



# **TSSW STUDENT HANDBOOK: DSW Program**

**2024-2025**



**Doctorate of Social Work  
Tulane University**

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## **GRADUATE STUDY IN THE DOCTORATE OF SOCIAL WORK PROGRAM TULANE UNIVERSITY SCHOOL OF SOCIAL WORK**

Tulane School of Social Work DSW Student Handbook covers information specific to the DSW Program. Students should read the entire TSSW Student Handbook at [TSSW Documents and Forms](#). The TSSW Student Handbook contains both Tulane University and School of Social Work policies; these may be subject to change and may take precedence over information provided in the DSW Handbook. This Handbook has been prepared to assist you with meeting the DSW vision, mission, policies, and responsibilities as a student. This document can serve as a brief guide so that you can know what you can expect from the program and what the program can expect from you. We hope that your experiences in the program will be challenging and enjoyable.

### **Vision and Mission of the Program**

The Doctorate in Social Work Program at Tulane University School of Social Work prepares students for excellence in advanced clinical and community practice. The program develops scholars who create and disseminate knowledge on social work with diverse populations. Included are those populations most vulnerable to social injustice, discrimination, and poverty – conditions that deprive people of access to economic, social, and psychological resources. Graduates can expand, integrate, and evaluate the existing professional knowledge base for effective social work practice. To accomplish this mission, the program is committed to an experiential approach incorporating apprenticeship, mentoring, active learning, and immersion in a community of scholars.

The DSW program extends the mission of the MSW program by expanding on the existing skill set of MSW-level social workers. Both maintain commitments to vulnerable populations and social justice. DSW will equip practitioners with an expanded skill set contingent on 1) fully mastering the skill set procured in the MSW program and 2) at least three years of full-time practice experience. Because the MSW is a terminal degree in social work, there is a need for additional training for clinicians who want to extend their expertise into program management and evaluation, applied research, and/or university-based teaching.

The post-MSW Doctorate of Social Work (DSW) in Advanced Practice program is for individuals interested in advancing their clinical knowledge and becoming leaders in social work practice. Advanced practitioners in social work are research-literate, reflective, and professional leaders in their field. They can draw on a range of empirical, theoretical, and professional sources of knowledge and take the lead on social work policy and practice innovations.

## **Program Goals**

The Doctor of Social Work Program at Tulane University prepares students for excellence in advanced Social Work practice, leadership, and research. To reach these goals, graduates will excel at:

1. Critical thinking—Apply innovative and critical thinking to pressing social, economic and environmental problems
2. Applied research—Advance knowledge through research relevant to social work practice
3. Clinical Leadership—Collaborate with practitioners in an array of related disciplines
4. Program evaluation—Conduct action research in partnership with community organizations and groups
5. Dissemination and implementation—Communicate evidence-based social work knowledge through teaching and publication

## **Skill Set of DSW Graduates**

What follows is a list of the several key areas of skills that the DSW program actively cultivates through coursework, mentoring, research experiences, and other DSW activities.

### ***Agency Leadership Skills***

- Insight into organizational and program, non-profit, or agency management
- Strong oral and written communication skills.
- Ability to identify problems, formulate alternatives, and promote change
- Knowledge of effective ways to supervise, direct, and guide individuals in the completion of tasks and fulfillment of goals
- Strong conflict management and resolution skills
- Grant writing and financial leadership

### ***Scholarly Leadership Skills***

- Advance knowledge through research relevant to social work practice
- Program evaluation and applied research skills
- Communicate evidence-based social work knowledge through publication
- Conduct action research in partnership with community organizations and groups
- Strong ability to disseminate knowledge through teaching and publication
- Linking research results to policy actions.

### ***Clinical and Community Leadership Skills***

- Ability to understand the role, purpose, and nature of policy
- Expertise in analyzing the process of policy formulation and implementation
- Proficiency in identifying key policy actors and organized interests in policy actions
- Strong skills at troubleshooting problems and assessing solutions;
- Building support for policies and developing policy evaluation criteria
- Contribution to knowledge that informs practice and the future of social work

## **DSW Program Structure**

The DSW Program is housed in the Tulane University School of Social Work. The Program Director and Assistant Director are responsible for the overall direction and content of the program. Additionally, a Program Manager and a Success Coach attend to the day-to-day activities of the program and serve as a liaison to students. The Program Director and Assistant Director will be appointed to a renewable three-year term and report directly to the Dean of Tulane University School of Social Work.

### ***Degree***

The DSW Program awards an advanced practice degree of Doctorate in Social Work.

### ***Role of DSW Faculty***

The curriculum for this program will be taught by a combination of full-time and visiting scholars, supported by practitioners in related fields of expertise. These faculty members will be joined by other faculty from the School and visiting scholars who bring key expertise and who have national reputations in the field.

### ***Specialization and Integration***

Students are encouraged early on to identify an area of social work practice that will become their specialization. Each course allows students to broaden and deepen their specialization and integrate theory, practice, and research. Students have the opportunity and are encouraged in several of the required courses to exhibit their competence and further their integration of knowledge by writing scholarly papers and lecturing in regularly scheduled colloquia. The program aims to graduate students who are competent in an area of specialization from the standpoint of advanced clinical practice, teaching, and theory and who can contribute to a more informed practice. Additionally, the student must understand the policy implications of their research efforts.

### ***Continuous Enrollment***

Students must be continually enrolled in the program, regardless of whether they can take a course during an academic term. Continuous enrollment is achieved by registering for one academic unit, the Portfolio Development Seminar, irrespective of whether a student is at that stage in the program. Students not registered for three consecutive terms will automatically be dropped from the program. Students may only enroll as full-time students in the doctoral program. Full-time status is nine or more hours per semester, equivalent to two courses plus a 1-hour seminar. DSW students have four years from the date of enrollment to complete all requirements for the DSW, including the Advanced Practice Project.

## ***Tuition & Fees***

Exact tuition rates will vary annually and depend on the precise number of credits for which a student is registered. For the 2025-2026 academic year, tuition (see Table 1) for the Tulane School of Social Work will be \$1,403 per credit hour plus associated fees. Students typically take 27 credit hours each year for the first two years of school and two credits in their final semesters.

<i>Table 1: Predicted Cost per Semester for DSW students*</i>		
	<b>New Orleans</b>	<b>Online</b>
Tuition	\$12,627	\$12,627
Academic Support Fee	\$536	\$536
Technology Support Fee	\$100	\$100
<b>TOTAL</b>	<b>\$13,263</b>	<b>\$13,263</b>
<b>Note.</b> *Based on nine credit hours per semester. Online students are not required to pay the student activity fees, which cover the cost of the Tulane Reilly Center gym and other services available only on the New Orleans campus. Tuition estimates do not include immersion expenses, textbooks, and other supplies required to complete the program.		

## ***Time-to-degree***

Students have four years from enrollment to complete all of the program's requirements, although they are expected to finish in approximately three years. DSW students are expected to be enrolled in 9 hours per semester during their first two calendar years of the program. The Advanced Practice Project must be completed within four years after a student has been admitted to the program. Beyond this period, the program may grant a maximum of two one-year extensions. Still, these will be given only in extraordinary circumstances and are entirely at the discretion of the Program Director. The DSW program will notify the Dean of the School of Social Work and the Associate Dean of Academic Affairs of each extension granted or denied and forward the student's written request and the program's official response. Beyond the six years of tenure, a student who has neither completed the requirements for the degree nor received an extension will no longer be considered a degree candidate and will be administratively terminated from the program.

### **Standards for Academic Performance**

The following describes academic-related issues guiding the school when students face challenges maintaining minimum academic standards. The Academic Standards intend to support students' success in the program, ensure they receive their degrees, and give them the tools to begin their careers as doctoral social workers.

### **Grading Policy**

The school's grading policy complies with the University policy, and students' grades are processed through the Tulane Office of the Registrar and Records. Students may gain access to their grades at the end of the semester through the online system known as "Gibson." Privacy of students' records is protected under the Federal Family Educational Rights and Privacy Act of 1974 as amended (P.P. 93-380) and by policies issued by the Tulane Board of Administrators.

Every syllabus in the school prints the grading system below, as well as specific course requirements and grading weights for each assignment or test. The grading system is as follows:

- (100-95%) A
- (94 -90%) A-
- (89 - 85%) B+
- (84 -80%) B (minimum expectation)
- (79 -75%) B-
- (74 -70%) C
- (69.9% and below) F or U = Failing
- W = Withdrawn
- WF = Withdrawn/Fail
- WU = Withdrawn/Unsatisfactory
- I = Incomplete

For classes that are pass/fail, students must receive an 80% or higher to pass the class, anything below 80% is considered a failing grade.

**Graduate students at Tulane University must earn a 3.00 cumulative GPA to graduate and receive a diploma.**

### **Academic Alert (Class Performance/Grade Related Concerns)**

The academic policy at Tulane School of Social Work stipulates that students must maintain a "B" average (80% total course grade) in all courses. An academic alert can only be initiated by a professor. Criteria for initiating an academic alert include but is not limited to:

- The total course grade is below 80% during the semester.
- Student has missed two or more assignments.
- Student has missed part (more than 30 minutes) of one class session. Missing also includes video off for online courses.
- There is concern about a student's attendance and/or academic performance.
- Any student missing a class will receive a letter grade deduction in their final grade. Any subsequent absence will result in course failure. It is left to the course instructor's discretion to determine if any missed work will be allowed to be made up.

Instructors should report their concerns or issues to the Program Manager as soon as possible during the semester. The academic alert encourages students to communicate and work with their professor and support team to maintain academic standards.

## Academic Review

An Academic Review is required when a student is failing to meet the minimum required standards of the program, including:

- If the student has a cumulative GPA at or below 3.0;
- If a student earns a GPA within one semester at or below 2.5;
- If at any time a student earns a final grade of F or U;
- A grade of "C" is unacceptable and cannot count toward a degree.
- A grade of "C" in any course will require the course to be taken over with a passing grade earned to count toward the degree. Retaking a class does not remove the previous grade. Both grades will be included in GPA calculations.
- If a student has more than one incomplete in the program;
- When a violation of the Academic Code of Conduct has occurred.

Any violation that spans both the TSSW Academic Code of Conduct and the NASW Code of Ethics or Professional Standards will be handled in two separate hearings. Professional Standard violations are described below in the Professional Standards section. Depending on the type of academic hearing, the committee may consist of the student, the Program Director, the Assistant Program Director, a Student Affairs Liaison, the Program Manager, and/or two Faculty representatives. Other committee members may include representatives from accessibility services, the Academic Success Coach, and other TSSW administrators.

## Possible Outcome(s): Academic Review

(Termination or Conditional Continuance of Enrollment)

The Tulane University Office of Academic Affairs has the authority to determine whether or not a student should continue in the school or university, and, if so, under what condition(s)

### Possible sanctions are not limited to but could include:

- Mandatory advising with Faculty Advisor, Program Manager, and/or Academic Success Coach,
- Creation of a Personal Success Plan
- Academic probation
- Academic suspension for up to one year/three semesters,
- Dismissal from program.

### Personal Success Plan (including but not limited to):

- Mandatory student success coaching;
- Creating a time management plan;
- Other developmental actions as assigned

## Academic Probation

A final grade equal to or less than a "C" automatically puts the student on probation. Two grades of C require the program to justify continued enrollment. A justified example of a student maintaining enrollment in TSSW is if the overall GPA is still above 3.000 with a C grade(s).

Any student who earns academic probation will be required to develop a Personal Success Plan with their Success Coach unless the student meets the requirement for higher academic sanctions.



After one semester on academic probation, the student will be reassessed for satisfactory completion of their Personal Success Plan, cumulative GPA, and final grades. If the student's academic performance does not meet the program standards and/or fulfill their Personal Success Plan, an Academic Hearing will occur. The outcomes of the Academic Hearing as listed above may apply.

## **Suspension**

Any student subject to suspension under the academic probation and suspension guidelines will be informed in writing. After reviewing the student's academic records and other relevant information supplied to the committee, the committee will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The length of an academic suspension from TSSW could range from 1 to 3 semesters, depending on the seriousness of the situation or violation. A student reinstated following their first academic suspension may be placed on academic probation for a semester, depending on the situation.

## **Dismissal**

TSSW students can be dismissed for the reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during dismissal is not transferable to TSSW.

## **Academic Code of Conduct Violation**

"The code shall apply to the academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes start, after classes end, or outside of classes as well as during the academic year and periods between terms of actual enrollment, and even if the academic conduct is not discovered until after a degree is awarded. The Code shall also apply to a student's academic conduct even if the student withdraws from school while a disciplinary matter is pending" (Tulane University Unified Code of Graduate Student Academic Conduct (TUUCGSAC), 2007, p. 4). The integrity and reputation of the Tulane School of Social Work depend on the honesty of the entire academic community in all of its endeavors.

This states that the school's faculty, students, administration, and staff are willing to adhere to and uphold the Academic Code of Conduct. Every member of the academic community must take action by reporting any observed or suspected code violations. Under no circumstances should any member of the academic community tolerate any form of academic dishonesty. Students are expected to represent themselves honestly in all work submitted for academic purposes. When students put their name on any material submitted as an academic assignment, they vouch that the assignment's content and the process through which it was produced conform to the Code of Academic Conduct standards. This principle applies to all forms of academic assignments, including, but not limited to, papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (PowerPoints), and computer programs.

The authority for adopting a Code of Academic Conduct is according to paragraph II (b) of the Unified Graduate Student Code of Academic Conduct for Tulane University. Text produced by ChatGPT or other generative A.I. programs, even if in response to a prompt by a student, is not understood to be the student's work and so is not generally compliant with this policy.

## **Academic Rights and Responsibilities**

All academic community members shall foster an environment that encourages adherence to the principles of honesty and integrity. Every student enrolled in the School of Social Work course is responsible for adhering to and upholding the Code of Academic Conduct. Every student enrolling

through Tulane School of Social Work will receive a copy of the Code of Academic Conduct at or before student orientation and will sign the Academic Code of Conduct and Student Handbook Pledge which will be held in their TSSW student file. Students are responsible for becoming thoroughly familiar with the code and conducting themselves at all times in a manner consistent with its principles. Lack of familiarity with the code or the application of its principles to any specific assignment will not be an acceptable excuse for non-compliance.

The School's faculty, administration, and staff also are responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff are also responsible for becoming thoroughly familiar with the code and always conducting themselves consistently with its principles. As in the case of students, a lack of familiarity with the code or the application of its principles will not be an acceptable excuse for non-compliance. All parties shall protect the integrity of academic materials, including testing materials, software, and copyrighted documents.

### **Prevention of Academic Violations**

We explicitly intend to prevent violations of the Code of Academic Conduct. We try to prevent academic violations in the following ways.

#### ***Administrative Role in Prevention***

TSSW will provide incoming students with information about the Academic Code of Conduct via the Student Handbook and the needed skills and knowledge related to APA formatting and citation. Enrolled students will receive APA review training and APA citation resources in their first semester.

#### ***Faculty Role in Prevention***

Each faculty member should indicate at the beginning of their course how the Academic Code of Academic Conduct applies to course assignments and examinations. For example, a faculty member should give students specific directions about the form and extent of collaboration permitted (if any) in course assignments and examinations, as well as APA citation expectations. Moreover, faculty also should let students know about Turnitin and how it works.

#### ***Student Role in Prevention***

It is each student's responsibility to know the Academic Code of Conduct. Suppose a student is unsure about how a particular course assignment is affected by the Academic Code of Conduct, including APA expectations or provisions regarding collaboration with other students on an assignment. In that case, they bear the responsibility for consulting with the instructor.

### **Academic Conduct Violations**

"Any student behavior that interferes with education, pursuit of knowledge, and/or a fair evaluation of a student's performance is considered a violation of the Code's proscribed academic conduct. Any student found to have committed or attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code" (TUUCGSAC, 2007, p. 5). Any action that indicates a lack of academic honesty and integrity shall be considered a violation of the Code of Academic Conduct. Examples of violations include, but are not limited to:

Examples of violations include, but are not limited to:

- **Plagiarism:** Use of ideas, data, or specific passages of another person's work as an "unacknowledged or falsely acknowledged presentation of another person's ideas,

expressions, or original research as one's work. Any paraphrasing or quotation must be appropriately acknowledged. Such an act often gives the reader the impression that the student has written or thought of something he or she borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials from another person or agency selling term papers or other academic materials (TUUCGSAC, 2007, p. 5).

- **Cheating:** Unauthorized "giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with anyone other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is a closed book; they may not consult books, notes, or any other reference material unless the course instructor explicitly permitted to do so" (TUUCGSAC, 2007, p. 5).
- **Fabrication:** Submission of contrived or altered information in any academic exercise. Text produced by ChatGPT or other generative A.I. programs, even if in response to a prompt by a student, is not understood to be the student's work.
- **False Information** - Furnishing false information to any University official, instructor, or University office relating to any academic assignment or issue.
- **Falsification of Research:** Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.
- **Unauthorized Collaboration:** Unauthorized collaboration in the performance of course assignments. • **Multiple Submissions:** Presentation of the same assignment for credit in two distinct courses or in multiple instances of the same course.
- **Misrepresentation:** Performance of an academic assignment on behalf of another Student.
- **Falsification of Academic Records:** Forging the signature of either an instructor or advisor on registration, course waiver, practicum, or change of grade forms.
- **False Testimony:** Knowingly presenting false accusations or testimony before the Academic Review Committee or its representatives.

The above examples of academic code violations pertain to all forms of academic products, including, but not limited to, papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), and computer programs.

### Who Should Report Academic Violations?

Any member of the University community may report Academic Violations against a student. Instructors should complete the Academic Code of Conduct Violation Form and send it to the Program Manager. The form should be submitted as soon as possible after the complainant becomes aware of the relevant events or issues, preferably within five (5) business days of the alleged violation.

DSW students will follow the standards outlined in the TSSW DSW Students Handbook. The student's DSW faculty advisor will assess performance according to several indicators, including graduate course work, development of the Advanced Practice Project, and professional activity and development. Indicators of professional development include such activities as clinical practice, preparing a manuscript for peer review, submitting a grant proposal, and presenting research at a professional conference. While courses will be graded using a letter grade system, individual assignments may be graded as pass/fail or similarly. This is in keeping with grading practices in other doctoral programs, which typically do not emphasize grade point average as the most relevant measure of academic merit. Instructors

may also use their system to determine grades. Please consult with professors directly for any questions regarding how grades are determined in each class.

Minimum standards for continuing in the DSW program:

- 1) No incompletes: i.e., all incompletes must be resolved within five weeks following the last day of class.
- 2) GPA = 3.0 minimum

The DSW program is aware that extenuating circumstances can impede a student's progress (for example, an illness requiring a semester's leave of absence).

These situations will be considered on a case-by-case basis, and if deemed appropriate, the DSW Program Director will grant an extension of these deadlines. However, extensions will be given only in exceptional cases.

### **DSW Curriculum**

The Tulane School of Social Work has developed the following curriculum for a Doctorate in Social Work. Regular, full-time faculty (for continuity and foundational pedagogy) and visiting faculty (providing diverse perspectives) will teach in the program. The curriculum consists of a minimum of 56 hours of required courses. Nine hours of coursework per semester is considered full-time doctoral study. Students may "test out" of a course with the instructor's permission, but only the course and not the credit requirements are waived. Students do not receive credit for courses they have been waived out of. Students are required to participate in a 5-day immersion program. The immersion courses, Program and Clinical Evaluation (SW 9200) and Qualitative Research (SW 9210) will be offered one time per summer, and students must be in good standing, having completed at least one semester of coursework. In addition to the required courses, students must complete an Advanced Practice Project. This project can take many forms and will be finalized through discussions with the faculty advisor. However, most students will accomplish it by submitting two articles for publication in peer-reviewed journals. Below are the course schedules for Fall and Spring starts (see Tables 2-3, respectively).

Table 2: FALL START—Course Schedule

Semester	Course Title	Hours
<b>Fall</b>	<b>Semester 1 (total 9 credits)</b>	
<b>9101</b>	Leadership in Social Work and Evidence Informed Practice	4
<b>9102</b>	Social Work Theory, Practice Models & Methods	4
<b>9010</b>	Portfolio Planning Seminar— 1: Scholarly Writing	1
<b>Spring</b>	<b>Semester 2 (total 9 credits)</b>	
<b>9203</b>	Historical and Current Policy Approaches to Social Welfare	4
<b>9204</b>	Quantitative Methods and Measurement for Services Outcome Research	4
<b>9020</b>	Portfolio Planning Seminar—2: Online platform and APP Consideration	1
<b>Summer</b>	<b>Immersion Semester 3 (total 9 credits)</b> <i>If unable to attend immersion 1st summer take (9030; 1 credit hour) and save immersion credits (9200 &amp; 9210) for second summer.</i>	
<b>9200</b>	Program and Clinical Evaluation	4
<b>9210</b>	Introduction to Qualitative and Interpretive Approaches to Human Inquiry	4
<b>9030</b>	Portfolio Planning Seminar—3: APP Specification	1
<b>Fall</b>	<b>Semester 4 (total 9 credits)</b>	
<b>9205</b>	Social Work Pedagogy and Curriculum Development	4
<b>9206</b>	Advanced Practice Project Development Seminar I: Research Ethics	4
<b>9040</b>	Portfolio Planning Seminar—4: APP Proposal Writing	1
<b>Spring</b>	<b>Semester 5 (total 9 credits)</b>	
<b>9307</b>	Applied Social Statistics	4
<b>9308</b>	Nonprofit Management, Fundraising, Board & Workforce Development	4
<b>9450</b>	Portfolio Development Seminar—1: Understanding Peer Review	1
<b>Summer</b>	<b>Semester 6 (1 credit)</b> <i>If unable to attend immersion 1st summer, take 9200 &amp; 9210 in addition to 9460 (9 credit hours)</i>	
<b>9460</b>	Portfolio Development Seminar—2: Finalize APP projects	1
<b>Fall</b>	<b>Semester 7 (total 9 credits)</b>	
<b>9309</b>	Community Advocacy and Participatory Research for Applied Practice	4
<b>9310</b>	Advanced Practice Project Development Seminar II: Grant Writing	4
<b>9470</b>	Portfolio Development Seminar—3: Submit APP	1
<b>Spring &amp; as needed</b>	<b>Semesters 8-12 (up to 4 years—1 credit)</b> <i>Can add 9480 to Semester 7 if APP is completed by time of registration--approval required.</i>	
<b>9480</b>	Portfolio Development Seminar—4: Webinar APP Defense	1

Table 3: SPRING START—Course Schedule

Semester	Course Title	Hours
<b>Spring</b>	<b>Semester 1-Year 1 (total 9 credits)</b>	
<b>9101</b>	Leadership in Social Work and Evidence Informed Practice	4
<b>9102</b>	Social Work Theory, Practice Models & Methods	4
<b>9010</b>	Portfolio Planning Seminar— 1: Scholarly Writing	1
<b>Summer</b>	<b>Semester 2-Year 1 (total 1 credit)</b> <i>If unable to attend immersion 1st summer take (9030; 1 credit hour) and save immersion credits (9200 &amp; 9210) for second summer.</i>	
<b>9200</b>	Program and Clinical Evaluation	4
<b>9210</b>	Introduction to Qualitative and Interpretive Approaches to Human Inquiry	4
<b>9020</b>	Portfolio Planning Seminar—2: Online platform and APP Consideration	1
<b>Fall</b>	<b>Semester 3-Year 1 (total 9 credits)</b>	
<b>9203</b>	Historical and Current Policy Approaches to Social Welfare	4
<b>9204</b>	Quantitative Methods and Measurement for Services Outcome Research	4
<b>9030</b>	Portfolio Planning Seminar—3: APP Specification	1
<b>Spring</b>	<b>Semester 4-Year 2 (total 9 credits)</b>	
<b>9205</b>	Social Work Pedagogy and Curriculum Development	4
<b>9206</b>	Advanced Practice Project Development Seminar I: Research Ethics	4
<b>9040</b>	Portfolio Planning Seminar—4: APP Proposal Writing	1
<b>Summer</b>	<b>Immersion Semester 3-Year 1 (total 9 credits)</b> <i>If unable to attend immersion 1st summer, take 9200 &amp; 9210 in addition to 9450 (9 credit hours)</i>	
<b>9450</b>	Portfolio Development Seminar—1: Understanding Peer Review	1
<b>Fall</b>	<b>Semester 4-Year 2 (total 9 credits)</b>	
<b>9307</b>	Applied Social Statistics	4
<b>9308</b>	Nonprofit Management, Fundraising, Board & Workforce Development	4
<b>9460</b>	Portfolio Development Seminar—2: Finalize APP projects	1
<b>Spring</b>	<b>Semester 5-Year 2 (total 9 credits)</b>	
<b>9309</b>	Community Advocacy and Participatory Research for Applied Practice	4
<b>9310</b>	Advanced Practice Project Development Seminar II: Grant Writing	4
<b>9470</b>	Portfolio Development Seminar—3: Submit APP	1
<b>Summer &amp; as needed</b>	<b>Semesters 8-12 (up to 4 years—1 credit)</b> <i>Can add 9480 to Semester 7 if APP is completed by time of registration--approval required.</i>	
<b>9480</b>	Portfolio Development Seminar—4: Webinar APP Defense	1

## **Course Descriptions**

**SW 9010-9040: Portfolio Planning Seminars.** These 9000 level seminars (Portfolio Planning Seminars 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required (1 credit hour) courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

**SW 9101: Leadership in Social Work and Evidence Informed Practice.** This course introduces students to scholarly leadership principles in social work practice. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting program evaluation and service outcomes research. Students' mastery of course content prepares them to develop, use, and effectively communicate evidence informed social work research knowledge.

**SW 9102: Social Work Theory, Practice Models and Methods.** This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

**SW 9203: Historical and Current Policy Approaches to Social Welfare.** This seminar introduces students to historical and current political and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are emphasized. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

**SW 9204: Quantitative Methods and Measurement for Services Outcome Research.** This course is an introduction to research measurement and design for doctoral students in social work. It covers basic research methods for use with experimental, quasi-experimental, and non-experimental research designs. Students will become familiar with efforts to achieve and measure variables in the context of human development. This approach

takes into consideration the multiple processes and inherent challenges that come into play across theoretical, economic, environmental, and political in society.

**SW 9200: Program and Clinical Evaluation.** The purpose of the summer immersion course is to prepare students with the needed skills to measure the effectiveness and appropriateness of programs and interventions. In this course students will learn how to apply action research with community organizations and have the opportunity to apply service outcomes research methods to a local agency. Students will also be introduced to descriptive statistics and effective report writing. The course will further prepare students to develop a critical frame for designing real world program and clinical evaluations. The immersion program will also provide an opportunity to identify program evaluation or action research questions consistent with their Advanced Practice Project and further develop their APP proposal.

**SW 9210: Introduction to Qualitative and Interpretive Approaches to Human Inquiry.** The summer immersion course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to the “field” of qualitative inquiry and (2) a beginning experience with research skills appropriate to the ecological/field perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

**SW 9205: Social Work Pedagogy and Curriculum Development.** This course introduces the student to the philosophies of adult education, and strategies to enhance learning in the classroom with special emphasis on incorporating diversity content and conflict resolution in the classroom. Students will increase proficiency in the process of learning and teaching especially linking to CSWE Core Competencies. Content will focus on development of specific teaching skills, including curriculum/syllabus design, lecture preparation, assignments and evaluation. Students will also create a teaching philosophy that will be included as part of their professional portfolio.

**SW 9206: Advanced Practice Project Development Seminar I--Research Ethics.** This course is designed for doctoral students beginning to develop their own program of research. It will provide an emphasis on understanding the basic expectations and requirements of research proposal, as well as the ethical and pragmatic considerations to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify research interests relevant to their respective fields and develop these interests into an IRB proposal effectively.

**SW 9307: Applied Social Statistics.** This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world



findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.

***SW 9308: Nonprofit Management, Fundraising, Board & Workforce***

***Development.*** The focus of this course is on agency leadership. The purpose is for students to understand different management aspects, roles of boards, strategic planning and fundraising ethics for non-profit management. Students will be able to articulate the theoretical foundations that affect the growth of and external influences on the nonprofit sector. Students will also be able to perform basic analyses of financial information provided by nonprofit entities, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.

***SW 9309: Community Advocacy and Participatory Research for Applied***

***Practice.*** The focus of this course is on community leadership. The purpose is on the development of research knowledge and skill needed for effective evidence-based clinical-community research application. This course will specifically prepare student with the needed skills for effective community level (macro) practice. Students will be able to identify and describe theories and relevant models of effective community practice and theoretical models for community organization. Students will also be introduced to community based participatory research (CBPR) approaches and methods if CBPR consisted with program evaluation.

***SW 9310: Advanced Practice Project Development Seminar II—Grant Writing.***

This course is designed for doctoral students to further develop their programs of research. It will provide an emphasis on grant writing and funding attainment to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify potential grants, funding justification, budgeting, and program evaluation; culminating in development of an effective grant proposal.

***SW 9450-9480: Portfolio Planning Seminar.*** These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP requirements and further develop their professional portfolios.

### ***Summer Immersion***

All DSW students are required to participate in a 5-day immersion program. The two immersion courses, *Program and Clinical Evaluation* (SW 9200) and *Qualitative Research* (SW 9210), will be offered one time per summer and students must be in good standing having completed at least one semester of coursework to attend. Students will only need to attend one immersion during their time in the DSW program. Students can attend the immersion in either their first summer or second summer of enrollment. The purpose of the summer immersion is to provide an in-person networking opportunity for all students. New Orleans will essentially function as a laboratory for exploring climate change as it relates to community behavioral health, resilience, natural and technological disasters, and economic concerns.

The immersion is typically held during the first few weeks of June each year in New Orleans, and students will be engaged in classes and networking activities from approximately 9am-6pm each day (Monday through Friday). The immersion is held at Tulane University's Uptown campus, and housing will be provided, which is typically dormitories on campus. Specifics of the immersion will be sent out to students at the start of the Spring semester. Details will include, but are not limited to, exact dates of the immersion, immersion class schedule, splash cards, networking events, and housing. Some meals will be provided for students, typically in the form of on-campus meal cards. Meals will be provided for students at the networking events. Prior to the immersion starting, a fact sheet and canvas page will be distributed to all students with further details about the immersion.

Below is a sample schedule of the summer immersion (schedule is subject to change):

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9:00</b>					
<b>10:00</b>			Windshield Assessment 9-12	Class #2 Uptown Campus 9-12	Class #1 9-12
<b>11:00</b>	Optional: Uptown Campus Walking Tour	Class #2 Uptown Campus 9-12			
<b>12:00</b>			Lunch on own Downtown Campus 12-2		<i>IMMERSION WRAP UP Uptown Campus 12-1</i>
<b>1:00</b>	<i>IMMERSION WELCOME Uptown Campus 1-2</i>	Lunch on own 12-2		<i>Network lunch with group (provided) 12-2</i>	
<b>2:00</b>	Grand Challenges Networking 2-4				Optional: DSW Defense Presentations 2-4
<b>3:00</b>		Class #2 Uptown Campus 2-6	Class #1 Downtown Campus 2-6	APP Library Session Uptown Campus 2-6	
<b>4:00</b>					
<b>5:00</b>	Class #1 Uptown Campus 4-6				
<b>6:00</b>	<i>End of day dinner on your own</i>	<i>Networking Dinner with group (provided)</i>	TSSW networking/ mixer Downtown Campus	<i>End of day dinner on your own</i>	
<b>7:00</b>					

## **The Advanced Practice Project**

Prior to graduation, the student must complete an Advanced Practice Project (APP). The APP measures a student's ability to conceptualize, critically analyze, and communicate knowledge in an organized and cogent way. It is a piece of independent, rigorous academic scholarship that addresses a substantive question or issue within the field of Social Work. The APP also services to develop the DSW Students professional portfolio.

### ***APP Purpose and Goals***

The APP is a comprehensive project that reflects the integration of the student's advanced theoretical knowledge, superior research skills and professional expertise. Through the Advanced Practice Project, the student will make a substantive, scholarly contribution to social work research and practice in a particular topic area of his/her choosing. At the conclusion of the educational program, the student should have in-depth mastery of a selected area of scholarship directly relevant to social work practice, including social welfare policy and services.

The purpose of the APP is to demonstrate a student's ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. That is, students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Typically, coursework is a valuable starting point for APP preparation, but students will need to go beyond formal coursework to master independently their identified area of expertise. Students must also demonstrate an ability to situation specific research fields, constructs, and theories within a broader academic framework.

The APP is designed and executed by the student, with consultation of their Portfolio Planning and Development Professors and optional Faculty Mentors. The APP measures the student's ability to conceptualize, critically analyze, and communicate knowledge in an organized and cogent way. It requires application of social work theory and research methods developed over the course of the student's studies in the DSW program, and integration of the student's professional knowledge base.

### ***APP Process and Procedures***

Through the APP, students are required to make a scholarly contribution to the field of social work through their own independent analysis of a relevant, substantive topic. Their final products must include a review of existing research, relevant theoretical and methodological approaches to the issue, and policy and practice implications. The APP will be comprised of a primary and secondary product. In all cases, students are to submit their proposal ideas to the DSW Program Committee for internal review through the APP Submission Portal in Canvas for approval prior to commencing work on the APP.

There are several stages in place to ensure that the APP will fulfill the requirements for completion of the doctorate degree. This includes, 1) proposal submission and approval, 2) draft manuscript submission and approval, 3) submission of manuscript to a peer reviewed journal, and 4) APP defense presentation. Documentation and review will take place on the APP Submission Portal in canvas.

**1) Proposal submission and approval.** Students will submit their APP proposal in abstract form to the APP Submission Portal in canvas. Members of the DSW Committee will review the APP proposal and score the abstract based on a standardized rubric. Notification of approval by the DSW Committee will be sent out in SOWK 9450 Portfolio Planning Seminar 5: Understanding Peer Review. It is advised to continue working on APP refinement (literature review, searching for articles etc.) during the approval process. Students will submit their APP proposal by the conclusion of SOWK 9040 Portfolio Planning Seminar 4: APP Proposal Writing. Students may submit their APP proposal earlier than the fourth semester, if they have had special approval from the Program Director or Assistant Director.

**2) Draft primary APP manuscript submission and approval.** Students are required to submit a completed draft manuscript of the primary product for the DSW Committee to review through the APP Submission Portal in canvas. A draft version of the manuscript is required to ensure that the product is appropriate and ready for submission to a peer review journal. Students may submit their APP draft at any time during their matriculation to be reviewed. Drafts submitted by the first day of each month will be reviewed and feedback will be provided by the end of the month. Reviews will take September through November, and February through July.

**APP graduation deadlines.** To be eligible for graduation, students must submit their draft to the APP Submission Portal in canvas at least 6 weeks prior to the scheduled defense date. For example, typically the Fall defenses are scheduled in early-December, and if a student wishes to graduate and defend in December, they must submit their draft APP to the APP Canvas Submission Site to be reviewed by October 15 (see deadline schedule below).

The completed primary draft will be read by a TSSW faculty member, who will provide feedback and will recommend whether the product is ready for submission (“approved”), or if it requires edits and revisions (“revise and resubmit”). The TSSW faculty member has till the end of the month to review and provide feedback to the student once the draft has been submitted. Students are required to submit a “response to reviewer” that outlines the changes they have made to the manuscript, based on the feedback provided by faculty. Students must not submit to a peer reviewed journal till they have completed this process and made necessary changes to the manuscript.

Semester	Deadline for APP Draft Review	Feedback from DSW Committee
Fall	October 15	November 15
Spring	March 15	April 15
Summer	June 15	July 15

**3) Submission of primary APP manuscript to a peer reviewed journal.** Students are required to submit the final version of their primary APP manuscript to a peer reviewed journal. Students should work with their faculty mentor and portfolio professors in identifying appropriate journals for their manuscript. Confirmation of submission to a peer reviewed journal and a pdf copy of the final manuscript must be submitted to the APP Submission Portal in canvas.

**4) Submission of secondary APP product.** Students are not required to submit their secondary APP to the Submission Portal in canvas for draft review. However, it is encouraged and will follow the same review schedule as the primary submission. Students are required to submit the final version of their secondary APP product to the appropriate entity. The appropriate submission site is dependent on the type of product. Manuscripts will be submitted to a peer reviewed journal, grants will be submitted to the funding agency, and program evaluations will be submitted to the agency requesting the evaluation. Confirmation of product submission and a pdf copy of the final product must be submitted to the APP Submission Portal in canvas.

**5) Proof of submission.** Proof of submission for both primary and secondary APPs must be uploaded to the APP Submission Portal in canvas by December 1 (Fall), May 1 (Spring), and August 1 (Summer). If both the primary and secondary are not submitted by these dates, students must enroll in 9480 the following semester.

Semester	Deadline for APP Proof of Submission	Potential Defense Dates
Fall	December 1	First or second week in December
Spring	May 1	First or second week in May
Summer	August 1	First or second week in August

**6) APP defense presentation.** Students will prepare a 15 minute defense presentation with PowerPoint slides that outline the findings of their primary and secondary product. An outline of the presentation format will be sent to students closer to the date of their defense by in the 9480 course. The APP Defense PowerPoint slides must be submitted on the APP Submission Portal in canvas prior to the defense date. The APP defense presentations are open to the TSSW Faculty.

The **primary** product will be a manuscript submitted for publication in a peer review journal. While this submission type will vary depending on the student's interests and expertise, each student is encouraged to produce a high-quality piece of scholarship. Deliverables include:

- ✓ Submission of IRB determination letter or approval to program director prior to working with data.
- ✓ 1 manuscript submitted for publication in a DSW committee-approved peer review journal
- ✓ Electronic proof of submission and manuscript submitted to the APP Submission Portal in canvas.

The **secondary** product may take several forms and might include (but are not limited to) scholarly products like grant applications to federal and national organizations (e.g., NIMH, Kellogg Foundation), program evaluation or other product approved by the DSW Committee. Some examples of possible secondary projects include:

1. A second article submitted to a DSW program-approved peer reviewed journal. The second submission can be related to the student's program of interest, but must be substantially different from the primary product. Deliverables include:
  - ✓ Submission of IRB determination letter or approval to program director prior to working with data.
  - ✓ 1 manuscript submitted for publication in a DSW committee-approved peer review journal
  - ✓ Electronic proof of submission and manuscript submitted to the APP Submission Portal in canvas.
  
2. One DSW program-approved program evaluation of a community agency. The program evaluation must be conducted and report written in accordance to Centers for Disease Control and Prevention guidelines (see [Developing an Effective Evaluation Report](#) and [Evaluation Template](#)). Deliverables include:
  - ✓ Electronic correspondence between student and program administration (i.e. CEO/COO, Director, Manager, etc.) of program evaluation need, agreement, and plan submitted to DSW Program Director and approved by DSW committee
  - ✓ Submission of IRB determination letter or approval to program director prior to working with data.
  - ✓ Final report submitted to the APP Submission Portal in canvas (using evaluation template above).
  
3. Grant of a minimum of \$10,000, with students as Principal Investigator or other major contributor role. DSW Committee must approve grantee organization. Deliverables include:
  - ✓ Letter of intent (LOI) submitted to DSW Program Director and approved by DSW committee. LOI is required for the DSW program, even if not required by request for proposal/announcement or granting agency
  - ✓ Electronic proof of submission and final grant submitted to the APP Submission Portal in canvas.
  
4. Other scholarly product; all other products proposed must receive approval by the DSW Committee, and must be submitted to the APP Submission Portal in canvas.

### ***Institutional Review Board for APP***

As part of required DSW course work, students will take an Advanced Practice Project Development Seminar I, which focuses on research ethics (SW 9206). Outcomes for this course include understanding of what constitutes human subjects research and development of a practice Institutional Review Board (IRB) proposal. Since the primary goal of the APP is to generate knowledge in the form of a scholarly publication, most APPs will require at a minimum an (IRB) determination letter. Any research involving human subjects **MUST** go through the Tulane IRB system prior to beginning any data collection activities. A student, professor, advisor, or mentor may not determine if a study is exempt. If a student suspects that their IRB is exempt, they must submit a Human Subjects Determination Form through the [Tulane IRB System](#). Once approved by the Tulane IRB, the student is responsible for submitting the Tulane University IRB determination letter to the Program Manager and Program Director to place in their file. Any student that conducts research without going through proper Tulane IRB protocol will result in a Major Professional Standard Review (see TSSW Handbook for more information).

### ***Applied Practice Project Proposed Schedule***

In the planning portion of their APP (semesters 1-4), the student will work with TSSW faculty advisor (Portfolio Planning instructor) to develop and refine both their primary and secondary APP concepts. During the fourth semester, the student should have submitted their APP proposal for approval of the Program Director and DSW Advisory Committee, through the APP Submission Portal in Canvas. Upon approval the student transitions to APP development and should also develop an application with Tulane's Institutional Review Board (IRB), as a required part of their coursework for the term. The remainder of the student's second year (semesters 5-7+) will be dedicated to working on their projects. Their Portfolio Development instructor will be helping them improve their scholarly writing skills and navigate the peer review process. The student will continue to work on the APP using the process outlined and approved by the DSW Advisory Committee. Completing the literature review, collecting data, and drafting initial findings are likely to be the student's primary research activities during this time. Students are expected to make steps towards the completion of their APP while continuing their coursework.

In the student's final semesters, the student will finalize and submit their APP. Data analysis, revision and final submission to the selected publication (subject to the approval of the faculty advisor) will likely be the primary research activities during this period. When the article or other work product is completed (e.g., in the event of a journal article, a letter of submission is sent from the Editor, or an Award Letter from a funder) the DSW student will upload to the APP Submission Portal in canvas:

1. a copy of the submission or acceptance letter
2. any supporting material (e.g., the editorial reviews that may have been required following the initial submission; those typically provided to authors on a Revise and Resubmit determination), and
3. the final submitted/accepted version of the article.



If students cannot provide proof of completion by the first day of the month prior to graduation, students will be required to enroll in the 1 hour Portfolio Development Seminar (SOWK 9480) until all APP requirements are met. Students have up to four years from entry into the program to complete coursework and APP requirements. Below is the recommended timeline for completion of the APP.

<i>Table 4: Timeline for Advanced Practice Project Completion</i>	
<b>Semester 1</b>	APP—Scholarly writing and library resources for APP planning
<b>Semester 2</b>	APP Planning—consideration of topic or social problem of interest based on CV or personal statement
<b>Semester 3</b>	APP Specification—project topic and type for both primary and secondary requirements
<b>Semester 4</b>	APP Proposal—submission and approval
<b>Semester 5</b>	Begin APP Development—including IRB submission if required
<b>Semester 6</b>	APP Development—activities will differ depending on type and scope of project but may include data collection, sampling, writing, data analysis, writing, journal selection
<b>Semester 7</b>	APP Completion—Finalize, Submission, and Defense of APP*
<b>Semester 8+</b>	APP Completion—Finalize, Submission, and Defense of APP*
<b>Note.</b> *Students can add 9480 to Semester 7 if APP is completed by time of registration--approval required. +Students that do not submit a completed APP in semester 7 or 8, must continue to enroll in the 1 hour Portfolio Development Seminar (SOWK 9480) until all APP requirements are met.	

#### **APP Faculty Advisor** (*Portfolio Planning and Development Instructors of Record*)

The instructors of record for the Portfolio Planning and Development Seminars will work as a faculty advisors offering academic support to Doctor of Social Work (DSW) students. Assignments required and support provided will guide the student in developing APP and professional portfolios. The instructor provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. Goals of advising are to evaluate student performance based on their success in meeting the following applied practice gains, as it pertains to their Applied Practice Project and its contribution to the field of Social Work:

1. Students are familiar with the literature in the selected area of specialization and demonstrate both breadth and depth of scholarly and applied knowledge. It is

essential that the student cites and summarizes the most influential publications in the field (both classic and recent publications). The student must be able to demonstrate and explain key ideas and apply key concepts.

2. Student performance must demonstrate that the student has not only read but can integrate the literature and identify the big questions that push the area forward. What are the most important conceptual issues? What are the new theoretical perspectives? What new lines of empirical research are most promising? Why? Students should be able to synthesize this expertise and explain why their particular theoretical issues or empirical topics are on the cutting edge of contemporary research. In short, the exam must go beyond mere summary to offer integration and synthesis and essentially join the forefront of major debates in the field(s), identify gaps in the scholarly literature, and engage with cutting-edge questions and issues.
3. The APP must not only catalogue and rank the literature in terms of importance, centrality, and research generated, but also give voice to the writer. The student must be able to demonstrate that s/he has the ability to assess the field critically. S/he must also be able to distinguish her/his/their own views and evaluations from the ideas and criticisms of other scholars (and properly cite sources of criticism).
4. The APP should demonstrate the author's ability to write well and be able to express complex and challenging ideas and concepts in a clear, coherent, and succinct fashion. Overall, the APP must demonstrate competency and expert command of the recognized specialty areas and highlight the student's specific interest in the areas.

### ***Faculty Mentors***

In addition to the faculty advisor (Portfolio Planning and Development Instructor of Record), DSW students are encouraged to work with a faculty mentor that have expertise on the student's topic of interest. Faculty mentorship will encourage collaborative relationships between the DSW students and TSSW faculty; however faculty and administrators outside of TSSW are also viable options. Given the recent proliferation of online journals, it is anticipated that the primary reason for rejection will be the quality of the targeted journal outlet. To help prevent this from occurring, DSW students and TSSW faculty are encouraged to consult ISI's Journal Citation Reports for a list of the top social work journals. Although outlets for DSW APP projects are not confined to this list, it is a valuable place to begin. Following approval of the proposed project by the DSW Advisory Committee, the DSW student and the Faculty Mentor will work to complete the project as articulated in the proposal.

## **Additional Student Programs**

### ***Teaching Fellows***

TSSW offers a Teaching Fellowship Program to doctoral students for classes offered at Tulane School of Social Work. The goal of the fellowship program is to improve mentoring of doctoral students in teaching. Teaching Fellows will be assigned to a TSSW faculty member for a semester and to one of their graduate-level classes. DSW students are eligible to apply to become a Teaching Fellow once they have completed or are currently in the SOWK 9205: Social Work Pedagogy and Curriculum Development course. Interested students will fill out an application form that is sent out by the Program Director and Assistant Director. Compensation and a certificate will be provided to Teaching Fellows upon successful completion of the semester.

Teaching Fellow Requirements may include:

1. Full engagement as a teaching fellow for the appointed semester.
2. Attend a minimum of 10 class sessions, and guest lecture for at least 2 sessions.
3. Holding office hours, post discussions, and minimal grading.
4. Meet weekly/biweekly with instructor of record throughout the course.
5. Attend virtual Teaching Fellow training prior to the start of the semester.
6. Attend or view pre-recorded Tulane CELT (Center for Engaged Learning and Teaching) sessions <https://celt.tulane.edu/content/celt-brown-bag-workshop-resources> (minimum of 3 and at least 1 must be on culturally responsive or anti-racist teaching).
7. Upkeep of an electronic weekly teaching journal—journal will be used to guide meetings with the instructor.
8. Submission of a teaching note or reflection paper to instructor of record at the end of the semester. Reflections should be a maximum of 5 double spaced pages (~1000 words) including references (at least 3 peer reviewed and refereed citations within the past 5 years). Your paper can include:
  - a. personal growth or challenges gleaned from your journal;
  - b. classroom observations;
  - c. adult learning theories or recent studies that support your observation;
  - d. lessons learned and future plans;
  - e. suggestions for curriculum updates;
  - f. future pedagogical or andragogical plans;
  - g. summary of teaching evaluations;
  - h. importance of teaching social work research

### ***Peer Mentors***

The DSW Peer Mentoring Program aims to improve the connection of differing cohorts and support of students in the first semester of the program. The goals of the mentoring program are to decrease feelings of isolation, increase guidance on adjusting to doctoral studies, and to provide mentoring experience and training to recent or soon to be DSW graduates.

1. Mentors will apply through an application process (typically a Qualtrics link sent out by the Program Director and Assistant Director)
  - a. DSW students in their final semester (enrolled in 9480), that are a student in good standing and have made sufficient progress with their APP will be encouraged to apply.
  - b. DSW alum within three semesters of graduation will be eligible to apply.

2. DSW students and alum will have a minimum of a master's degree in Social Work and will be paid per semester. Effort is approximately 35 hours per semester for a onetime payment of \$1,050.
3. Mentors will attend a mentor training and the DSW orientation prior to the start of the semester.
4. The mentor will be matched with 5-10 incoming DSW students.
  - c. Mentors will set up a Zoom meeting with each student once per semester (additional meetings can be requested by the student)
  - d. Mentors will also set up 2 group meetings via Zoom. Attendance is not mandatory, thus groups will follow an open group format.
5. Meetings will be held via Zoom to foster inclusion for both online and on campus learners.
6. At the end of each semester, mentors will assess effectiveness and prepare a brief report (not to exceed 1,000 words) submitted to DSW administration, which will include meeting dates, topics covered, attendance and lessons learned from the mentoring program.

### **Late Work Considerations**

Social work practice is deeply rooted in efficacy and timeliness. As a Social Worker, you are expected to complete tasks in a comprehensive, efficient, and timely manner. Thus, all work is expected to be submitted on time. We do not have a single late assignment policy, please refer to your syllabus for instructor policies. If a policy is not listed the general guidelines below will be followed.

Work turned in after the posted due date and time is considered late. One point will be deducted for each day after 24 hours past the due date. After 10 days past due, the assignment will not be accepted or graded. Students with more than 2 late assignments will be given an academic alert.

Extensions for papers are granted only in exceptional circumstances and must be made in advance. The decision to accept a late paper is at your professors' discretion.

It is usually possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work.

### **General DSW Professionalism - Communication**

Professionalism extends beyond the handshake and face-to-face greeting. Professional email communication is key to communicating with your supervisors and peers. While professional email communication can be cumbersome, it is necessary to maintain appropriate peer and supervisor relationships in the workplace.

Professional communication also extends to your professors, instructors, and university officials. In an effort to create a culture of professionalism, please use the following guidelines when communicating with the course instructor:

As per the *TSSW's Student Handbook on Rights and Responsibilities*, emails must be sent using your Tulane University email account. Student emails that are sent using non-Tulane accounts will not be opened.

Before emailing or calling your professor, **please consult the syllabus, Canvas site, textbook, FAQ discussion board, and other available resources.** You will find many answers among the sources provided. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.

Your questions are critical to your learning journey. The easiest and most efficient way to contact your professor or DSW Program Staff is via email. Professors will communicate alternative preferences if applicable. Please consider the following:

- Allow at least two business days for email response Monday – Thursday.
- Please be patient. If your professors do not reply in 48 hours (48 hours to start the following Monday if email is sent past noon on Friday), **please send a follow-up inquiry**, as your email could potentially get lost.

#### **ALL emails must contain the following information:**

1. SUBJECT LINE: Class – Topic (e.g. SOWK XXXX – Social Problem Presentation Video)
2. BODY OF EMAIL:
  - a. BEGINNING: A formal, professional, appropriate salutation. Please address the instructor as Dr. [add professor name here].
  - b. BODY: A brief introduction to your concern, question, or situation and an explicit request regarding the purpose of your communication. (Be sure to adhere to etiquette expectations as described above).
  - c. ENDING: A formal, respectful, appropriate closure and signature (Sincerely, your name)
3. Emails that do not contain the above-identifying information may be deemed spam/junk and may be inadvertently deleted.

### **TSSW Diversity Statement**

*Provided by the Difficult Conversations Committee:*

*Joan Blakey, Stephanie Baus, Candice Beasley, Coleen Cicale, Tonya Hansel, Maureen Joseph, Marva Lewis, Mike Rudis, Akailah Bulloch, & Paolo Roy*

Respect for Diversity. Audre Lorde said, "It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." It is the Tulane School of Social Work's intent that we provide an educational experience where students leave our program with a deeper understanding of why they believe what they believe and that they examine their assumptions and attitudes about race, gender, sexual orientation, religion, able-bodiedness, political affiliations, and other differences. We seek to create an atmosphere where each and every student, regardless of their backgrounds and perspectives, will be both supported and challenged. We welcome discussions, divergent viewpoints, and disagreements in this course. We realize the course material, discussions, and viewpoints that may surface in this course may be difficult intellectually and emotionally. We ask everyone to be thoughtful when engaging in discussion and use care and empathy with one another.

As advancing social work professionals, all interactions with peers/colleagues, clients, and the overall community **MUST** adhere to the ethics and ethical principles of the National Association of Social Workers (NASW). Therefore, as an emerging professional, you are expected to:

- Value and respect the inherent dignity and worth of all people; meaning, that in all interactions and communications, you are to treat each person in a caring and respectful fashion being mindful of individual differences and cultural and ethnic diversity (NASW, 2017).
- Understand the importance of human relationships; meaning, that as an emerging social work professional you are to engage partners in the helping process (NASW, 2017). In this educational milieu, your peers are your partners. Being respectful of others' thoughts/ideas and sharing your thoughts/ideas in a respectful manner not only helps facilitate your peers' learning but facilitates your personal learning and cultivates your own self-awareness.
- Understand the value of integrity; meaning, that as an emerging social work professional you are to act honestly and responsibly and promote ethical practices on the part of the organization of which you are affiliated (NASW, 2017). It is your responsibility and part of your integrity in keeping your learning environment not only safe for yourself but for your peers and all members of the TSSW community.

To dismantle systems of oppression, aid in the liberation of our clients, and advocate for change, we cannot avoid uncomfortable conversations. We must critically examine and assess our assumptions, values, beliefs, and philosophies, as this is vital to liberatory social work practice. We hope you embrace your discomfort, have the courage to show up fully, and allow yourself to take intellectual and emotional risks, so you can be changed in ways that deepen your capacity for understanding, empathy, and awareness of the diverse perspectives and lived experiences of others.

## Guideposts for a Safe and Supportive Learning Environment

<https://www.cabq.gov/artsculture/documents/guideposts-1.pdf>

Be present and welcoming. Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work and presume that you are welcomed.

1. Listen deeply to learn. Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the large group.
2. No fixing. Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another's wrong, to "fix" or "correct" what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of "messing up."
3. Suspend judgment and assumptions and seek understanding. Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
4. Speak your truth and respect the truth of others. Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using "I" statements.
5. Maintain confidentiality. Create a safe space by respecting the confidential nature & content of discussions held in the formation circle. What is said in the class, stays there; what is learned here, leaves here. Everyone gets to tell their own story for themselves.
6. Respect silence. Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.
7. When things get difficult, turn to wonder. If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: "I wonder what brought her to this place?" "I wonder what my reaction teaches me?" "I wonder what he's feeling right now?" You do not have to agree with another's story; but you do have to respect their right to tell their own story.
8. Trust the class process. In this class, all voices are valued equally. All viewpoints are welcomed and respected.

Useful Links and Information
Tulane University School of Social Work <a href="https://tssw.tulane.edu/">https://tssw.tulane.edu/</a>
Tulane University Division of Student Affairs <a href="https://studentaffairs.tulane.edu/">https://studentaffairs.tulane.edu/</a>
Tulane University Provost's Office <a href="https://provost.tulane.edu/">https://provost.tulane.edu/</a>
Center for Engaged Learning and Teaching: <a href="https://celt.tulane.edu/for-grad-students">https://celt.tulane.edu/for-grad-students</a>
Tulane University <a href="#">Unified Code of Graduate Student Conduct</a> : The DSW program expects all students to uphold high standards of scholarship and conduct in roles as student, teaching/research assistant, and researcher. To that end, all DSW students are required to abide by the Tulane University Unified Code of Graduate Student Academic Conduct.
Tulane Graduate Studies Student Association (GSSA) ( <a href="https://gssa.tulane.edu/">https://gssa.tulane.edu/</a> ) is a student-government based organization for all graduate students, Masters and PhD, within the School of Science and Engineering or the School of Liberal Arts. GSSA is funded by a portion of graduate student activity fees, and acts to provide social, academic, and career enriching opportunities on and off campus for the graduate student population.
Tulane University Office of Graduate and Postdoctoral Studies (OGPS) advances graduate education and enhances postdoctoral training through program oversight, policy development, and implementation of focused activities. <a href="https://ogps.tulane.edu/">https://ogps.tulane.edu/</a> OGPS sponsors workshops that support the professional development of Tulane's graduate students. Topics include career planning: an overview, pursuing academic careers, academic research and scholarship, teaching, and an orientation for new teaching assistants. Faculty mentors play an important role in graduate students' experiences and success. OGPS provides several tips for finding a mentor. Tulane has many resources to assist you in your research and teaching, and to foster your engagement with the university community.
If you are seeking financial aid to assist you with the cost of the program, you will need to work directly with <a href="#">Tulane's Office of Financial Aid</a> to determine your eligibility and process any loans you receive. Please make sure you are contacting the Downtown Financial Aid Office for Health Sciences - you can find contact information for counselors on their website. <a href="#">Accounts Receivable</a> handles all billing matters and you must communicate directly with them.
The Tulane School of Social Work bookstore is at the <a href="#">Tulane Bookstore</a> on the uptown campus. Textbook lists, including the Title, Author, Publisher and ISBN, are generated each semester. These lists allow students to order textbooks, in printed or electronic version from their choice of sources.
You can obtain your Splash Card by going to <a href="#">Splash Card Services</a> on the 8 <sup>th</sup> floor of the Tidewater Building on the Downtown campus or online by submitting a photo. You will need your Splash Card to gain entry into the School of Social Work at any time that the security guard is not on duty (outside of normal business hours).
<a href="#">Campus Health</a> provides access to medical, mental health, and health promotion initiatives
<a href="#">Howard-Tilton Memorial Library</a> provides library services and houses the Center for Library User Education which provides training sessions to students and faculty on Library usage.
Tech Support is provided by the <a href="#">Tulane University Technology Services</a> . Students and faculty resolve issues by calling (866) 276-1428 or submitting a tech support request through <a href="mailto:help@tulane.edu">help@tulane.edu</a> .
If you believe you may encounter barriers to the academic environment due to your specific learning style or known challenges, please feel free to contact the <a href="#">Goldman Center for Student Accessibility</a> .