

Social Work @ Howard

Cudore L. Snell, Dean

Fall 2011

Message from Associate Dean of Academic and Student Advancement

Dr. Sandra Edmonds Crewe

Every year has its unique start. This year, many of you experienced the East Coast earthquake. What a way to start the academic year!

From the buzz in the hallway about all of the reading that you have to do, I know that you are in full swing into the semester. For those who are new to our family, we again welcome you to this lifelong relationship. You have joined a family of social workers committed to serving diverse families in the community and around the world. You are an important member of the Howard Social Work family. Like any family, we provide support and sometimes agree to disagree. At the heart of whatever we do as a family is the commitment to persons in need of our services to enhance their quality of life. As Alumna Tom Gore stated during the 2011 Annual Neighborhood and Community Diversity Bus Tour, "The MSW from Howard has opened many doors for me."

For our continuing students, I thank you for your extraordinary commitment and contributions to the families and individuals that you served last year in field education sites throughout the metropolitan area. Collectively you provided over 90,000 hours of service during your internships. As you are aware, one of the values of social workers is service. You have exemplified this.

Yes, we know about the third semester overload. Absolutely, we raise the bar and expect that you integrate the foundation core competencies and demonstrate higher skill levels as you move toward May 12, 2011 when you earn the MSW. I encourage each of you to make space for scholarship and study. Use this time and opportunity that you have been granted to excel in your chosen concentration and specializations. And remember that **writing matters!**

For our December graduates, take time to look back over your time and appreciate the journey. You are the next members of the Howard family that will enter the workforce and transform lives. We are all looking forward to a successful reaffirmation and we owe our success to each of you who exemplifies the historical and contemporary Howard University School of Social Work!



Big Chair- Landmark
Anacostia, SE Washington



Lunch at the Far SE
Collaborative

In This Issue

Student Exit Survey Data

Behaving Ethically

Student Council Association

News

International Service Learning

Tips for Online Courses

Field Education Guidance

Black Perspective

Meet Our New Faculty

Social Work Computer Lab

Important Dates to Remember

MSW Exit Survey 2010-2011—Documents Improved Content in Diversity

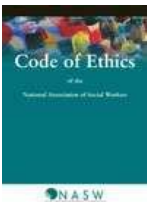
Every year we conduct a survey of our graduating students. This lengthy survey tells us what our students think about various aspects of our program. Overall, we continue to receive high ratings in most areas. In particular, we found that the class of 2010-2011 noted that faculty had enhanced the content on diversity in relationship to the Black Perspective. In fact, when we asked students how well their classes and the Black perspective prepared them to work with diverse populations; they gave us a resounding thumbs up. The following data documents the findings:

Criteria	Black Perspective				
	2010 and 2011 Data—2011 Data Bolded				
	Not at all	Adequately	Very well	Extremely well	
How well did the Black Perspective you to work with...					
Racial ethnic groups different from your own	3% 2%	44% 24%	24% 39%	29% 35%	
Sexual orientations different from your own	9% 5%	48% 30%	24% 35%	19% 31%	
Religious orientations different from your own	7% 5%	51% 33%	23% 31%	19% 32%	
Age groups different from your own	8% 5%	46% 29%	27% 31%	20% 36%	
Social economic statuses (SES) different from your own	4% 2%	40% 27%	32% 38%	24% 33%	
Values and ethical dilemmas of practice	4% 3%	37% 25%	29% 34%	30% 38%	
Systems that match your practice methods	6% 2%	45% 30%	28% 37%	22% 31%	
Systems of all sizes	6% 3%	46% 33%	26% 35%	22% 29%	

We are especially pleased with the increased content on religious and sexual orientations. The findings also document the increased use of technology in instruction. Almost 60% of the respondents reported that they had taken an online course. Of those evaluating the online instruction, over 90% rated the experience as satisfactory or better. Seventy-three percent of the students stated that they would take another online course. Some graduates affirmed that online education is not for everyone—they voiced their clear preference for face-to-face courses. The MSW Exit Survey findings from 2009-2011 are available in the library—the binders are on reserve.

Behaving Ethically

Social work is a profession with its own body of knowledge, skills, and values. Our profession is guided by a code of ethics from the National Association of Social Workers. Although other social work organizations, such as the National Association of Black Social Workers, have their own code of ethics, many licensing boards use the NASW Code of Ethics to decide whether a licensed social worker is in violation of the code and thereby, have their licenses suspended or revoked. As a future social worker, you should become familiar with the Code of Ethics and how to solve ethical dilemmas. Copies of the code can be found in the library or online at <http://www.socialworkers.org/pubs/code/default.asp?print=1&>



Becoming a Social Worker By Dr. Cynthia E. Harris

In order to be called a social worker in most states; you must have your license or be registered as a social worker. Last year, Howard University School of Social Work sponsored the LEAP licensing training. Three LEAP week-end training sessions were held February – May, 2011 with a total of 84 students and 45 alumni attending. Some remarks from the 2011 student exit survey and graduate emails were:

The LEAP training was extremely helpful. With me being a macro student, I feel very intimidated by the license as we do not get the exposure to things that will be required to know on the exam as those who are direct service. So, this training raised my confidence level up, because the information and the manner in which it was given was thorough, accurate, and informative. It was comprehensive... They went over many of the topics that we have covered in our classes and many that we did not. It was very helpful...

Plans for the 2012 licensing training are being developed. For information concerning licensing requirements for the surrounding metropolitan area please contact:

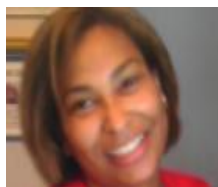
DC Board of Social Work (877) 672-2174; **Maryland Board of Social Work Examiners** (877) 526-2541;
Virginia Board of Social Work Examiners (804) 367-4441

Our Emerging Leaders



We recently conducted an informal e-mail survey of our graduates from the 2010-2011 graduating classes. Our emerging leaders are employed within the public and private sector; in direct practice and community, administration, and policy practice positions; and in jobs located from Washington, DC to Los Angeles, California. They have different titles including social worker, case manager, family team meeting facilitator, lead case manager, pretrial services officer, youth services coordinator, therapist, intake specialist, transitional housing specialist, program support specialist, rehabilitation counselor, public health officer, medical case manager, school social worker, research analyst, and assistant director. Kudos to our emerging leaders.

MSW STUDENTS ON THE MOVE



Congratulations to Christal G. Herbin, a second year MSW student, who has been named as the recipient of the 2011 Ellen W. Carey Scholarship from the Adoption Exchange Association AdoptUsKids program. The Ellen W. Carey Scholarship was established by the Adoption Exchange Association in tribute to the late Ellen W. Carey, a Howard University alumnus, for her 38-year career working on behalf of children in the child welfare system.

Ms. Herbin is a Direct Practice student currently placed at the Howard University Middle School of Mathematics and Science. Prior to coming to the Howard University School of Social Work, Ms. Herbin was named to Who's Who among Students in American Junior Colleges and was on the Dean's List during three years of her matriculation at Greensboro College where she received her BA in birth-kindergarten education.



STUDENT COUNCIL ASSOCIATION NEWS

By Tiffany Heard, SCA President

Greetings, I am Tiffany Heard, a 2nd year MSW student from Los Angeles, California. I am serving as the Student Council Association School of Social Work President. The Council provides social work students with an avenue for the advancement of the mission of the University. It is dedicated to assisting students in making significant contributions to the campus environment and to the development of the Howard University School of Social Work community. The SCA is excited and has begun to plan a variety of events that are both educational and social. Please visit the SCA bulletin board located on the first floor, where you can find a calendar and fliers about upcoming events. Join us at our open meetings to voice any concerns or provide suggestions to the SCA.

Meetings are held on every 3rd Tuesday at 8:30 pm at the School of Social Work.

Upcoming Events:

Howard Homecoming Parade:

Saturday, October 22, 2011. The SCA will be walking in the parade. Sign up if you would like to participate. The Howard University School of Social Work Alumni Association will be hosting a tailgating breakfast prior to the parade. Come to meet and greet our alumni. The tailgate party will be held in the School of Social Work lobby.



Tips for a Successful Field Education Experience

By Thyra J. Benoit, Adjunct Professor & Faculty Consultant

Welcome To Your Internship!

The internship is an opportunity for intellectual and emotional development that may be important for an intern but will also be important in one's life, whatever path is chosen. The ability to look critically at information, as well as to think creatively, and to look at issues from multiple viewpoints is essential. The ability to communicate clearly both orally and in writing is also important. Solving problems and working in teams are abilities that will serve the student not only while at the field placement, but at home, work and in the community.

Both professional development and civic development are keys for success. Listed below are just a few items to get you on your way:

1. Be open to the learning process
2. Ask questions
3. Go beyond your comfort zone
4. READ – your coursework provides the foundation for the internship
5. You are there to meet the needs of the client/agency
6. Always behave professionally
7. LISTEN
8. No office romances
9. Be aware of who you are
10. Honestly evaluate yourself
11. Be culturally aware of self and others
12. Understand your learning style
13. Actively engage in supervision
14. Use the learning contract as a guide to practice
15. Understand the organizational structure and your role
(Do not get involved in office politics)

As a young professional, it is imperative that you become familiar with the social work professional organizations. Listed below are a few of the organizations and their website information:

National Association of Social Workers
www.socialworkers.org

National Association of Black Social Workers
www.nabsw.org

International Federation of Social Workers
www.ifsw.org

Latino Social Work Organization
www.lsw.org

Clinical Social Work Federation
www.cswf.org

National Association of Puerto Rican & Hispanic Social Workers
www.naprhw.org

School Social Work Association of America
www.sswaa.org

Greater Washington Society for Clinical Social Work
www.gwscsw.org

Society for Social Work Leadership in Health Care
www.sswlh.org

North American Association of Christians in Social Work
www.nacsw.org

National Organization of Forensic Social Work
www.nofsw.org

The following comments from faculty liaisons who are PhD student teaching assistants provide additional insight.

Claudia Thorne ...As social workers, we bring the essence of who we are into organizational and human dynamics; however, a social worker's response to social challenges must go beyond "gut reaction and wanting to help" to crafting an intervention based on sound social work practices and principles—"to do the right thing and do the right things right." She ends with a quote from Ellison, "Education is all a matter of building bridges."

Carl Algood...The race is not always to the swift, but those who keep on running (Author Unknown)

Karen J. Miller...In pursuit of your goals in life you must be persistent, consistent, and insistent.

From Vision to Action: Preparing Students for “Leadership for America and the Global Community” through International Travel

By Lucinda A. Acquaye, MSW, PhD Doctoral Student

Approximately two years ago, students from the Student Council Association moved their commitment to global awareness and learning from vision to action. Charged to propose options for utilization of the tuition remission monies granted to the School, the elected student leaders suggested following the University’s tradition of providing service to others through an academically driven Alternative Spring Break. During the first two years, 45 MSW and PhD students and 14 faculty members traveled to Cape Town and surrounding areas. Students were fully supported financially.

Beginning with a rigorous application process followed by an intense academic and cultural experience, this “Classroom without Walls” exposed students to the historical and current contexts that shape social welfare, policy, and practice. Students were selected through a rigorous peer-review application process. All students were required to attend an intensive pre-departure orientation that was largely designed by student leaders. Faculty members accompanying students also attended the pre-departure sessions that provided cultural sensitivity training, team building, and lessons sometimes taken for granted such as time management, facing anxieties, and navigating the passport application process. Guests from the South African Consulate also provided valuable cultural context for the service learning. All students were assigned a faculty mentor for the trip and took a planned 1-3 credit course. Each prepared a journal and participated in a student planned assembly upon return.

Organized visits to agencies and cultural sites developed in collaboration with colleagues at the University of the Western Cape (UWC) included:

- Pollsmoor Detention Center
- Department of Social Development
- Bon Esperance Refugee Center
- Ons Plek Shelter for Girls
- DeNovo Rehabilitation Center (substance abuse treatment)
- Community Women Action (center that provides vocational training to township residents)
- Robben Island (detention center for political prisoners, criminals, and the mentally ill)
- The District Six museum (facility commemorating a community demolished during the apartheid era causing the forced migration of multi-ethnic, racial, and religious groups).



Additionally, faculty members participated in knowledge exchange through symposia comparing and contrasting USA/SA social work which has led to collaborative efforts for publication and conference presentations. The service component delivered at the Pinocchio Crèche (see picture above), a day care center for children of domestic workers created by community activist Maggie Shongwe, gave students a lesson in politics, human rights, passion through giving, and overall relationship building. Students were so touched by her service that they collected funds to support services at the Crèche. Students have learned innovative approaches to social work practice, formed professional international relationships as well as lifelong friendships with current student colleagues, acquired interest in research and doctoral study, and developed a renewed sense of pride for the profession. As the School seeks to institutionalize this “life changing” experience for students, many of whom had never previously traveled outside the United States, the School of Social Work is in need of resources to continue this valuable international educational exchange.

In addition to CapeTown, South Africa, a number of students also participated in the University one week Alternative Spring Break. Social Work students have participated from the beginning of the ASB and were particularly active in the aftermath of Hurricane Katrina. Last year, students journeyed to Haiti, Chicago, Detroit, and New Orleans. We are equally proud of those students. We look forward to more student participation this year!



Tips for taking Online Courses

By Dr. Elizabeth Bertera

While there are many points to consider when making a decision about online learning, ultimately you are in the best position

to know whether it fits your personal learning style and lifestyle

Why take social work online courses?

The use of technology continues to be explored as a way to enhance learning in the classroom. Students can become more informed about social work issues. Online classes are often very different than traditional face-to-face classes in terms of how the material is presented, the nature of the interaction among class members, and the overall learning experience. Unlike traditional courses in which the students and instructor meet face-to-face, most of the learning activities and communication in an online course are *asynchronous*, meaning that class members participate and complete their assignments at different times throughout the day and week. This arrangement can make it possible for you to do your class work when it's most convenient for you. However, with this increased freedom and flexibility comes responsibility. Without the structure of regular class meetings, it will be up to you to pace yourself and keep up with assignments.

Tips on Taking Online Courses

- Online courses often require at least as much, if not more time and commitment than traditional courses. **Set aside 5 – 15 hours per week.**
- **Review the requirements** in the course syllabus before signing up for an online course.
- **Check daily** for instructor updates.
- **Nearly all online communication is written**, so it is critical that you feel comfortable expressing yourself in writing. Brush up on your writing skills and find out how much writing is required for the course before enrolling.
- **The personal computer is the primary learning and communication tool in most online courses.** You don't need to be a computer

guru or a geek to succeed, but you do need to have some basic technology skills, such as word processing and using a Web browser.

- You must **have regular access to a computer** with an Internet connection.
- If you are having problems with the technology or the course content, you need to let your instructor know as soon as possible. Without this feedback, your instructor will never know what is wrong.

Are Online Classes for You?

1. Do you like to work independently?
2. Are you persistent?
3. Do you need convenience and an adjustable schedule?
4. Are you comfortable asking for clarification and continuing to ask when you need more information?
5. Are you comfortable working at a computer?
6. Are you comfortable working primarily with a text-based medium?
7. Would you be comfortable phoning or faxing your instructor if you had problems with anything in the course?

If you answered "yes" to these questions, online courses are for you. While there are many points to consider when making a decision about online learning, ultimately you are in the best position to know whether it fits your personal learning style and life style. If you have the right qualities to be a successful online student, you will probably find it to be a very convenient and rewarding alternative to traditional classroom learning. For more help with deciding whether or not to become an online student, investigate the links below:

Additional Resources

www.asub.edu/academic_programs/support/learning_center/online_study_tips.asp

www.ion.uillinois.edu/resources/tutorials/pedagogy/tips.asp

www.purdue.edu/onepurdue/training/onlinelearning.shtml

[Online—Usually 100% of course content on Blackboard](#)

[Hybrid- Up to 75% course content online using Blackboard-some required face-to-face classes](#)

The Black Perspective: Standing on the Shoulders of Giants, Making Our Mark

By Altaf Husain, MSW, PhD



Among the most memorable moments from the 2010-2011 academic year, my first year as a full-time tenure track faculty member in the Howard University School of Social Work (HUSSW) have been unique, cherished moments, in which I was not teaching but learning; in which I was not speaking but listening; in which a lesson was not planned but lessons were learned; in which the student teacher ratio felt to me like 1:1 even if there were others present -- during which a senior faculty member, sometimes during the course of a faculty meeting or sometimes standing in the hallway, shared a glimpse of the glorious history and legacy of the HUSSW. Growing up in Cleveland, Ohio, I had heard about Howard University and its legacy, so it was not at all surprising that HUSSW has had and continues to build upon its own legacy, its own set of contributions, especially to the profession in general, and to education, to research, to practice and of course to policy. Most noteworthy were two concepts, tradition and service, which became the foundation upon which the rich legacy of HUSSW was built. And in receiving my doctoral degree from the HUSSW, I was intimately familiar with the Black Perspective.

Above all, I came to appreciate the powerful vision advanced by the Black Perspective. The reader might well ask, what is a son of Asian Indian immigrants, writing about the Black Perspective? And the response would be that the premise of such a question, to begin with, is wrong. The Black Perspective is limited neither in its appeal nor its application to only African Americans. In fact, as a faculty member in a School of Social Work that is connected intimately to the legacy of its founding Dean, Dr. Inabel Burns Lindsay, who first advanced the socio-cultural perspective, it is imperative that I be well-versed in the Black Perspective. But beyond the curricular incorporation of this perspective, I must say, I am drawn to the principles which it expounds: affirmation, strengths, diversity, vivification of the Black experience, social justice and internationalization.

In understanding the detailed descriptions of these principles, I have come to appreciate that the Black Perspective did not develop overnight, it is not merely a reaction to a particular context, and it certainly did not develop in a vacuum. The perspective embodies the painstaking scholarly effort that intellectual giants exerted to advance the position of a people once marginalized, a culture once shunned, and a skin color once loathed. Adopting the lens of the Black Perspective liberates me and affords me the tools necessary to research, write about, and advocate for every person who, based solely on the color of their skin, their ethnicity, their religious beliefs, their socioeconomic status, their sexual orientation, or their societal status (indigenous and immigrant), is oppressed in society, marginalized in society, excluded from society, and denied equitable access to and participation in institutions of higher learning and other resources and services. But a word of caution even to the staunchest proponents of this perspective: standing on the shoulders of the intellectual giants means that we appreciate fully that the perspective is in fact a means to an end and not a goal by itself. Our role as educators, researchers and practitioners of social work is not to be passive adopters of this perspective, robotically narrating the glorious past from whence it came. Rather, our role is to cherish the principles of this perspective while endeavoring all along to apply it, advance it, and in doing so, make our own mark on it.



Meet Our New Faculty Members



Dr. Frederica Barrow is an adjunct faculty member and teaches in the PhD program. Prior to coming to the HUSSW family, Dr. Barrow taught at the University of the District of Columbia Social Work Department and the University of Southern Florida in the School of Social Work in Tampa, Florida. Before embarking on a career in higher education, Dr. Barrow enjoyed extensive practice experience in direct mental health social work services to children, adolescents and families. The organizational context for her intervention has been at the local, state, and federal levels and includes administration, management and program development, and evaluation.



Dr. Janice Berry-Edwards teaches in the Direct Practice sequence. Prior to her appointment to the HUSSW, she was on faculty for over 10 years in the School of Social Work at Virginia Commonwealth University where she taught psychopharmacology, social justice, and advanced clinical social work practice. Dr. Berry-Edwards practices clinical social work in the District of Columbia and has served as an expert consultant to numerous state and federal agencies on trauma and crisis intervention. Her research interests include African American female professors of social work, multiple intelligences and social work education, social justice, the impact of curricular coverage of concepts related to social justice and diverse client populations, and psychopharmacology and clinical social work practice.



Dr. Anniglo Boone teaches the Family and Child Welfare I and II courses. She is currently the Executive Director of the Consortium for Child Welfare (CCW) in Washington, DC. Dr. Boone has dedicated her career to improving child welfare services by emphasizing the importance of advocacy, public policy, research, and practice. She has conducted child welfare research in several areas, including disproportionality, kinship care, and advocacy. She has published articles in peer-reviewed journals on the topic of kinship care as well as co-authored a federally funded report examining how communities are responding to children of color in the child welfare system across the country.



Ms. Lois Calhoun , adjunct professor, teaches Social Work in Mental Health. Professor Calhoun has over 30 years of direct service and administrative experience working in mental health in Washington, D.C. She has worked at Saint Elizabeths Hospital and one of D.C.'s largest community mental health centers, where she served as Case Manager/Clinical Services Branch Chief and Director of Community Support. She also worked for the Department of Mental Health in the Office of Certification and as the Director of Forensic Services. She has worked closely with core service agencies and the criminal justice community including the D.C. Superior Court, D.C. Department of Corrections, and DC Metropolitan Police Department.



Dr. Maria Gomes teaches in the Human Behavior and the Social Environment sequence. She has a specialization in international migration, specifically displacement and reintegration issues of women and children. A major focus is the impact of Diasporas on socio-economic and cultural development of emergent nations. She has over 20 years of experience working in the Caribbean providing social services in adoption, social welfare, and family counseling. She was a 2007 recipient of the US-India-Howard-Jadavpur Research Initiative Award and in 2009 was awarded a Preparing Future Faculty teaching fellowship. In the past 5 years, Dr. Gomes has 8 professional presentations and two peer reviewed publications. She is interested in developing transnational social work through the use of technology.



Dr. Samuel Little is an adjunct professor in our PhD program. He is the founding President of the National Alliance of Resident Services in Affordable and Assisted Housing (NAR-SAAH), a 501 (c) (3) organization based in Maryland. He has held positions in the field of employment, public housing, research, and human services combined with university teaching and consulting. He served as Associate Deputy Director at the Housing Authority of Baltimore City and Director of Resident Services at the District of Columbia Housing Authority. Additionally, he has conducted professional development for Resident Advisory Board members, officers of resident councils, public housing employees, and Housing Commissioners in various regions of the country. In 2008, Dr. Little joined Alliance Network, Incorporated as Executive Vice President to expand affordable housing programs globally.

Please join the faculty in welcoming our new faculty members and their unique contributions to our curriculum.

Writing Matters!



Across the Howard University campus, faculty members are focused on the importance of writing across all disciplines. Social Work is indeed a champion of this collective effort. Our faculty have overwhelmingly committed to ensuring that you excel at professional writing for social workers. The School of Social Work was recognized by Dr. Theresa Redd and CETLA for achieving the highest level of participation in the Writing Matters Campaign for Fall 2011. We had 100% faculty participation. You may have seen faculty members wearing “Writing Matters” buttons the first week of class. Also, your syllabi address the importance of well written communication and assignments. Dr. Tracy Whitaker, adjunct faculty member, cites the following website that provides an excellent guide for social workers: <http://careers.socialworkers.org/documents/WritingSkillsLL.pdf>. Remember, the Howard University School of Social Work uses the APA writing style.

If you need additional support, please communicate with your academic advisor who will provide you with individualized guidance or resources to improve your writing.



Spotlight on Alumni

Dr. Ernest R. Myers, Class of 1964 was awarded the Professor Emeritus status at the University of the District of Columbia on April 22, 2010. This was awarded by the Union Institute and University International Alumni Association.



Dr. Heather Carter-Stowe, MSW Class of 1990 & PhD Class of 2004 was recently appointed as the Child and Family Services Division Chief for the Arlington County, VA Department of Human Services.

The School of Social Work joined the family of alumnus, **Retha Lee Edwards, Class of 1950**, in celebration of her 90th birthday and in recognition of her 35 years of service at the U. S. Department of Health, Education, and Welfare and contributions to the field of social work.

Pamela Marshall, Class 2006, independently published a novel, *Barrel Child* (2011), using her social work, Caribbean cultural, and family experiences.



Toni Cole, Class of 2004, recently published a book of poetry entitled *Negro Woman*. Toni started writing poetry in the second grade and has been writing creatively every since.

Karen Butler, Class of 2000, was appointed the Director of Department of Social Services in Charles County, Maryland.

Dr. Darrell P. Wheeler, MSW Class of 1988, was appointed as Dean of the School of Social Work at Loyola University in Chicago, Illinois.



Stephen Barron, Class of 1977, was reappointed as the Director of DC Department of Mental Health.

Vincent Lau, Class of 2011, secured employed with the Vera Institute of Justice as a Research Analyst.



Samantha Opong, Class of 2009, was appointed to the SMART Office for the US Department of Justice, Office of the Justice Programs as a Program Specialist. Samantha serves as the current president of HUSSWAA.

Metro DC NASW Awards and Leadership Positions HUSSW Faculty and Alumni

Dr. Annie Brown, DSW, Class of 1992 received the Life Time Achievement Award from the DC Metro Chapter of NASW.

Dr. Philip Lucas, Adjunct Professor received the Educator of the Year Award from the DC Metro Chapter of NASW.

Congratulations to **Dr. Tricia Bent-Goodley, Professor**, who received the Advocate of the Year Award for her work in getting the SW Reinvestment Act introduced to Congress.

Valon Alford, Class of 2011, received the 2011 NASW DC Metro Chapter Student of the Year Award and was recently elected as a member-at-large for the DC Metro Chapter NASW Board of Directors.

Dr. Cynthia E. Harris, Class of 1973 was elected the President-elect of the DC Metro Chapter of the National Association of Social Workers.

Dr. Anthony Hill, MSW Class of 2001 & PhD Class of 2009 was elected the DC Metro Chapter NASW Vice President for Social Action and Membership.

Dr. Andridia Mapson, Assistant Professor and Chair of the Fields of Practice Sequence, was honored by Howard University for “Going Green”.

Professor Janice Davis, Class of 1982 and HUSSW Field Education Coordinator was elected as the chair of the Mid-Atlantic Consortium of Field Directors and Coordinators.

Staff Kudos-New Graduates in the Family



Marcy Fields Williams, Administrative Assistant for the Office of Academic and Student Advancement and **Rahel Tibebe, Administrative Assistant for the Office of Field Education**, received their bachelor degrees from Howard University, May 2011. Mrs. Fields Williams majored in English and Ms. Tibebe majored in Accounting.



Ten Core Competencies

The Council on Social Work Education, our accrediting body, has developed ten core competencies and accompanying practice behaviors for all social work students. These core competencies are integrated throughout our curriculum and through our field education program, our signature pedagogy, where all core competencies and associated practice behaviors are measured for all students.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.



Wow an Earthquake in Washington, DC. What's up with that...?

I was at my internship at the time and had no clue as to what was going on. My main concern was the safety of the clients. To me it is just a reminder that things can happen at any time and we should be prepared. (*A. Cobb*)

I have lived on the East Coast my entire life and always wondered how individuals who lived in other regions were able to handle such overpowering natural disasters. What did they tell themselves to return to a sense of normalcy, now I know! I just remember who is in charge and it's not man. (*B. McDonald*)

Never felt it and not worried about the aftermath. (*O. Catoe*)

OMG, DC just had an earthquake a few hours ago and my professor is already sending out e-mails about doing a conference call for class. I haven't even spoken to all my family yet! ... HUSSW please slow down for a moment! (*Maria J. C.*)

While meeting and greeting staff members at a local public charter school for my upcoming practicum everything came to a halt. We made a swift exit towards the front doors. I thought to myself, what was that? I said to myself, don't panic. (*D. Isom*)

Experiencing an earthquake during my second day of classes made me wonder which course of action we would take as social workers, and if extra credit could be arranged...(*T. Mercer*)

I was more occupied with trying to remember safety protocol during an earthquake versus the realization that there was one. There is also the acceptance that control is an illusion. Immediately following the earthquake everyone pulled out their cell phones and began the "signal dance." Not being able to reach family is terrifying but after 30 minutes of dancing for a signal, knowing everyone was alright was a relief. (*L. Cartwright*)

Using the Computer Lab

By Dr. Soleman Abu-Bader



Hours of Operation:

Monday – Wednesday, 10 am – 8 pm

Thursdays, 6 pm – 8 pm

Fridays, 9 am – 5 pm

Available Software

SPSS 19, Adobe Reader, Microsoft Office

Things to Remember

Printing limited to 20 pages

Remember to Log Off

Report Concerns to Onsite GA or Dr. Abu-Bader

sabu-bader@howard.edu

DATES TO REMEMBER

October 7, Friday	Learning Contract due for Field Education (submit 2 copies)
October 10, Monday	COLUMBUS DAY OBSERVED - LEGAL HOLIDAY
October 17, Monday	First year students' field seminar (9:00am – 12:00 noon)
October 19, Wednesday	Second year students' field seminar (9:00am – 12:00 noon)
October 21, Friday	Field Education mid-term evaluations due (submit 2 copies)
October 22, Saturday	Homecoming—HUSSWAA Tailgate Party & SCA Parade Participation
October 25, Tuesday	Second deferred payment due for Fall 2011
October 31, Monday to November 10, Thursday	GENERAL REGISTRATION (GR) for Spring 2012
November 10, Thursday	LAST DAY TO WITHDRAW FROM A COURSE OR TO COMPLETE A TOTAL WITHDRAWAL FROM THE UNIVERSITY
November 11, Friday	VETERAN'S DAY - LEGAL HOLIDAY
November 14, Monday	First year students' field seminar (9:00am – 12:00 noon)
November 16, Wednesday	Second year students' field seminar (9:00am – 12:00 noon)
November 24, Thursday November 27, Sunday	THANKSGIVING RECESS
December 1, Thursday	Last Day of Field Education
December 5, Monday	First year students' field seminar (9:00am – 12:00 noon) FINAL EVALUATIONS DUE (submit 2 copies)
December 14, Wednesday	FIRST SEMESTER ENDS
January 9, Monday	FORMAL CLASSES BEGIN
January 9, Monday to January 13, Friday	LATE REGISTRATION/CHANGE OF PROGRAM PERIOD (Add or drop a course without a grade of "W," change from section to another change from credit to audit or audit to credit)

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