW 5539: Field Practicum IV. Cr. 3. Prerequisites: SOW 5538 and SOW 5547, completion of, or concurrent enrollment in, SOW 5433, and written consent of the MSW Field Director. Students continue with their advanced MSW-supervised placement where they engage in community development and administration tasks [225 clock hours].

SOW 5548: Field Seminar IV. Cr. 3. Prerequisites: SOW 5538 and SOW 5547, completion of, or concurrent enrollment in, SOW 5433 and SOW 5539, and written consent of the MSW Field Coordinator. Integration of advanced knowledge and skills applied in the field placement.

Graduate Course Description of MSW Program Electives

SOW 5123: Psychopathology. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. A course designed to prepare social workers to understand the medical model of mental health practice (e.g., DSM IV, mental health diagnoses, psychiatric treatment, medications, etc.) in order to communicate effectively with the multidisciplinary treatment team. Reviews psychodynamic personality theories and concepts of psychopathology which stem from them. Develops a frame of reference for critically analyzing mental health practice with oppressed populations and addressing the mental health needs of people of color, women, and other oppressed populations.

SOW 5372: Supervision, Staff Development and Consultation. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. Emphasis on the supervisory, consultation and staff development theories and skills necessary to nurture staff so they can function creatively, productively, independently and effectively. Comparative study of supervisory techniques with professionals, paraprofessionals and volunteers is undertaken.

SOW 5335: Empowerment. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. Theory, methods and skills necessary for building collaborative alliances with consumer/community systems in order to increase access to, and control of, needed individual, family, group, community and organizational resources. Emancipatory interventions and multicultural practice methods at the micro, mezzo and macro levels are emphasized.

SOW 5625: Women, Power and Change. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. Designed to provide students with knowledge and understanding of women's issues in relation to changing roles, sexism, racism, and empowerment at the individual, family, group, community, and organizational levels.

SOW 5349: Case Management. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. Provides knowledge regarding the historical development, processes and models for case management in the social services. Examines the comprehensive enhancement practice model of case management, establishment of case management programs in social service systems, and methods for evaluation of case management program designs.

SOW 5336: Rural Social Work. Cr. 3. Prerequisites: Admission to the MSW program or consent of instructor. An overview of theory and practice issues related to disadvantaged individuals, families, groups, organizations, and communities in rural settings. Particular attention is given to addressing the needs of vulnerable populations living in small and rural areas.

SOW 5906: Directed Independent Study. Cr. 1-6. Prerequisites: Admission to the MSW program, written consent of the sponsoring faculty member, and written consent of the MSW Program Director. An individualized research study of a social work issues conducted under the direction and supervision of graduate faculty. Requires a carefully laid out contract between the student and the sponsoring faculty member showing what will be studied, how the study will be carried out, the expected outcomes of the study, and the timetable for completion of the study.

SOW 5550: Special Topics in Social Work. Cr. 1-6. Prerequisites: Admission to the MSW program and consent of the instructor. A variable content graduate course focusing on selected topics in social work and social welfare.

SOW 6428: The Professional Paper. Cr. 1-6. Prerequisites: Written consent of a sponsoring faculty member and the approval of the MSW Program Director. A research paper involving the systematic investigation and critical analysis of a social work or social welfare-related issue. Requires a carefully laid out contract between the students and the sponsoring faculty member showing what specific topic is to be systematically investigated, the framework for analyzing the topic, the format for the research paper, and a timetable for completion of the investigation, analysis and paper.

ACADEMIC POLICIES

Policy and Protocol for Changing Advisor

Should a student wish to change their advisor, the student is first directed to discuss this issue with their current advisor. There are a number of reasons why a student may wish to change their advisor. In a number of cases, a student may wish to be advised by a faculty member whose research and practice experience are in keeping with the student's career goals. In these circumstances, the student should first approach their current advisor and then their prospective advisor to see if both are in agreement with the desired or recommended change. If there are issues or concerns between the advisor and advisee, it is recommended that the student (i.e., advisee) first approach the advisor and attempt to resolve these issues. Should there be no resolution; the matter should be referred to the MSW Program Director for comment and recommendation. The MSW Program Director may interview or meet with any or all parties. Any recommendation to change an advisor made by the MSW Program Director will be discussed with the Chair of the Department prior to any formal change, if recommended.

Enrollment Status

Applicants request admission into either full-time or part-time enrollment status. Full-time students complete the program in twenty-one months. This requires enrollment in 15 credit hours in the Fall, 16 credit hours in the Spring, plus 4 credit hours of enrollment in the Summer session of the foundation year. As specified in CSWE accreditation standards, part-time students have a maximum of four years in which to complete all degree requirements, including field practicum. Part-time students are required to take six to eight credit hours during Fall, Spring and Summer sessions. **Please refer to the "Full-Time Program of Study" and the "Part-Time Program of Study" models found in the "MSW Curriculum" section of this handbook.**

Most students are admitted into the specific enrollment status to which they have applied. However, the MSW program reserves the right to limit the number of full-time and part-time students admitted in any given academic year. Students who wish to change their status prior to their initial enrollment may have to postpone starting the program for a full year if all admission slots are full. Once enrolled officially (e.g., tuition and fees are paid), students may change their status *only* with the written approval of the MSW Program Director and the Chair of the Department of Social Work.

Academic Performance Policy

Students in the MSW program at Florida A&M University must comply with the following academic performance policies:

1. Graduate students are required to maintain a "B" average (3.0 on an A=4.0 scale) in all required social work courses.
2. If the MSW student receives less than a "B" in a required course or the GPA is less than 3.0 overall in a particular semester, s/he will be placed on *academic probation* and will be required to repeat the required course and obtain a grade of "B" or better on the second attempt.
3. MSW students are given one attempt in which to raise the grade to 3.0 or above. Failure to do so will result in *academic suspension* from the MSW program. Students will not be allowed to proceed with further coursework until receiving a grade of "B" or better in a required course.
4. All MSW students must maintain a grade point average of 3.0 (A=4.0) each semester in order to be eligible to continue in the program.

Evaluating Student's Academic Performance Policies and Procedures:

- Academic performance is evaluated by individual faculty using their various course embedded assignments and evaluation methods (e.g., exams, projects, presentations, papers, grading scales and rubrics).
- Academic performance in the field is evaluated by the Field Instructor and Director using the *Field Instructor Evaluation of Student Performance*.

Evaluating Student's Professional Performance

The NASW Code of Ethics, CSWE Core Competencies and Behaviors, and the University's Student Code of Conduct serve as the guide for expected professional performance. Students are expected to familiarize themselves with and follow these Codes in the classroom, field and while participating in extra-curricular activities on and off campus.

Faculty evaluate student professional performance on an on-going basis and specifically take note of the following behaviors:

- Class attendance and punctuality
- Professional class participation
- Time management
- Respectful demeanor and interactions
- Appropriate attire
- Professional language and communications
- Accountability and integrity
- Emotional self-regulation
- Responsiveness to feedback

Professional performance in the field is evaluated using the *Field Instructor Evaluation of Student Performance* instrument.

When as student's evaluation of professional performance is less than satisfactory, students meet with the MSW Program Director and Department Chair to discuss a plan of action for corrective behavior.

Academic Probation and Suspension

A student whose grades fall below 3.0 ("B") in any required MSW course will be placed on academic probation and will be allowed to return to the program to retake the course *only with the written recommendation of the student's faculty advisor and approval from the MSW Program Director.* Permission to retake the course and continue on in the MSW program will be granted only if it is believed that there is reasonable likelihood that the student is capable of earning a grade of "B" or better in the second attempt. Removal from academic probation is granted when the student earns a grade of "B" or better in all graduate courses undertaken. Students are reminded that failure to achieve a grade of "B" or better in a required social work course may result in a delay of one year or more in completing the program, due to the sequential nature of the courses.

Incomplete Grades

The grade of "I" (Incomplete) is a conditional and temporary grade given in those rare circumstances when students are passing a course with a grade of "B" or better but, for reasons beyond their control, have not completed a *relatively small part* of all course requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking a scheduled examination. The grade of "I" must be changed by fulfilling the course requirements by the deadline set by the instructor, but no more than one semester from the date awarded. In conformance with University policy, the grade will automatically lapse into an "F" if the incomplete grade is not satisfied within the specified time.

The approval of the Dean of the College of Social Sciences, Arts and Humanities is required for all incomplete grades.

Continuous Enrollment

MSW students must maintain continuous enrollment through their graduate course of study. A temporary, time-limited leave of absence *may* be granted for compelling reasons with the written recommendation of the graduate faculty advisor and the approval of the MSW Program Director. However, students who fail to maintain continuous enrollment without initiating an official leave of absence and signing all the necessary forms will be considered as having withdrawn from the MSW program. In such cases, the student must apply for readmission to the MSW program.

Time Limitations

As an explicit accreditation policy of the Council on Social Work Education, all requirements for the MSW degree must be completed no more than *four* **(4)** years from the date of the MSW student's first enrollment into the MSW program. There are no exceptions made to this policy.

Non-Degree Students Enrollment in MSW Courses

Any current graduate student at FAMU or non-degree seeking student (formally designated or recognized as such by the Registrar)—that has an undergraduate degree from an accredited program (in any field)—is permitted to register for an MSW courses for which consent of the instructor is an approved prerequisite. The instructor on record must grant approval before the student can register for the class. Should such approval be made, the student and the MSW Program Director should be informed of this decision in writing. No instructor shall give permission to a student to enroll in a graduate course for which an established prerequisite exists and that prerequisite has not been successfully completed.

Criminal Background and Abuse Registry Check

In 1993, Congress passed the National Child Protection Act (NCPA) that authorized criminal history record checks for persons who work with children in either an employee or volunteer status. This Act was amended in 1994 to include elderly and disabled persons. It was amended again in 1998 and the Florida Legislature passed a law in 1999 consistent with the information to be obtained under NCPA. Together, these laws promote a broader exchange of criminal history information for purposes of assisting entities that provide care, treatment, education, training, instruction, supervision, or recreation to children, the elderly, or individuals with disabilities. These criminal background checks are referred to by different names (e.g., the National Child Protection Act, the Foley Act, the Volunteers for Children Act, the Oprah Winfrey Law, etc.) but are the same basic law, applicable to all school teachers, doctors, nurses, mental health and health care providers, social workers, and other professionals.

In accordance with Florida Statute 943.0542, all students working with these protected populations will be required by law to have a Criminal Background and Abuse Registry check on file *prior* to going into field practicum. Florida laws restrict access to children, the elderly, and disabled clients

by persons convicted of felonies and specific misdemeanors (Chapter 435 Florida Statutes). These restrictions are imposed by law on *all* social service agencies and health care facilities, who in turn require students to comply with the same restrictions as do their volunteers and employees. A criminal background and abuse registry check is now also required for professional licensure in most states.

If the agency to which the student is assigned denies them admission and/or access to clients and the agency due to a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the MSW program will be terminated. Each semester that the MSW student is in the field practicum, s/he may be required to provide the MSW program with a notarized affidavit stating that s/he has not had arrests or convictions during the intervening time frame. Additionally, some field placements require that a student have a criminal background and abuse registry check *every* semester s/he is placed at their agency. Absolute honesty is essential, with false information leading to the immediate expulsion of the student from the MSW program.

In order to comply with the Criminal Background and Abuse Registry check, students will be required by their field instructors to secure the following documents:
1. Fingerprint Card
2. Directions for completing the Fingerprint Card
3. Waiver for the Criminal Background and Abuse Registry check

The above listed items must be completed along with a check or money order for $33.00 made out to the "Florida Department of Law Enforcement" (FDLE). Further information on this law and governmental procedures surrounding it may be found on the FDLE web site, www.fdle.state.fl.us or by calling FDLE.

In the state of Florida, an individual has the right to request his/her criminal history record for review to ensure that it is both accurate and complete. This procedure is known as a "Personal Review for Criminal History." The requestor may use the results to examine it for accuracy and/or to challenge any information contained in the history that s/he feels is inaccurate or incomplete. Any other use of the results will constitute a violation of applicable State and Federal laws. Please contact the "User Service Bureau/Specials Desk" at (850) 410-8114 for instructions on how to apply for a "Personal Review for Criminal History."

Academic Honesty

Section 7(d), Article IX, Florida Constitution; Board of Governors Resolution adopted January 7, 2003

The academic honesty policy shall be adhered to by all Florida A&M University students and applies to all academic work, both inside and outside of class.

I. **Policy Statement and Purpose:** Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty policy is not a defense for violations of academic honesty.

II. **Academic Honesty Violations** include, but are not limited to, committing the following:

A. Giving or taking information or material wrongfully to aid yourself or another student in academic work;
B. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution;
C. Looking at or copying another student's work, or allowing another student to look at or copy your work;
D. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so;
E. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered;
F. Having others edit or rewrite your assignments, except with instructor approval;
G. Using work from other classes without prior approval from the proper instructor;
H. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student;
I. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose);
J. Falsifying records or giving misleading information, oral or written;
K. Assisting in any academic honesty violation;
L. Receiving any materials or information from a fellow student or another unauthorized source during examinations;
M. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available;

N. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials;
O. Tampering with another student's work;
P. Altering grades or any other records related to the academic performance of students;
Q. Submitting false records or information in order to gain admission to the University;
R. Falsifying or inventing information, data, or citations; and/or
S. Any other form of academic cheating, plagiarism, or dishonesty.

III.   Procedures, Approvals/Responsibilities

All members of the University community are responsible for reporting suspected academic honesty violations. Suspected violations should be reported to an appropriate University official or to the faculty member.

Once reported, faculty members have a duty to document any alleged violation of the Academic Honesty Policy. If there is any reason to believe that a violation did occur, the faculty member must follow the procedure outlined below.

Violations of the Academic Honesty Policy can be resolved informally or formally.

A. Informal Resolution Process:

An informal resolution is a process by which an alleged academic honesty violation is resolved by the instructor and the student. Once the process has been initiated the student has the opportunity to resolve the matter with the instructor. This is not an adversarial process. Resolutions through the informal process may include a reduction in grade for an assignment or the course, failure of the course, additional assignments, or any other resolution that is deemed appropriate by the instructor.

A resolution should be made within five (5) business days from written notice to the student; however, students shall be allowed to complete the course and associated assignments, pending the outcome of the informal resolution process. In the event an alleged academic honesty violation is made within 20 business days before the end of the semester, that student may be given a grade of "I" at the end of the semester. The final grade will be changed in accordance with the final decision of the informal resolution process. If the violation is unsubstantiated, any associated documentation will be sealed. No record of the allegation will be placed on the student transcript.

Procedure:

1. The instructor will notify the student(s) of the violation(s) of academic honesty no later than 5 business days after becoming aware of the suspected violation.
2. The instructor and the student will meet at a convenient time for both parties but no later than 5 business days after notification or drop/add deadline for the next regular semester. The instructor will provide to the student information regarding the alleged violation. The student will be given an opportunity to respond to the allegations within a reasonable

time, not to exceed 10 business days from receipt of the allegation. The faculty member must propose a resolution if he/she does not accept the student's response. The student may either accept the proposed resolution or appeal to the next step. If the student rejects the resolution, the instructor will complete the "Academic Honesty Referral Form" and forward it and all associated documentation, to the dean/director of the college/school/institute.

3. If a mutual agreement has been met, that agreement is final and binding and may not be appealed.

B. Formal Resolution

The formal resolution process provides the student with an opportunity to have a hearing before a committee of faculty, students, and administrators within the college, school, or institute. This procedure follows the precepts of due process outlined in Regulation 2.013 (see: http://famu.edu/titleix/2.013%20Regulation.pdf). Due Process, Other Rights, and Responsibilities. The penalties for formal resolution of academic honesty violations may include: reprimand, reduction of grade, denial of academic credit, failure of the course, invalidation of university credit or of the degree based upon such credit, probation, suspension, or expulsion. Documentation of an academic honesty violation will appear on the student's official academic record.

Records of academic honesty violations are considered student records under the Family Education Rights Privacy Act (FERPA). Grade forgiveness and/or course withdrawal will not be permitted for a course in which a formal resolution determined that the student has violated the policy.

In cases, where the incident involves academic honesty violations and violations of the student code of conduct found in FAMU BOT Regulation 2.012, the case will be referred to the Office of Student Conduct & Conflict Resolution and FAMU BOT Regulations 2.012 and 2.013 will apply.

NON-ACADEMIC POLICIES

Graduate Student Funding Policy

During the academic year, the School of Graduate Studies and Research (SGSR) provides funding to *graduate* students in three categories:

1. Assistantships
2. In-State Tuition Waivers (tied to Assistantships)
3. Fellowships

Updated 11.28.2021

SGSR policy requires that graduate students seeking funding in the above categories must submit the following forms: submission of certification of eligibility form, demonstrated financial need (FASSA), unofficial transcript (GPA), and the recommendation of graduate assistant appointment by the Chair. Other documents may be needed so please check with the SGSR for additional questions.

It is also the policy of the social work department that the disbursement of SGSR funds to graduate students will be based on submission of SGSR forms, budgetary constraints, department and program priorities and faculty research and/or teaching activities. Additionally, it is the policy of the department that the continued disbursement of SGRS funds to graduate students will be a function of demonstrated semester and/or annual progress towards the completion of their graduate degree.

The MSW Program director serves as the department's graduate coordinator whose primary responsibilities are the processing of applications, supervision, and the evaluation of graduate student academic performance. All awards are approved by the Chairperson. The Chairperson will be available to support and work with the Graduate Coordinator to ensure an efficient and effective disbursement of SGRS funds to eligible graduate students.

Assistantships

There are three types of assistantships (research, teaching and project) assistantships available from the SGRS. Graduate students receiving an assistantship are required to meet the following conditions: documented financial need, available to work 10–20 hours per week, have an assigned faculty or staff supervisor, must be registered for minimum of nine hours, have a minimum good grade point average (3.0), and demonstrate semester and annual progress towards the completion of their graduate degree. Violation of any of the abovementioned conditions will serve as the basis for the termination of the students' graduate assistantship.

All graduate assistants must have assigned duties, such as:

• conduct faculty research;
• teach a course or a laboratory;
• serve as graders, proctors, and readers, especially for professors with large classes;
• serve as tutors; and
• assist with the academic projects

In-State Tuition Waiver

To be eligible for these funds, graduate students must self-identify, must submit SGSR and departmental forms, have documentation of in state status from the registrar, and the name of two references from professionals in social work or a related field to the Graduate Coordinator or the Chairperson. It is also important to emphasize to eligible graduate students that due to budgetary constraints the *number and amount* of SGSR funds available for the awarding of in-state tuition waivers are limited.

Fellowships

To qualify for these dollars, students must be full time, regularly admitted, be eligible to receive a graduate degree in the program, and making good academic progress (have a cumulative GPA of 3.0 or better, with no "I" grades). For the academic year, the number and amount of fellowship awards will depend upon the number of qualified applicants (it is a competitive process) and funds received from SGSR.

Form Submission

All students interested in applying for any of these awards must submit to the Department the Graduate Student Supplemental Information Form. Also, students will be required to complete and submit to the SGSR (via the MSW Program Director) a Graduate Tuition Waiver Request Form, a Graduate Assistantship/Fellowship Form, and a Graduate Student Progress Report (at the end of each semester of funding).

Disbursement of SGRS Funds

The Graduate Coordinator in consultation with the Chairperson will have the responsibility of determining the number and amount of SGRS funds disbursed to eligible graduate students consistent with the policies and goals of the University, SGRS, and the social work department, respectively.

Student Loans and Financial Aid

1. All graduate students applying for loans must complete the FAFSA every year, and if necessary, check with the Financial Aid Office.
2. All students have an estimated cost-of-attendance budget. Tuition waivers are applied to that budget.
3. Students should be informed that when they get a loan, their budgets will be adjusted.

Graduate Insurance

The University offers student health insurance for graduate students enrolled in six or more credit hours. For more information, go to the SGSR website and click Insurance.

Disciplinary Action and Enrollment Termination

The nature of social work dictates that practitioners use sound professional judgment. The NASW Code of Ethics serves as the guide to professional practice, and students are expected to familiarize themselves with and follow the Code. The MSW program reserves the right to terminate enrollment of any student at any time for what the faculty and administration may believe to be good and sufficient reason(s), such as cheating, plagiarism, misuse of University property, criminal convictions, or unprofessional conduct. In such cases, students will be notified with a written explanation by the Chairperson of the Department of Social Work. The student has a right to

follow the Department of Social Work's grievance procedures if s/he believes the decision is inaccurate.

<u>Termination Based on Academic Performance</u>

All MSW students are required to maintain a "B" average (3.0 on an A=4.0 scale) in all required social work courses each semester to be eligible to continue in the program. This includes Field Experience and Seminar.

- If the MSW student receives less than a "B" in a required course or the GPA is less than 3.0 overall in a particular semester, the student will be placed on *academic probation* and will be required to repeat the required course and obtain a grade of "B" or better on the second attempt.

- Failure to successfully complete the course the second time will result in termination from the MSW program.

- Students can re-apply for re-instatement through the School of Graduate Studies and Research and if successful, the student can re-apply to the MSW program.

- Re-instatement into the MSW program is not automatic and requires a review by the MSW faculty on a case-by-case situation.

<u>Termination Based on Professional Performance</u>

The MSW program reserves the right to terminate enrollment of any student at any time for what the faculty and administration may believe to be a good and sufficient reason(s), such as cheating, plagiarism, misuse of university property, criminal convictions, or unprofessional conduct.

A student may be removed or dismissed from the field practicum site and the Field Education Program at any time by the Field Instructor and/or the field agency for documented unprofessional conduct. Unprofessional conduct may include but is not limited to behavior that may be hazardous, unethical, illegal, unprofessional to the client, agency or faculty system, or commitment of a breach in confidentiality.

- When a student's performance is evaluated as deficient, the Field Director, Field Instructor, Task Supervisor (if applicable), with the student determines what, if any, course of action could bring the student's performance into compliance with the program's professional standards.

- The action plan outlines the problems to be solved, actions to be taken to solve said problems, and the timeline for completion of corrective actions regarding the student's performance.

- If the student does not self-correct based on the correction action plan timeline the student is terminated from the MSW Program

- Students can re-apply for re-instatement through the School of Graduate Studies and Research and if successful, the student can re-apply to the MSW program.

- Re-instatement into the MSW program is not automatic and requires a review by the MSW faculty on a case-by-case situation.

The MSW faculty is responsible for acting as the gatekeeper of the social work profession. When a student is experiencing serious academic difficulties, the MSW Program Director addresses the issues directly with the student, after extensive consultation with the faculty members who are working with the MSW student that semester. In this interaction, the student is asked to discuss perceived barriers to academic and professional success. They then mutually build a strategic plan to help ensure future success. The student has the right to follow the Department of Social Work's grievance policy if s/he believes the decision is inaccurate.

Grievance Policy and Procedure

Students have the right to appeal any action they believe is inaccurate or unfair. Students may follow the guidelines provided in the Department of Social Work's "Departmental Grievance Process" included in this handbook. *It is the responsibility of all students to become familiar with the various policies and regulations of the University and the Department of Social Work and to meet the conditions they impose.*

Academic grievances are handled through the College-wide Appeals Committee. Information can be found on the College of Social Sciences, Arts, and Humanities website.

STUDENT ORGANIZATIONS

Social Work Association of Graduate Students (SWAGS)
The MSW program encourages and provides opportunities for graduate students to organize in their interests as students. The Social Work Association of Graduate Students (SWAGS) actively promotes professional and social activities among MSW students at Florida A&M University. Membership is open to all currently enrolled MSW students in the MSW program at Florida A&M University. The group meets to promote scholarship, leadership, service, and community awareness of the program, the profession, the University, and its students. Another important goal of the organization is to promote communication among students, faculty and administration. The organization relies on membership dues to fund its annual projects.

Phi Alpha Honor Society – Beta Zeta Chapter

The FAMU chapter of this national honor society has an induction at least once a year to recognize and pay tribute to students who have excelled in their studies. It is a lifelong membership of persons who have evidenced an interest in the profession of social work and have attained academic excellence not only in social work education, but also in all other academic areas. These persons have also demonstrated a commitment to the standards, ethics, and goals of the social work profession.

Updated 11.28.2021

UNIVERSITY POLICIES AND MSW PROGRAM PROCEDURES

Affirmative Action Policy Statement

Florida Agricultural and Mechanical University is a four-year land-grant institution founded in 1887 to provide post-secondary education for the State's Black citizens. It is one of the three oldest universities in the State University System. It is under the jurisdiction of the Board of Trustees. The Board of Trustees is appointed by the Governor and the Board of Education which is comprised of the Governor and the State Cabinet.

It is the policy of Florida Agricultural and Mechanical University to assure that employment at the University shall continue to be on the basis of qualification without regard to race, creed, color, national origin, age, handicap, sex, and veteran status. Sexual harassment is prohibited by state and federal statutes, as well as University policy. This policy shall include applicants for admission to the University and for employment within the University.

The Affirmative Action Program is designed to encourage diversity by establishing procedures designed to ensure a continuous and equal opportunity to all individuals, to assure equal and fair treatment particularly to minorities, the handicapped, and women, in the employment process; and to establish procedures which will attract and retain qualified minorities and women for employment.

Further, the University remains committed to the concept of equal employment opportunity and access to postsecondary education for Blacks and other minorities, as well as the preservation of the cultural values associated with that culture upon which the very foundation of the University was created.

Inquiries concerning this policy and procedures for filing complaints under this policy are to be directed to the University's Equal Employment Officer.

Policy for Accommodating Persons with Disabilities

Florida A&M University is supportive of the Americans with Disabilities Act of 1990 and is willing and able to provide reasonable accommodations to students and employees with disabilities, as defined under the Act. Students who have special needs because of a physical or mental disability should contact the Center for Disability Access and Resources (CeDAR) as soon as they arrive on campus. This office has been established to assist students with disabilities attending Florida A&M University.

Departments within the University wishing to receive ADA training or additional information may contact the Director of Equal Opportunity Programs at 850/599-3076 or 850/599-3219.

Updated 11.28.2021

Sexual Harassment Policy

Florida A&M University is committed to providing a professional working and learning environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is illegal. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (e.g., between an employee and a supervisor, between a student and a teacher, etc.), but may also occur between student peers or employees of equal rank. At a university, sexual harassment also constitutes unprofessional conduct which compromises the university's commitment to the pursuit of learning. Florida A&M University will not tolerate any form of sexual harassment. Furthermore, this institution is committed to providing the training necessary to educate the staff, faculty, and students about sexual harassment policies.

Definition and Statutory References

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e and Title IX of the Educational Amendments of 1972, 20 U.S.C. 1981. In addition, sexual harassment by a public servant is a criminal offense under the Florida Penal Code and sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure.

Unwelcome sexual advances, request for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

1. Is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a university activity; or
2. Is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Creates an intimidating, hostile, or offensive university environment.

In relation to the foregoing statements, sexual harassing behaviors may include, but are not limited to, the following: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature (whether to an individual or directed toward a group), including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance; any suggestive or unwelcome physical contact; or physical assault. Sexual harassment is not limited by gender of either party, nor by superior-subordinate relationships.

Failure to investigate allegations of sexual harassment or failure to take timely corrective action is considered a violation of the University's Sexual Harassment Policy. The University is prepared to take preventative and corrective action in cases of sexual harassment. Individuals who engage in such misconduct are subject to appropriate disciplinary action. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to during the course of the investigation.

For more information, contact the Chair of the Social Work Department at 561-2253, or the FAMU Affirmative Action Office.

Drug and Alcohol Policy

Florida A&M University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State or University regulations, shall be prohibited in all FAMU facilities, about the campus, or in any public gathering or recreational areas, or facilities. Those found in violation of this policy could be subject to dismissal in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include specific term imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

Social Work Grievance Policy
Department of Social Work
Florida A&M University

I.   DEFINITION OF A GRIEVANCE

A "grievance" is an actual circumstance which can be substantiated and is regarded by a student or faculty person as a just cause for protest. A grievance within the Department of Social Work may deal with matters pertinent to grading and/or evaluation of the student. Also grievable would be a faculty member's noncompliance with stated the stated policies and objectives of the Department. Such noncompliance may be related to the following five areas:

(1.) Student Advising
(2.) Classroom Teaching
(3.) Field (School and/or Agency) Teaching
(4.) Violation of usually accepted standards for professional and ethical behaviors in Department-related activities
(5.) Selection and/or retention of field instruction placement for the individual student.

A grievance can pertain to a classroom instructor, faculty advisor, field practicum instructor, administrator, or any other faculty member of the Department of Social Work.

Faculty persons may also bring grievance against a student. Among the criteria suggested for the determination of a grievable issue may be the following:

(1.) Pervasiveness (many complaints against a faculty member by many students, or many complaints against a student by many faculty members)
(2.) Duration
(3.) Severity (in the mind of the complainant)
(4.) Consistency (a repetition of instances)
(5.) Factual

These criteria imply that the first incident of specific behaviors would not necessarily substantiate the need for a grievance. A student-initiated grievance may be filed by the aggrieved student only.

If a student has exhausted all other channels for dealing with the issue, this shall be deemed a sufficient basis for assuming that a grievance complaint may be filed.

Grievance Policies and Procedures:

Students have the right to appeal any action they believe is inaccurate or unfair. It is the responsibility of all students to become familiar with the various policies and regulations of the University and the Department of Social Work and to meet the conditions they impose. Students are strongly encouraged to seek resolution of academic and professional performance disputes directly with the instructor prior to engaging the formal grievance process. The MSW Program follows the procedures of the College of Social Sciences, Arts and Humanities (CSSAH) as indicated below:

- The formal grade grievance procedure may be initiated by the student only after the student has tried to resolve the appeal informally with the instructor who has assigned the grade. Review and reconsideration of the issue by these two parties may be all that is required for resolution. The student should initiate the formal grade grievance process with the instructor as soon as possible after receipt of notification of the grade.

- If the instructor and student cannot resolve the student's issue, the student should make an appointment with the MSW Program Director. In the event the instructor is the Program Director, the student should contact the Social Work Department Chair and discuss the issue with this individual. If the Department Chair is the instructor, the student should contact an Associate Dean in CSSAH and discuss the issue with this individual.

- The program director or chair may offer to meet with the student and the instructor if the student thinks that a mediating presence would be helpful. If the student would like to remain anonymous, and the nature of the concern makes anonymity possible, the program director or chair may offer to speak to the instructor on behalf of the student.

- If the program and department fail to resolve the student's grievance, the student may elect to file an Application for Student Grade Grievance to the CSSAH-Grievance Committee. The application shall be filed *within 30 working days* from the first (1st) day of class, at the beginning of the following semester in which the disputed grade was issued. The first (1st) day of class is stipulated in the FAMU Official University Calendar for the summer, fall and spring semesters. At this point, the Instructor, Program Director and Department Chair provide documentation and responses to questions per request by the Grievance Committee. The Grievance continues through the College and University process as applicable. Academic and professional grievances for MSW Students not resolved at the MSW Program and CSSAH levels can be appealed to the School of Graduate Studies and Research.

In order to safeguard due process, all proceedings, deliberations, and the announcement of the results of voting shall be tape recorded. The tape recording, before destruction, shall be kept for one year following the termination or graduation of the student, whichever is sooner. All documents and tapes relating to the grievance at issue shall be kept by the Chair of the Department of Social Work in a confidential file. Transcriptions of the tapes will be done only under circumstances where a higher appeal outside of the Department of Social Work is made. Both parties to the grievance shall then receive copies of the transcription. It shall be the responsibility of the Chair of the Department of Social Work to assure confidentiality of the transcriptions.

Updated 11.28.2021

If the Chair of the Department of Social Work finds for a "grievance," s/he takes appropriate action. The Chair of the Department of Social Work shall send written copies of her/his decisions to the parties of the grievance, and to the Chair of the Social Work Grievance Committee. All tapes and written documents shall be confidential and kept on file in the office of the Chair of the Department of Social Work for a period of one year, or until the student involved graduates or terminates, whichever occurs first.

WRITING AND RESEARCH GUIDANCE

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NASW Press Journals: Submissions

This section describes how to assemble and submit a manuscript. Adhering to NASW Press format and style will improve the chances of acceptance if the substance of a manuscript has merit.

Manuscript Preparation

Appropriate Content

To determine which journal is most appropriate for your manuscript, please refer to chapter 3 in this booklet. You also should be aware that the following submissions will be rejected automatically without peer review:

- obituaries, biographical sketches, or testimonials
- organizational reports
- Speeches that have not been recast in article format.

If the content is related to the mission of the journal and the manuscript is a scholarly article with utility for social work practice, the editorial boards generally will be interested in reviewing it. Editorial boards do not screen query letters.

Appropriate Length

Manuscripts submitted to any NASW Press journal should be no longer than 20 pages. You should be aware of the following information when you consider the length of your manuscript:

You should type the entire manuscript double-spaced with one-inch margins on all four sides.

- Every component of the manuscript text, references, tables, figures is included in the total page count.
- Editorial boards welcome short articles, and they do not equate length with quality.
- The NASW Press will return manuscripts in excess of 25 pages unreviewed.

Overwriting and excessive length for the subject at hand often result in rejection, even if the manuscript meets page limits. Consequently, you should review your manuscript carefully with an eye to tightening and condensing.

Manuscript Components

Cover Sheet

The cover sheet should contain the following:

- the full title of the article
- information on all authors: name; highest degree, credentials, and title; full address; telephone and fax numbers, and e-mail address if available
- the date of submission.

If there is more than one author, names should be listed in the order you would prefer for the byline of a published article. Designate one author as the corresponding author. The cover sheet is the only component of the manuscript that should identify the authors in any way.

Title Page

The title page will be circulated for review with the manuscript. An effective title expresses the essence of a manuscript in as few words as possible. Conciseness and precision, the hallmarks of good writing, are particularly important for titles. Try to use key words, without resorting to jargon, so that a title will attract readers and provide an accurate picture of the article. Do not attempt to communicate all of the article's content in the title.

Abstract

The abstract should provide a distillation of the key concepts in the manuscript. Whenever possible, the abstract should be informative, and it should include theoretical concepts, major hypotheses, and conclusions. Abstracts for research papers should include the purpose of the research, the study sample size and characteristics, the measurement instruments used, and the conclusions. You should present the value of the contribution without exaggerating the results.

A comprehensive yet concise abstract is important because readers and researchers often decide to read an article on the basis of the abstract. Write the abstract as a single paragraph of about 150 words. Do not include any tables or references.

If your manuscript is accepted, the abstract will be published at the beginning of the article. Following publication of the full article, the abstract will be entered into the *Social Work Abstracts* database and will appear in the print version, as well as in SWAB+, available on CD-ROM and on Internet.

Key Words

List up to five key words that describe the content of the manuscript on the abstract page.

Example: Key words: administration, health, Hispanic, people of color, women

The NASW Press uses authors' designations of key words to develop data on manuscript submissions. In addition, if the article is accepted, the key words will appear in the journal with the abstract and in the *Social Work Abstracts* database. Key words are not necessarily used for indexing.

Text

Reviewers are looking for new work that extends the knowledge base and builds on the contribution of others. There is, however, no one formula for a successful article. You may want to keep the following in mind.

State your purpose. You should state your purpose clearly within the first few paragraphs of the article. If the reader cannot recognize what you hoped to accomplish in writing the article easily, the manuscript is likely to be rejected.

Organize. Establish a clear framework for the article and organize the manuscript so that it flows coherently. Use subheadings judiciously to help the reader track the flow of the article. If the article is organized properly, it will proceed logically and directly from the opening statements to your conclusions.

Relate your work to existing knowledge. You must relate your work to existing knowledge on the subject. However, you should not be tempted to run voluminous electronic searches and incorporate every related reference you find. Instead, use those references that demonstrate best how the new information will fill gaps in the knowledge base.

Review and rewrite. Reviewing and rewriting are basic steps in developing a manuscript for publication. As you review your work, eliminate redundancies and superfluous language. The use of pretentious jargon interferes with communication and can conceal the importance of your work. Write precisely in the active voice, use jargon only when absolutely necessary to convey specialized knowledge, and eliminate any language that might convey the perception of bias or any kind of stereotyping of people and behavior (see chapter 7). Finally, review your manuscript for spelling, punctuation, and grammatical errors. Use electronic tools, such as spell-check and a thesaurus, to assure that you have used words correctly.

References

Authors are responsible for the completeness and accuracy of the references in their manuscripts. Generally, take reference data for published material from the title page of a book or pamphlet, first page of an article, or contents page of a periodical. Take dates from the copyright page.

In general, a citation in the reference list comprises the following components in the order listed: author surname(s); author initial(s); publication date; title of article or book; for periodicals, journal name, volume number, and inclusive page numbers for the article; for books, location of publisher (city and state) and publisher name. See the subsection Reference List for examples.

- General Style Points

Arrange entries in the reference list alphabetically (by surname of the first author), then chronologically (by earliest publication date first).

In a reference that appears in parenthetical text, use commas (not brackets) to set off the date.

Example: (see Table 2 of Philips & Ross, 1983, for complete data)

Within a paragraph, do not include the year in subsequent references to a study as long as the study cannot be confused with other studies cited in the article.

Example: In a recent study, Jones (1987) compared. . . . Jones also found. . . .

Use the past tense for in-text reference citations.

Example: Hartman (1981) discussed. . .

- In-Text Author/Date Citations

Reference citations in text primarily acknowledge original specific contributions or opinions of other writers. Indicate the source of quotations in text and, for any quotes more than three words long, provide page numbers. Arrange author/date citations alphabetically in text (by surname of the first author), then chronologically (by earliest publication date first). Use a semicolon to separate reference citations in text.

Examples: (Abramovitz, 1988a; Miller, 1989; Ozawa, 1982, 1986, 1990) (Duncan & Morgan, 1979; Lindquist, Telch, & Taylor, 1983; J. Smith, 1992; P. Smith, 1992)

- Citations of Same Surname

If two authors with the same surname and year of publication are cited in text and their first initials are different, include both authors' initials in all text citations to avoid confusion.

Example: (M. Henderson, 1990; P. Henderson, 1990)

- Personal Communications

Personal communications consist of letters, telephone conversations, interviews, and the like. Because they do not provide recoverable information, personal communications are not included in the reference list. Cite personal communications in text only. Use the following style: (personal communication with [first initials and last name], [title], [affiliation], [month, day, year of communication]).

Example: (personal communication with Jane Doe, professor of social work, University of California, Los Angeles, August 5, 1995)

If the reference citation is not parenthetical, then incorporate the name, title, and affiliation outside the parentheses and put the words "personal communication" and the date inside the parentheses.

Example: J. T. Jones, professor of sociology at the University of Maryland (personal communication, June 11, 1995), suggested. . . .

Reference List

- Citation Forms

Following are examples of citations found in reference lists.

Article in an edited book

Griss, B. (1988Ò1989). Strategies for adapting the private and public health insurance systems to the health-related needs of persons with disabilities or chronic illness. In B. Griss (Ed.), Access to health care (Vol. 1, pp. 1Ò38). Washington, DC: World Institute on Disability.

Jackson, A. (1995). Diversity and oppression. In C. Meyer & M. Mattaini (Eds.), The foundations of social work practice: A graduate text (pp. 42Ò58). Washington, DC: NASW Press.

Article in a journal

Chapin, R. K. (1995). Social policy development: The strengths perspective. Social Work, 40, 506Ò514.

Book

Feldman, D. A., & Johnson, T. M. (Eds.). (1986). The social dimensions of AIDS: Method and theory. New York: Praeger.

James, F. J. (in press). Factors which shape the risks of homelessness: Preliminary observation from Colorado. Denver: University of Colorado Graduate School of Public Affairs.

Martin, E. P., & Martin, J. M. (1995). Social work and the black experience. Washington, DC: NASW Press.

McReynolds, P., & Chelune, G. J. (Eds.). (1990). Advances in psychological assessment (Vol. 6). San Francisco: Jossey-Bass.

Legal references

Follow A Uniform System of Citation (14th ed., pp. 55-56 and inside front cover) for citation forms of legal references.

Cite the name and year of an act in the text. If possible, cite statutes to the current official code or supplement; otherwise, cite the official session laws (see A Uniform System of Citation, p. 55, for examples).

For citations of the Federal Register, attempt to cite the original source. If the Federal Register is the original or only source the author can provide, then use the following format:

Education for All Handicapped Children Act (P.L. 94-142). (1977). Federal Register, 42(163), 42474Ò42518. [Note: This act does have an original source and is used as an example only.]

Newspaper

Raymond, C. (1990, September 12). Global migration will have widespread impact on society, scholars say. New York Times, pp. A1, A6.

Nonprint media

When citing a review of nonprint media, include (if available) length (number of minutes) and format (such as videocassette, audiocassette).

Breaking silence. Produced and directed by Theresa Tollini. Berkeley, CA: Future Educational Film, 1986. 132 minutes. VHS videocassette.

Paper presented at a conference

DiCecco, J. (1990, November). Using interpreters: Issues and guidelines for the practitioner in a multilingual environment. Paper presented at NASW's Annual Conference, Boston.

Romero, J. (1990, May). Culturally appropriate interventions with Hispanics. Paper presented at the Cross Cultural Competence Conference, San Diego Mental Health Services, San Diego.

Report

Schafft, G., Erlanger, W., Rudolph, L., Yin, R. K., & Scott, A. C. (1987). *Joint study of services and funding for handicapped infants and toddlers, ages 0 through 2 years* (Final Report for Contract No. 300-85-0143). Washington, DC: U.S. Department of Education, Division of Innovation and Development, Office of Special Education Programs.

U.S. Bureau of the Census. (1984). Projections of the population of the United States, by age, sex, and race: 1983 to 2080. In R. J. Koski (Ed.), *Current population reports* (Series P-25, No. 952, Tables C and F, pp. 6, 8). Washington, DC: U.S. Government Printing Office.

Sections of journals (other than articles)

Use brackets around departments such as Letters, Editorial, and Book Reviews in the reference list:

Spickard, P. R., Fong, R., & Ewalt, P. L. (1995). Undermining the very basis of racism: Its categories [Editorial]. Social Work, 40, 581Ò584.

Unpublished manuscript

Farber, B. A. (1979). *The effects of psychotherapeutic practice upon psychotherapists: A phenomenological investigation*. Unpublished doctoral dissertation, Yale University, New Haven, CT.

- Use of Cities and States in Reference Citations

In reference citations and in text, NASW follows Associated Press style for the omission of states and countries, except for Washington, DC. Use DC with Washington in text and in references.

Notes

Footnotes often distract readers; consequently, you should use them sparingly and incorporate them into the text whenever possible. When footnotes are essential, number them consecutively to correspond with the numbers in the text and submit them on a separate sheet. If the article is published, footnotes will appear at the bottom of the columns in which they are cited.

Tables

If you cannot present data easily and clearly in text, use a table. Tables should be self-explanatory and should supplement, not duplicate, the text. The table title should describe the contents completely so that the table can remain independent of the text. Only the highlights of the table should be discussed in the text. When you are presenting a series of tables, be consistent in terminology and format, and number them in arabic numerals in the order in which they should appear in the article. You may use standard abbreviations for nontechnical terms such as "no." for number and "%" for percent. Use footnotes to the table to explain any nonstandard abbreviations, such as "NS" for not significant and "NA" for not applicable.

Artwork

You must supply camera-ready artwork for figures and graphs that accompany articles. Artwork should not exceed 81/2 ´ 11 inches. You may be able to produce your artwork on your computer if you have access to a laser printer with a resolution of at least 300 dpi. Use a word-processing font, such as Times, instead of typewriter typefaces, such as Courier. If you cannot produce publication-quality art on your computer, lettering should be typeset or produced by a professional artist. All elements of each figure should be large enough to be legible even if the figures are reduced, as they generally are, for publication. Because reproduction reduces the legibility of any figure, you should start with a very clean, crisp figure. If you do not supply artwork, the NASW Press can prepare professional art and bill you for the cost. Staff can produce a cost estimate based on rough copy after an article is accepted.

Guidelines for Preparing Manuscripts

In 1989 the Health & Social Work Editorial Board developed guidelines to assist both experienced and aspiring authors. The following is an adaptation of their work.

Content

- State your purpose early in the article.
- Develop an organizing theme and consistently relate the article to the theme.
- Start with an outline and refer to it regularly to help maintain a coherent flow.
- Prepare a short abstract to provide a general overview of the manuscript. Use an introduction to define the topic areas more specifically.
- Document all statistical statements and clearly identify opinions.
- Use case material to illustrate major theoretical concepts rather than to serve as the substance of the manuscript.
- Relate your review of the literature to your conclusion.
- Relate subject matter to the journals' editorial focus.
- Recognize that no one is as familiar with your topic as you are. Define terms and do not make too many assumptions about the reader's knowledge.
- Focus: do not try to write the definitive work on a subject in one manuscript.
- Define key concepts and relate your data to those concepts.

Writing Style

- Use the active voice whenever possible. Overuse of the passive voice takes the life out of an article. The use of the first person is appropriate for scholarly work so long as the focus is on the information in the article instead of on the author. Excessive use of "we feel," "I think," "I did," and so on emphasizes the author, whereas language such as "we studied" or "in the study we found" imparts information.
- Avoid jargon and multisyllable words.
- Be concise. Omit unnecessary words.
- Aim for precision and accuracy. Eliminate qualifiers such as "very few" or "nearly all" that weaken the manuscript. Instead, provide comparisons that demonstrate what you mean.
- Eliminate language that might imply gender, ethnic, or other forms of discrimination, stereotyping, or bias.
- Use style manuals, a dictionary, and other resources to avoid poor grammar, misspellings, and incorrect punctuation. (Most word processors feature useful spell-check and thesaurus programs.)

Format

- Do not submit speeches unless they have been rewritten in article format.
- Use tables when they are the most efficient way to communicate information. Although tables appear impressive, sometimes the same information can be communicated more

clearly and easily in a few sentences. Conversely, a well-designed table may enable you to eliminate many paragraphs.
- Make your manuscript flow logically from an interesting beginning to a justifiable conclusion.
- Use subheads to define carefully considered divisions of the topic.
- Review the journal you have selected to learn the range of topics, manuscript length, writing style, and style for footnotes and references.

Final Draft

- Ask a trusted colleague who has a publication record to review and comment before you submit.
- Incorporate comments from others as you rewrite and polish your manuscript.
- Be certain that your references and any footnotes are complete and accurate.
- Double space all sections of the manuscript, including tables, footnotes, and references.
- Proofread carefully.
- Take care with the appearance of the manuscript. It should be legible (no poor photocopies or unreadable typefaces) and clean, with no handwritten additions.
- Be certain the text contains no "About the Author" blurbs, bylines, or other references that identify you as author.
- Assemble the manuscript with cover sheet, title page, abstract, introduction, text, references, and tables and figures if used.
- Submit five copies of the manuscript.
- Notify the NASW Press immediately if you change your address or phone number.

Resubmissions

- Consider reviewers' comments objectively.
- Review the manuscript as objectively as possible.
- Use the revision to sharpen the focus of the manuscript.
- Incorporate as many of the reviewers' recommendations as possible.
- Attach a cover sheet that describes precisely how you have addressed reviewers' concerns. If you disagreed with a review and did not change some element of the manuscript, describe your rationale succinctly.

Ethics

- Obtain all necessary clearances and permissions for tables or illustrations borrowed from other sources before you submit your manuscript.
- Submit the same manuscript to only one journal at a time.
- If the manuscript is part of a series, reference all previous publications.
- Avoid overlapping submissions. Do not submit manuscripts that contain substantial portions of material contained in manuscripts already accepted or under review elsewhere.
- Submit only original material that has not been published or widely distributed elsewhere.

Format for Research Articles

1. **Abstract--summarizes the entire article**
   - Provide five or six sentences.
   - Limit to approximately 150 words.
2. **Introduction--engages the reader**
   - State the specific purpose or goal of your study; include a statement of hypotheses.
   - Review the literature of previous related research studies and indicate how your study is related to them. (This develops a rationale for your study.)
3. **Method--explains how you conducted your study**
   - Describe subjects: who participated, how many, and how they were selected.
   - Specify design by name or type: the arrangements for collecting data and how groups are collected for statistical analysis.
   - Describe materials: measuring devices and special equipment, reliability and validity data.
   - Detail procedures: how the study was conducted, what subjects did; also include a specific description of the intervention or independent variable sufficient for replication by others.
4. **Results--presents findings in the text and in tables and graphs**
   - Use American Psychological Association (APA) format.
   - Present results of all statistical tests (significant and non-significant) including means, standard deviations, degrees of freedom, calculated values (for example, F ratios), significance levels, and effect sizes.
5. **Discussion--gives a less technical interpretation of results, including why they turned out the way they did**
   - Link results to literature reviewed earlier.
   - Describe weaknesses in design and offer alternative explanations.
   - Discuss the potential for generalizability and implications for research and practice.
6. **References--lists books and articles discussed in the text**
7. **Appendix--only if necessary for new or special materials such as a copy of a new scale or computer program**

Resources

Abbott, A. (1992). The quantitative research report. In L. Beebe (Ed.), *Professional writing for the human services* (pp. 63-85). Washington, DC: NASW Press.

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

Editor's note: Thanks are extended to Joel Fischer, University of Hawaii, Honolulu, for developing these guidelines. We offer them to readers for assistance in writing research articles and as a guide to our criteria for reviewing these articles.

Guidelines for Practice Highlights and Other Practice Descriptions

In 1994 the *Social Work in Education* Editorial Board developed the following guidelines for describing practice.

Purpose

- Am I doing something others should know about?
- what is the core of what I want to say?
- What should go away?

Getting Started

- Write a short paragraph and check it out with someone else. Do they understand it? Is it too broad? too narrow?
- Write an outline, laying out the various steps.
- Use outlines as a checklist.

Grab the Readers Attention

- State up front what you are attempting to do.
- Take the reader with you as you move along.
- Use existing practice as a springboard.
- Describe the problem or issue you will focus on in two paragraphs or so.

Tell What Happened

- Tell the reader what you did.
- Describe the case intervention or program in as much detail as readers need to replicate--who was involved? what was the time span? what occurred?
- Include dialogue as appropriate.
- Use a flowchart if it makes the intervention clearer.

Help People Replicate the Practice

- What was the significance?
- Why is this practice intervention different? Is it unique?
- What impact does it have on others? On the practitioner?
- Answer the "So what?" question. What difference did it make?

Conclude the Article

Don't just let it drop.

Sum it up.

> Tell where you plan to go in the future--or suggest future efforts by others.

Manuscript Submission

Authors should designate a journal when submitting a manuscript. Although we request computer disks when manuscripts are accepted, it is not necessary to submit a disk initially. Mail manuscripts for all NASW Press journals to

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The NASW Press is not responsible for the loss of a manuscript in the mail. Authors should retain at least one copy of any manuscript. Manuscripts will not be returned. All manuscripts are acknowledged on receipt. The review process generally takes about three to four months.

PEER-REVIEWED
SOCIAL WORK AND RELATED JOURNALS

Activities, Adaptation & Aging
Administration in Social Work
Administration Science Quarterly
Adolescence
AFFILIA – Journal of Women and Social Work
AIDS & Public Policy Journal
Alcohol Health & Research World
Alcoholism Treatment Quarterly
Alternative Therapies in Clinical Practice
American Journal of Alzheimer 's disease
American Journal of Community Psychology
American Journal of Drug and Alcohol Abuse
American Journal of Family Therapy
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Political Science
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Sociology
American Journal of Psychotherapy
American Political Science Review
American Psychologist
American Sociological Review
Applied Community Studies
Arete
Asian Pacific Journal of Social Work
Australian Social Work
Behavioral Assessment
Behavior Therapy
British Journal of Psychotherapy
British Journal of Social Work
Bulletin of the Menninger Clinic
Canadian Journal of Human Sexuality
Canadian Journal on Aging
Catholic Charities Review
Child Abuse & Neglect, the International Journal
Child and Adolescent Social Work Journal
Child and Family Behavior Therapy
Child and Youth Care Forum
Child & Youth Services Review
Child Care Quarterly

Child Maltreatment: Journal of the American Professional Society on the Abuse of
Children
Child Psychiatry and Human Development
Children
Children and Society
Child Welfare
Clinical Gerontologist
Clinical Social Work Journal
Clinical Supervisor
Community Development Issues
Community Mental Health Journal
Computers in Human Services
Computers in the Schools
Crime and Delinquency
Criminology
Day Care and Early Education
Death Studies
Developmental Psychology
Early Childhood Education Journal
Employee Assistance Quarterly
Evaluation Review
Evaluation and Program Planning: An International Journal
Explorations in Ethnic Studies
Families in Society: The Journal of Contemporary Human Services
Family and Conciliation Court Review
Family Networker
Family Preservation Journal
Family Process
Family Relations: Interdisciplinary Journal of Applied Family Studies
Family Therapy
Family Violence & Sexual Assault Bulletin
Federal Probation
Gerontologist
Groupwork
Hastings Center Report
Healing Ministry
Health Affairs
Health & Social Work
Health Care Financing Review
Health Psychology
Hispanic Journal of Behavioral Sciences
Home Health Care Services Quarterly
Hospice Journal
Hospital and Community Psychiatry
Human Services in the Rural Environment
Indian Journal of Social Work

Information & Referral: The Journal of Alliance of Information and Referral Systems
International Journal of Aging and Human Development
International Journal of Mental Health
International Journal of Psychiatry in Medicine
International Social Work
Jewish Social Work Forum
Journal of Abnormal Psychology
Journal of Addictive Diseases
Journal of Adolescent Research
Journal of Aging and Social Policy
Journal of Aging Studies
Journal of Analytic Social Work
Journal of Applied Behavioral Science
Journal of Applied Gerontology
Journal of Applied Research in Intellectual Disabilities
Journal of Applied Social Psychology
Journal of Applied Social Sciences
Journal of Autism and Developmental Disorders
Journal of Baccalaureate Social Work
Journal of Black Studies
Journal of Chemical Dependency Treatment
Journal of Child and Adolescent Group Therapy
Journal of Child & Adolescent Substance Abuse
Journal of Child Psychiatry and Psychiatry & Allied Disciplines
Journal of Child Sexual Abuse
Journal of Clinical Child Psychology
Journal of College Student Psychotherapy
Journal of Community Practice
Journal of Community Psychology
Journal of Consulting and Clinical Psychology
Journal of Continuing Social Work Education
Journal of Counseling Psychology
Journal of Criminal Justice
Journal of Crisis Intervention
Journal of Death and Dying
Journal of Divorce and Remarriage
Journal of Drug Issues
Journal of Elder Abuse & Neglect
Journal of Emotional Abuse
Journal of Family Issues
Journal of Family Ministry
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Social Work
Journal of Family Violence
Journal of Feminist Family Therapy

Journal of Gay and Lesbian Psychotherapy
Journal of General Psychology
Journal of Genetic Psychology
Journal of Geriatric Drug Therapy
Journal of Gerontological Social Work
Journal of Health and Social Policy
Journal of Homosexuality
Journal of Human Behavior in the Social Environment
Journal of Independent Social Work
Journal of Interpersonal Violence
Journal of Jewish Communal Services
Journal of Law and Social Work
Journal of Lesbian Studies
Journal of Long-Term Care Administration
Journal of Marital & Family Therapy
Journal of Marriage and the Family
Journal of Mind and Behavior
Journal of Multicultural Social Work
Journal of Neuro-AIDS
Journal of Neurovascular Disease
Journal of Nonprofit & Public Sector Marketing
Journal of Nutrition for the Elderly
Journal of Offender Rehabilitation
Journal of Peace Research
Journal of Pediatric Psychology
Journal of Personality & Social Psychology
Journal of Poetry Therapy
Journal of Police Negotiations, Crisis Management and Suicidology
Journal of Policy Analysis & Management
Journal of Prevention & Intervention in the Community
Journal of Progressive Human Services
Journal of Psychopathology and Behavioral Assessment
Journal of Psychosocial Onocology
Journal of School Psychology
Journal of Sex and Marital Therapy
Journal of Sex Education and Therapy
Journal of Sexual Aggression
Journal of Social Issues
Journal of Social Policy (U.K.)
Journal of Social Psychology
Journal of Social Service Research
Journal of Social Welfare
Journal of Social Work & Human Sexuality
Journal of Social Work Education
Journal of Sociology & Social Welfare
Journal of Specialists in Group Work

Journal of Studies in Alcohol
Journal of Teaching in Social Work
Journal of Traumatic Stress
Journal of Visual Impairment & Blindness
Journal of Voluntary Action Research: Nonprofit and Voluntary Sector Quarterly
Journal of Volunteer Administration
Journal of Youth and Adolescence
Marriage & Family Review
Mental Retardation
Merrill-Palmer Quarterly: Journal of Developmental Psychology
Migration World
Milbank Memorial Fund Quarterly
New Social Worker: The Magazine for Social Work Students and Recent Graduates
Nonprofit and Voluntary Sector Quarterly
Occupational Therapy in Health Care
Occupational Therapy in Mental Health
Omega: Journal of Death and Dying
Physical & Occupational Therapy in Geriatrics
Physical & Occupational Therapy in Pediatrics
Political Science Quarterly
Prevention in Human Services
Psychiatric Rehabilitation Journal
Psychiatric Services
Psychological Assessment
Psychological Bulletin
Psychology and Aging
Psychosocial Rehabilitation Journal
Psychotherapy
Psychotherapy in Private Practice
Psychotherapy Patient
Public Administration Review
Public Interest
Public Welfare
Reflections: Narratives of Professional Helping
Research on Aging
Research on Social Work Practice
Residential Treatment for Children and Youth
Research in Pharmaceutical Economics
Research on Social Work Practice
Rural Sociology
Scandinavian Journal of Social Welfare
School Social Work Journal
SCI Psychosocial Process
Sex Roles
Small Group Research
Smith College Studies in Social Work

Social Development Issues
Social Forces
Social Indicators Research
Social Policy
Social Problems
Social Science Quarterly
Social Science and Medicine
Social Service Review
Social Thought – Journal of Religion in the Social Services
Social Work
Social Work and Christianity: An International Journal
Social Work and Social Sciences Review
Social Work Education
Social Work in Education
Social Work in Health Care
Social Work Research
Social Work Research & Abstracts
Social Work with Groups
Social Work with Women
Society
Special Services in the Schools
Substance Abuse
Substance Abuse and Misuse
Student Assistance Journal
Suicide and Life-Threatening Behavior
Urban Affairs Quarterly
Urban Social Change
Urban and Social Change Review
Violence Against Women
Women and Health
Women & Politics
Women & Therapy

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Dr. Robin Perry	561-2253	300 Banneker B

Florida A&M University		
Graduate Admissions	599-3505	400 Tucker Hall
Auto Registration	561-2205	124 Gamble
FAMU Bookstore	599-3070	Student Union
Campus Security	599-3607	124 Gamble
Career Center	599-3700	Student Union
Cashier's Office	599-3940	202 FHAC
Center for Disability Access (CeDAR)	599-3180	667 Ardelia Court
Coleman Library	599-3370	Library
Community Research & Development	599-3995	
Counseling & Assessment Center	599-3853	CCEN
Dean's Office	599-3430	208 Tucker Hall
Financial Aid Office	599-3730	101 FHAC
Foreign Students & Veteran's Affairs	599-3541	116 FHAC
Health Services Student Clinic	599-3777	114 FHAC
Military and Veteran Affairs	412-5843	640 Gamble St. Ste. 2
Personnel Relations	599-3611	211 FHAC
Police Department	599-3256	Physical Plant
Post Office	599-3256	Student Union
Rattler Card (ID)	599-3027	Student Union
Registrar's Office	599-3115	112 FHAC
School of Graduate Studies	599-3315	400 Tucker Hall
Sponsored Research	599-3531	400 FHAC
Sports Information	599-3200	204-C GAC
Student Accounts	599-3940	202 FHAC
Student Affairs	599-3183	308 FHAC
Student Government	599-3624	Student Union
Student Housing	599-3992	319 Gibbs
Student Organizations	599-3339	Student Union
Testing & Evaluation (ADA)	599-3333	110 Cnsl. Center
WAMF-FM Radio Station	599-3083	314 Tucker Hall

Updated 11.28.2021