Overview

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TSSW Mission
The Tulane School of Social Work's mission is to enhance the well-being and equitable treatment of diverse individuals and communities through transformative education, generation of knowledge, service and community engagement.

TSSW Vision
TSSW strives to build innovative, world-class graduate programs through cutting-edge research and training future leaders to provide evidence-informed, interdisciplinary practice locally and globally that advances the behavioral health and health needs of individuals, families, and communities.

MSW Mission
The mission of the Master of Social Work Program at the Tulane University School of Social Work is to educate and inspire future social work leaders to engage in integrated clinical and community practice that is culturally responsive and relationship-centered, to enhance the well-being and equitable treatment of individuals, families, and communities.”

The Tulane University School of Social Work Master of Social Work Program:
• The goals of the Tulane University School of Social Work Master of Social Work Program are:
  • Prepare students to engage in integrated clinical and community practice to enhance the well-being and resilience of individuals, families, groups, organizations, and communities;
  • Provide a transformative educational experience that teaches students to value human diversity and work to promote social and economic justice;
  • Nurture students in their identity formation as clinical and community practitioners through the collective act of modeling professional commitment among the staff, faculty, community partners, and stakeholders;
  • Ensure students are self-efficacious and prepared using innovative, world-class knowledge and research to work as leaders in community-based settings to provide relevant, effective, and interdisciplinary social work services; and
  • Promote integrative learning by drawing from and contributing to the diverse, culturally rich, and inspiring environment, locally and nationally, to advance the biopsychosocial-spiritual needs of individuals, families, and communities.

History
The Southern School of Social Sciences and Public Services was the first training program for social workers in the deep South. Under the sponsorship of the Kingsley Settlement House, a group of Tulane social science faculty offered the first classes in social welfare in 1914. Sponsored by grants from the American Red Cross, a formal one-year program was implemented in 1921.
By 1927, with funding from a Rockefeller grant, the school became a separate program with a two-year curriculum qualifying students for the Master of Arts. In 1935, the University established the degree of Master of Social Work. The School has awarded the Master of Social Work degree to more than 7,000 students from all 50 of the United States and more than 30 other countries.

Since 1927, the first year of national accreditation for social work education, the School of Social Work has maintained full accreditation status. It is a charter member of the Council on Social Work Education, which is the standard-setting and accreditation body in the field of social work education. Tulane School of Social Work is accredited by the Council on Social Work Education (CSWE). TSSW was recently awarded accreditation of the Master of Social Work Degree program for the full eight-year cycle with no contingencies.

The Tulane School of Social Work built a tradition of leadership in promoting equal access to higher education and employment at the University. This tradition of leadership is evidenced in the following notable events:

• The School of Social Work was the first division to have a female dean when Dr. Elizabeth Wisner was promoted to the position of dean in 1937.
• The School supported the 1960s civil rights and political battle with Mrs. Pearlie Hardin Ellio, who as an African American woman applied for admission to the School of Social Work in order to desegregate the University, which Paul Tulane's will had designated as a white male institution. She was eventually awarded admission and received a MSW from our school.
• The School of Social Work was the first division of Tulane to admit African American students in the 1962-63 academic year.
• The School of Social Work was the first division to appoint African American faculty.
• The School has led the University in developing non-discrimination policies, appointing faculty members and admitting numbers of minority students disproportionate to School size and University enrollments, and in appointing self-identified lesbian and gay faculty.
• The School of Social Work is the most diverse School within Tulane University.
• Enrollment of African American students has increased by 113% and Hispanic students has increased by 121%.
• The current faculty is the most diverse of the university’s history which also contributes to the richness of the learning environment. Our faculty has grown from 15 to 26. Diversity of the faculty has increased from 16% to 42%.
• This diversity also extends to the school’s administration. Five of the eight people that make-up the administrative team are African American, Latino or African. In terms of the school’s history, four administrators of color are the first people of color to hold these positions (e.g. Associate Dean of Academic Affairs, Director of Enrollment Management, Assistant Director of Field and Assistant Dean of Finance and Human Resources) in the school.

Academic Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/policies/) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Social Work Policies

The integrity and reputation of the Tulane School of Social Work depends on the honesty of the entire academic community in all of its endeavors.

This implies that the School’s faculty, students, administration and staff are willing to adhere to and uphold the Code of Academic Conduct. Every member of the academic community has the duty to 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 a student puts their name on any material submitted as an academic assignment, they vouch that both the content of the assignment and the process through which the assignment was produced conform to the standards of the Code of Academic Conduct. 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 (power points), and computer programs.

The authority for adopting a Code of Academic Conduct is pursuant to paragraph II (b) of the Unified Graduate Student Code of Academic Conduct for Tulane University.

Academic Rights and Responsibilities

All members of the academic community shall foster an environment that encourages adherence to the principles of honesty and integrity. Every student enrolled in a course in the School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct. Every student matriculated in the Tulane School of Social Work will receive a copy of the code at or before student orientation and will sign the Academic Code of Conduct and Student Handbook Pledge which will be held in the TSSW student file. Students have the responsibility to become thoroughly familiar with the code and to conduct themselves at all times in a manner consistent with its principles. Lack of familiarity either with the code or with the application of its principles to any specific assignment does not constitute an excuse for non-compliance.
The School's faculty, administration, and staff are also responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff also have the responsibility to become thoroughly familiar with the Code and to conduct themselves at all times in a manner consistent with its principles. As in the case of students, lack of familiarity either with the code or with the application of its principles does not constitute an excuse for non-compliance.

All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.

### Degree Requirements

#### Certificate

**Disaster and Collective Trauma Certificate**

Disaster can strike unexpectedly, dramatically affecting communities, families, and individuals. Tulane University's Disaster and Collective Trauma (DaCT) Certificate prepares aspiring social workers to treat the psychological consequences of these types of crises. As one of the few disaster and collective trauma programs in the United States, this program teaches students the skills required to make substantial change in their communities and assist individuals with overcoming the trauma associated with surviving disasters. Students who choose to pursue the DaCT Certificate tailor their education and use an anti-oppressive lens with the goal of enhancing the well-being of diverse individuals, families, and communities recovering from disaster and collective trauma.

The Disaster and Collective Trauma Certificate appeals to students who

- wish to explore the theories of trauma, recovery, and disaster mental health
- are interested in applied practice with individuals, families, or communities recovering from collective trauma, and/or disaster
- are interested in the policies and programs that influence the ability of individuals, families, and communities to bounce back following collective trauma and disasters

**Certificate Requirements**

The DaCT program requires students to complete two advanced elective courses and four specialized trainings focusing on collective trauma and disaster mental health. In addition, students are required to complete their field placement in an agency working with communities, families, or individuals impacted by collective trauma/disaster.

- Two mandatory electives
- FEMA Certificate in Introduction to Incident Command Systems + 3 additional specialized trainings in disaster/collective trauma.
- Attendance at DaCT meetings
- Focused field placement
- Must be a Tulane MSW student in good standing

**Field Education**

Every MSW student is required to complete 948 hours of field-based education. This integral part of the degree program pairs each student with an organizational partner in the individual's city or town to start getting on the ground experience. The fieldwork experience and the rest of the curriculum are mutually supportive so that students have the opportunity to practice what they learn in the classroom, in their field placement.

**Disaster Resilience Leadership Studies Certificate**

Training the Disaster Resilience Leaders of tomorrow! The Disaster Resilience Leadership Academy (DRLA) is dedicated to the systematic strengthening of global humanitarian leadership. The DRLA creates a process that integrates education, research, and application to achieve increased holistic resilience in communities, households and individuals impacted by environmental challenges and disasters.

The Certificate in **Disaster Resilience Leadership** focuses on the 5 main core competency courses:

1. Human and Social Factors
2. Disaster Economics
3. Disaster Operations and Policy
4. Environment and Infrastructure
5. Leadership

**Mental Health, Addiction, and the Family Certificate**

The Certificate in Mental Health, Addiction and the Family centers around the evidence that healing is the most robust in a relational context. This certificate is unique to Tulane University School of Social Work. Our program is a rigorous combination of coursework, certificate related field
placements, and our signature Journal Club/Community meetings component. The Journal Club/Community meetings component is designed to give the student opportunities to network and discuss certificate related topics.

The Certificate is affiliated and funded by the Porter Cason Institute (PCI). PCI is the result of a large private contribution from a Tulane MSW alumnus for the purpose of training. Funds from PCI allow us to augment training with lectures from local and national experts as well as provide advanced training of professionals in our community.

The culture of this certificate centers around developing creativity and courage in both your time at Tulane and in your career. Social work is both an art and a science. We teach the science and provide a place for you to come to understand and develop your own unique art within ethical and evidence based interventions. Throughout your career you will hone your understanding of the science, art and creativity required of an exceptional social worker. We view it as one of our primary objectives to give you the courage to be comfortable in uncomfortable moments and to give space for truth and healing that may emerge as you develop this comfort.

Focus and Requirements for the Certificate

Our program is a rigorous combination of coursework, certificate related field placements, and our signature Journal Club/Community meetings component. The Journal Club/Community meetings component is designed to give the student opportunities to network and discuss certificate related topics.

- Healing in a Relational Context
- Elective Classes that qualify for the Certificate (2 of your 3 Electives):
  - 7010 Family Trauma
  - 7300 Clinical Intervention with Children and Adolescents
  - 7345 Psychopathology & DSM
  - 7360 Contemporary Practice with Couples & Families
  - 7365 Clinical Practice in Addiction and Substance Abuse
  - 7370 Introduction into Behavior Pharmacology
- Attend each semester’s Journal Club meeting or if an online student- One community meeting or educational opportunity related to the certificate (approved ahead of time) with a 1 page reflection each semester.
- Certificate related field placement with one certificate related objective included in field work plan
- Portfolio of all your certificate related work turned in 2 weeks prior to graduation.

Graduate

General Graduate School Requirements

A full description of Master’s (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/masters-programs-requirements/) and PhD Degree (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/phd-program-requirements/) requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Master of Social Work

The full-time and part-time MSW program requires a total of 60 credit hours. Our Advanced Standing curriculum requires 44 credit hours. Each student completes 15 credit hours of field practicum, which equates to three full-time semesters of 316 hours or six part-time semesters of 158 hours of actual fieldwork each semester.

Master of Science in Disaster Resilience Leadership

To earn this degree from the School of Social Work, 36 credits must be earned. The 36 credits will consist of 21 credits DRLA Core, 9 credits from DRLA electives, and 6 credits from any other electives. The Tulane School of Social Work also offers a dual degree

Doctor of Social Work

During their first two years, students will take courses in social work theory, practice and methods. Each semester includes two courses and an independent study during which the student will work with an academic advisor to develop their scholarly portfolio and Advanced Practice Project.

Students are encouraged to develop a possible topic for their advanced practice project early in their doctoral study. Once a topic has been selected, a three-member committee will review a formal proposal and provide feedback to the student. Final approval of the proposal as fulfillment of a requirement for candidacy for the degree is granted only upon fulfillment of all other requirements for candidacy, including 56 hours of required courses and successful defense of the proposed project.
Programs

- Disaster and Collective Trauma Certificate (Graduate) (https://catalog.tulane.edu/social-work/social-work/disaster-collective-trauma-certificate/)
- Disaster Resilience Leadership Studies Certificate (Graduate) (https://catalog.tulane.edu/social-work/disaster-resilience/disaster-resilience-leadership-studies-certificate/)
- Disaster Resilience Leadership Studies, MS (https://catalog.tulane.edu/social-work/disaster-resilience/disaster-resilience-leadership-studies-ms/)
- Mental Health, Addiction, and the Family Certificate (Graduate) (https://catalog.tulane.edu/social-work/social-work/mental-health-addiction-family-certificate/)
- Social Work, DSW (https://catalog.tulane.edu/social-work/social-work/social-work-dsw/)
- Social Work, MSW (https://catalog.tulane.edu/social-work/social-work/social-work-msw/)