

BA SOCIAL WORK PROGRAM STUDENT HANDBOOK

BA SOCIAL WORK PROGRAM STUDENT HANDBOOK Gallaudet University

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EQUAL OPPORTUNITY POLICY

Gallaudet University Statement

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex (including sexual harassment), pregnancy, childbirth, breastfeeding, and related medical conditions, religion, national origin, sexual orientation, gender identity and/or gender expression, age, disability, veteran status, or any other category protected under federal law, the D.C. Human Rights Act, or any other

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applicable law (“Protected Characteristic”). For reference, a list of current protected traits under D.C. law is available [here](#).

Social Work Department Non-discrimination Statement

In accordance with the Equal Opportunity Policy of Gallaudet University, the Social Work Department, in all of its operations and in all of its dealings with faculty, staff, students, field instructors, and field instruction agencies and programs, is committed to a policy of nondiscrimination. Furthermore, the Social Work Department places high value on human diversity and endeavors in all of its programs to convey understanding and respect for diversity. Such diversity includes, but is not limited to, hearing status, race, color, ethnicity, gender, gender identity and expression, disability, sexual orientation, age, religious, and national origin.

ABOUT THE UNIVERSITY

History of Gallaudet University

Gallaudet University had its beginning when Amos Kendall established a school for deaf and blind children. Kendall donated two acres of land and a house located on his estate for the school. In 1857 he persuaded Congress to incorporate the Kendall School as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind.

Following the incorporation of the school, Kendall hired Edward Miner Gallaudet as superintendent of the school. Edward was the son of Thomas Hopkins Gallaudet, founder of the first school for deaf children in the United States. Both father and son believed that a national college should be established for deaf students. In 1864 Congress, persuaded by Edward Miner Gallaudet and Amos Kendall, voted to authorize the Board of Directors of the Columbia Institution “to grant and confirm such degrees in the liberal arts and sciences as are usually granted and conferred in colleges”. President Abraham Lincoln signed the bill, becoming the first patron of the “National Deaf Mute College”. Edward Miner Gallaudet became president of both the institution and the college. Blind students attending the Columbia Institution were transferred to the Maryland School for the Blind in 1865, and the words “and the Blind” were removed from the institution’s title.

The first class to complete the entire college curriculum was graduated in 1869 and the diplomas of the three graduates were signed by President Ulysses S. Grant. Since that time, all Gallaudet diplomas have been signed by the President of the United States. Women were first admitted to the college in 1887.

At the request of the alumni, in 1894 the Board of Directors renamed the college, Gallaudet College in honor of Thomas Hopkins Gallaudet. The corporation, including Kendall School, continued to be known as the Columbia Institution until 1954. Under Public Law 420, Congress in 1954 changed the name of the institution to Gallaudet

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College. In 1957 Gallaudet was granted accreditation by the Middle States Association of Colleges and Secondary Schools.

Congress acted during the 1985-86 academic year to recognize the growth and development that had been historically integral to the institution and on August 4, 1986, President Ronald Reagan signed into law the Education of Deaf Act of 1986, which granted university status to the college.

On March 6, 1988, Gallaudet students began a demonstration, now known as the Deaf President Now Movement. Its purpose was to protest the hiring of a hearing president of the University. What began as a student protest grew into a civil rights movement for deaf people. Within less than a week of the protest the hearing president, Dr. Elisabeth Ann Zinser, resigned her post. Dr. I King Jordan was selected by the Board of Trustees as the University's first deaf president. Philip Bravin became the first deaf chair of the Board of Trustees, and in February 1991 the Board reached its goal of having a deaf majority.

Gallaudet University Mission

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

Gallaudet University Vision

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation and outreach related to deaf and hard of hearing people.

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital

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- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide

ABOUT THE SOCIAL WORK DEPARTMENT

History of the Baccalaureate Social Work Program

The BA program was established by the late Dr. Morris Goldman, professor and chair of the Department of Sociology. Under its first chair, Mrs. Dorothy Polokoff, the undergraduate program was accredited for the first time in 1976 and the joint departments of Sociology and Social Work was formed. The departments remained joined until 1989 when the MSW program was accredited.

The BSW program with its historical focus on entry level generalist practice has prepared deaf and hard of hearing students for employment with diverse populations for more than 30 years, often in agencies where they are one of the few deaf university-educated professionals. Although many graduates pursue an advanced degree in social work or a related field there continue to be those who effectively help individuals, assist families, and advocate for the deaf community at large as BSWs.

The Profession of Social Work

Social work is a challenging and rewarding profession which requires people who are committed to social justice and empowerment. Social workers strive to effect change that will make institutions in society responsive to the needs of all its members and accessible to the diverse populations who comprise our nation and our world. We work with people to identify their strengths and engage with them in partnership in the process of becoming empowered.

Social workers are employed in diverse settings, providing opportunities to participate in growth and change efforts at the governmental level, in organizations and communities, in groups, and in individuals and families. Social workers are in the United States Congress, policy analysts and developers in all branches of the government, administrators of public and private agencies, researchers, and community planners. Social workers provide direct services in schools, family agencies, child welfare agencies, rape crisis centers, hospitals and clinics, mental health programs, rehabilitation programs, substance abuse programs, employee assistance programs, private practice, and even police departments--the areas in which social workers practice are virtually endless.

In the 21st century, institutions and social conditions will change rapidly. Social Workers are in daily contact with people, whose lives are touched in various, and sometimes, devastating ways by these changes and by the technological advances that were the

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subject of science fiction in the recent past. Perhaps, as never before, it is clear how people are affected by changes in the social environment. In the 21st century, with advancements in technology, our planet will be experienced as smaller, and we will be unable to divorce ourselves from what once were considered distant parts of the world. Social work, with its unique appreciation for the interrelatedness of people and their environments is a profession on the cutting edge, expert in its capacity for identifying emerging social problems and for contributing their resolution.

Baccalaureate Social Work (BSW) Program Mission

The mission of the BSW program is to prepare competent and effective professional social workers committed to generalist practice.

Purpose and Values

The Program's purpose is consistent with the purpose of the social work profession. Graduates of the Program carry out the stated purpose of the profession derived from the National Association of Social Workers (NASW), which works to "enhance the professional growth and development of its members, to create and maintain standards for the profession, and to advance sound social policies. NASW also contributes to the well-being of individuals, families and communities through its work and advocacy" (socialworkers.org).

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

The BSW Program reflects the purpose and values of the social work profession in its emphasis on:

- 1) a competency based program in which students must demonstrate their performance of essential social work tasks.
- 2) its emphasis on social work values; social justice, which serves as a core social work principle; and responsibility to advocate for and empower those who experience discrimination or are disenfranchised;
- 3) its insistence that students recognize the diverse, global, and changing world in which they live and function as professionals; and,
- 4) its recognition that strengths-based generalist practice is the educational focus for entry level practice in the field of social work.

Context

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Gallaudet University's mission and vision statements address intellectual and professional advancement, excellence in learning, and preparedness for professional careers in global communities. These aspects of the BSW program's mission are reflected in its commitment to offering a competency based interdisciplinary curriculum that prepares deaf and hard of hearing graduates for practice in a multicultural global world. While the University's mission and vision do not fully articulate the significance of critical thinking in the learning environment, the importance of critical thinking is clearly expressed in the BSW Program's mission. The Program recognizes as essential for entry level practice an ability to critically think for the purpose of developing relevant knowledge that improves the lives of deaf, deafblind, deafdisabled, and hard of hearing people worldwide.

Critical thinking involves an ability to arrive at well-reasoned conclusions that are derived from effectively communicating with others, being self-directed, self-disciplined, and self-correcting. Acquiring and using critical thinking skills are essential for making client and community assessments, for effective case planning, and for intervention at the generalist practice level. Students' critical thinking skills are developed and strengthened through their learning to search out, evaluate, and utilize valid data via technological venues, including scholarly journals and a curriculum guided by the inclusion of evidence based practice content. BSW graduates are expected to use critical thinking beyond the walls of Gallaudet University as they serve as a leading international resource for research, innovation and outreach related to deaf and hard of hearing people.

Social Work Program Goals

The Social Work Program utilizes two sets of goals for students: The Gallaudet University Institutional Student Learning Objectives (ISLOs) and the Council on Social Work Education Educational Program and Accreditation Standards (EPAS). The ISLOs are also referred to as "Core Student Learning Outcomes", and the EPAS are also referred to as "core competencies".

GALLAUDET ISLOs



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Core Student Learning Outcomes

Wellness: Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself.

Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes.

Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning.

Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines.

Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.

Ethics: Formulate reasoned decisions about ethical issues that lead to wise action.

Science Literacy: Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.

Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels.

CORE SOCIAL WORK COMPETENCIES (2015 CSWE EPAS)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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Social workers:

6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers:

9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers:

11. use practice experience and theory to inform scientific inquiry and research.
12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers:

14. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services;
15. assess how social welfare and economic policies impact the delivery of and access to social services;
16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers:

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17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers:

28. select and use appropriate methods for evaluation of outcomes;
29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

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30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SOCIAL WORK PROGRAM DEFINITION OF GENERALIST PRACTICE

The overarching framework for the BSW Program that guides efforts to prepare competent social workers for entry level social work practice is captured in its definition of generalist practice. The program defines generalist practice as a method of viewing person and environment interactions and the interface between systems. It is a method of practice that consist of multiple elements, including, a generic foundation; multilevel problem solving methodologies; professional values and ethics; and multiple theoretical orientations, specifically those that support social justice, advocacy, and empowerment. Borrowing from Kirst-Ashman and Hull (2014) the program views generalist practice as an eclectic practice model that provides students with an understanding of systems and ecological theories for the purpose of assessing and intervening with individuals, families, groups, communities, and organizations from a culturally competent perspective.

Our definition emphasizes the responsibility of generalist practitioners to draw on skills as advocates to empower and strengthen individual and community well-being. It further emphasizes the Program's commitment to prepare deaf and hard of hearing students as leaders in the deaf community who work to eliminate oppression and to increase opportunities for persons who are deaf or hard of hearing in global communities

Frequently Asked Questions (FAQs)

What skills do students have when they have completed the social work major-what will I be able to do?

When you graduate from Gallaudet University with a major in social work you will be prepared to enter the field of social work at the beginning professional level. You will have knowledge, values, and skills for generalist social work practice and will be prepared to work with individuals of all ages, with families, with groups, with organizations, and with communities. Your preparation will also be appropriate background for graduate study in social work, counseling, and other human service fields.

Because the social work major prepares you to enter the field as a beginning professional, you will find that the social work program faculty, internship supervisors ("field instructors") --and you--will put considerable time and energy into your learning. The program faculty is committed to working closely with you to assess your educational interests and needs and maximize your strengths and capabilities to enable you to apply what you learn in class to working with people in the community.

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What kinds of jobs are graduates qualified for with a B.A. degree in Social Work from Gallaudet?

Graduates of Gallaudet's Social Work Program have secured positions throughout the country and throughout the world where they have had an important impact on the lives of deaf people; on their families; on schools, agencies, and organizations; and on diverse communities of deaf and hearing people. There is no other B.A /B.S.W. social work program in the country or in the world whose exclusive mission is the education of deaf and hard of hearing people for social work practice.

Graduates of the program have worked as advocates for improved services for deaf persons and their families and have participated in the development of programs and services for deaf people. They have worked in public, government funded organizations and in privately funded programs and agencies. They have worked as case managers and coordinators of services for deaf people. Others have secured positions in independent living skills programs, mental health programs, and programs for deaf children who have emotional problems, group homes, residential schools, departments of social service, family service agencies, programs for deaf and blind persons, programs for persons with disabilities, rehabilitation programs, and many others.

Are social work majors prepared to take state licensing exams?

The professional standing of social work has led to the requirement in all states that master's level social workers pass a licensing examination, just as physicians, nurses, psychologists, and many other professionals must. Many states also require a license for baccalaureate level social workers; among them are Maryland and Virginia, as well as the District of Columbia. More information about individual state licensing policies is available at www.aswb.org.

Accreditation

The undergraduate social work program at Gallaudet has been accredited by the Council on Social Work Education since 1976, and this assures that the curriculum meets the same standards as all other undergraduate social work programs in the country. The Program was most recently reaffirmed for accreditation 2017.

The unique aspect of Gallaudet's social work major is that we add a specific emphasis on deaf people--including empowerment of deaf people, advocacy for accessibility of all programs and services for deaf people, advocacy for the rights and needs of deaf people, and the like.

The Council on Social Work Education (CSWE) is the organization which is responsible for establishing the standards for the professional education of social workers in the United States at both the baccalaureate and master's degree level. Accreditation of the

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Gallaudet Social Work Program indicates that the major in social work satisfies the standards of the profession for the education of social work students at the baccalaureate level. The Master's in Social Work Program at Gallaudet (MSW) has been accredited since 1994 and was re-accredited in 2017.

Admission to the Social Work Major

- 1) All prospective majors must complete the following items:
 - a. Interview with Program Director
 - b. Completion of SWK203 (confirmed with transcript)
 - c. Overall GPA of 2.5 or above (confirmed with transcript)
 - d. Completion of at least 2 of the 4 pre-major courses (confirmed with transcript)
 - e. Submission of a signed copy of Student Code of Conduct Contract (Appendix A)
 - f. Submission of a resume

Students interested in declaring should inform their general academic advisor, who will email a copy of the student's transcript to the BSW Program Director. The student or general academic advisor should also email a copy of the student's resume to the BSW Program Director. Once all admission requirements have been verified, the student will make an interview appointment (in-person or virtual) with the BSW Program Director. After the meeting is concluded, the Program Director will inform the student and general academic advisor about acceptance into the BSW Program and provide the name of their Academic Major Advisor. If the student is accepted, they will be required to sign a copy of the Student Code of Conduct Contract. Once signed, the general academic advisor will generate a Major Declaration form, which will be signed by the student, the new Academic Major Advisor, and the BSW Program Director. Note: All students who meet the admission criteria will be accepted into the major. If a student does not meet all criteria, they will not be admitted into the major.

Social Work Major Advising Procedures

A major advisor will be assigned to a student when they are accepted into the major. Your social work faculty advisor will be available to you during office hours and by appointment for discussion of course selection, your progress in the major, plans for summer employment and employment after graduation, any difficulties you may be having - or anything at all that relates to your work in the major. Your advisor is there to work with you in your effort to become a successful social worker, so regular communication between the two of you is important.

If for any reason you wish to change your academic advisor, you are free to do so. You may speak with any faculty member who has primary teaching responsibility in the BA Program and if the faculty person of your choice is available to work with you, the

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change can be made. You should first inform your current academic advisor of your decision to work with a different faculty member in the department. The names of the faculty and a list of their current advisees are posted in the social work student lab in HMB S-331.

Financial Aid

The Financial Aid Office on campus will assist you in procedures needed to request financial aid through government assistance programs, Gallaudet University grants and scholarships, and other funding sources. For more information, students should contact financial.aid@gallaudet.edu.

Federal work study may also be available to you as a senior completing the internship requirements, SWK 484: Field Practicum in Social Work I and SWK 486: Field Practicum in Social Work II. To determine your eligibility for federal work study for your internship contact the financial aid office.

Coursework Requirements:

2022-2023

General Studies 37 credits until Fall 2022 catalog, 43 afterward (some VEE course can count toward major)
Pre-Major Courses 13 credits
Major Courses (including SWK Electives) 56 credits
Free Elective Courses 14 credits
Total 120 credits

Required pre-major courses 13 hours

To be taken during freshman or sophomore year:

BIO 105 Introduction to Human Biology 4
GOV 110 Basic American Government 3
PSY 101 Introduction to Psychology 3
SOC 101 Introduction to Sociology 3 -or- DST101 Introduction to Deaf Studies 3

Required social work courses 50 hours

SWK 203 Introduction to Social Work 3
SWK 304 Social Welfare Policy 3
SWK 306 Assessment and Intervention Strategies with Diverse Populations 3
SWK 307 Human Behavior and the Social Environment I: Micro 3
SWK 308 Human Behavior and the Social Environment II: Macro 3
SWK 318 Human Diversity 3
SWK 330 (formerly 204) Professional Communication for Social Workers 3
SWK 335 Social Work Practice I: Individuals 3
SWK 337 Social Work Practice II: Case Management 3
SWK 436 Social Work Practice III: Families and Groups 3

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- SWK 441: Quantitative Research Methods in Social Work 3
- SWK 442: Quantitative Research Methods in Social Work 3
- SWK 482 Social Work Practice IV: Organizations and Communities 3
- SWK 484 Social Work Practicum I: Internship 4
- SWK 486 Social Work Practicum II: Internship 4
- SWK 494 Senior Seminar 3

Social Work Electives 6 hours

6 credits of your choice. Any FCS course or SGS course can serve as a SWK elective, and courses outside these disciplines can be counted as electives if approved by your academic advisor. All courses are not offered every semester. Please check catalog to make sure the course is offered:

- FCS 306 Contemporary Families 3
- FCS 309 Marriages and Families: Diversity and Change 3
- FCS 333 Child, Family, and Community 3
- FCS 334 Parent-Child Interactions 3
- SOC 250 Gender and Society 3
- SWK 201 Social Work Practice and AIDS 3
- SWK 202 Adoptive Family Systems 3
- SWK 222 Introduction to LGBTQ+ Studies 3
- SWK 265 Child Welfare 3
- SWK 267 Alcohol and Drug Addictions: Intervention Strategies 3
- SWK 333 LGBTQ+ Community and Mental Health Practice 3-4
- SWK 495 Special Topics 1-5
- SWK 499 Independent Study 1-3
- SGS501 Introduction to Sexuality & Gender Studies
- SGS504 Intimate Relationships: Sexuality, Gender, Culture, Love, & Friendship
- SGS530 Theoretical Perspectives on Sexuality and Gender
- SGS595 Special Topics

Suggested Course of Study

SEMESTER/YEAR	CREDITS
Freshman/Sophomore Year	
SWK 203: The Field of Social Work	3
SWK 318: Human Diversity	3
SWK ELECTIVE (Social work electives may be taken any time)	
Junior Year	
Fall	
SWK 304: Social Welfare Policy	3
SWK 307: Human Behavior and the Social Environment I	3

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SWK 335: Social Work Practice I: Individuals	3
SWK ELECTIVE	3

Spring

SWK 308: Human Behavior and the Social Environment II	3
SWK330 (formerly 204): Professional Communication for Social Workers	3
SWK 337: Social Work Practice II	3

Senior Year

Fall

SWK 436: Social Work Practice III: Families & Groups	3
SWK 441: Quantitative Research Methods in Social Work	3
SWK 484: Field Practicum in Social Work I: Internship	4
SWK 406 (formerly 306): Assessment & Intervention Strategies with Diverse Populations	3

Spring

SWK 482: Social Work Practice IV: Organizations and Communities	3
SWK 442: Qualitative Research Methods in Social Work	3
SWK 494: Senior Seminar	3
SWK 486: Field Practicum in Social Work II: Internship	4

Sequencing of Social Work Courses

The social work curriculum is designed to ensure integration of all curriculum content. Therefore, courses must be taken in the order listed above in the Course Curriculum.

Students **cannot take 400 level courses until they have completed all of the 300 level courses.** Additionally, the curriculum is grounded in the core competencies and students are expected to demonstrate the practice behaviors associated with each competency.

Social work practice courses are a core element of the curriculum, and they must be taken in the proper sequence. This means that you must complete the first practice course, SWK 335 before you may register for the second practice course, SWK 337. Additionally, you may not enroll in an advance 400 level practice course such as SWK 482 and SWK 494 until the requirements for SWK 436 are satisfied. Practice courses are only open to social work majors, and you must obtain a grade of "C" or better in each. Social Work majors receiving a grade lower than "C" in a practice class may be placed on probation within the major.

Skills in reading and writing are important for social workers, and students who have concerns about their abilities in these areas are encouraged to take advantage of services such as English Works and tutoring. In most of your social work courses you will be expected to write papers and take exams with essay questions. Your advisor and other

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faculty will always be available to assist in finding ways to help you satisfy the communication requirements of the social work major.

You are strongly advised to complete all your General Studies Requirements no later than your junior year, preferably by the end of the fall semester. The senior year curriculum in Social Work is a full program and you will have difficulty scheduling any general requirements during this year.

Transfer Credits

The Program follows Gallaudet and CSWE policies and procedures related to the transfer of credits. Transfer students must meet the same standards for admission to the undergraduate program as other students.

The description of the course for transfer is reviewed by the program director to assure its equivalency, and the articulation of some credits will depend on whether a transferring program is accredited by the Council on Social Work Education. Field practicum credits must be completed at Gallaudet University.

Life and Work Experience

The Program does not award academic credit for past life experiences or work experience in lieu of any courses in the Social Work curriculum or field practicum.

Social Work Internships

Field Internships are an extremely important part of your professional training in social work. Students should refer to the Baccalaureate (BSW) Program Field Internship Manual.

Eight of the required credits received in the social work major are for work done in the field internships (SWK 484 and SWK 486). The field internship requires attendance at a weekly field seminar in which practice skills are strengthened and experiences in the agency/organization internship setting are discussed.

One of the unique aspects of the social work major is its strong emphasis on experiential learning. Many opportunities are provided for applying knowledge and theory learned in the classroom (lectures, discussion, role playing, reading, videotapes, guest lectures, etc.) to actual situations in the community. The process of integrating learning from the classroom with the community begins in the first social work course (SWK203: Introduction to Social Work) with field trips to programs and agencies in the community, and guest lecturers. You will learn firsthand about a variety of programs and services in the Metropolitan Washington area, such as family services, mental health services, programs for neglected and abused children, group homes, etc. Through your observations, discussions, and written reports, you will be taking the first step toward

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developing skills for evaluating programs and organizations and their ability to provide services to people in general and to deaf people in particular.

During the senior year social work majors have a two-semester internship two full days a week. The Director of Field Education will work closely with you in the selection of an internship that meets your interests and educational needs and objectives. You will remain in the same agency for both semesters so that you have the opportunity to become a part of the agency, to work with clients over an extended period of time, and to be involved in problem solving within the agency and in the community. All senior social work internships are in programs and agencies under the supervision of qualified professional social workers, and many provide opportunities for working with deaf clients. These internships provide you with the opportunity to use the knowledge gained in class to develop skills working with individuals and families, groups, organizations, and communities.

Placement Sites

Internship placement will depend on student preference and availability in terms of settings (ex: mental health, school, etc.) The list of programs and agencies used for internships may change from semester to semester depending upon the availability of a qualified supervisor, appropriate educational experiences for student interns, and the desire of the program or agency to have student interns. The most updated list of internships/agencies are listed in BSW Field Manual, and the Field Faculty should be consulted about any opportunities and updates.

Other Internship Opportunities

Other experiential learning opportunities are offered through the Career Education and Professional Development Office (CEPD). The Social Work Department encourages students to use the many services of CEPD (see their web page at <https://www.gallaudet.edu/career-education-professional-development/services/>) These experiences can be related to your social work career goals and can be an excellent way to enhance your resume before graduation. Summer internships can be arranged between the sophomore and junior years or between the junior and senior year. **This internship is separate from the internship requirement of the social work major and will not count toward the social work major or take the place of Senior Field Internships.**

Malpractice Insurance

Before beginning the senior internship, every social work major must show evidence of having purchased malpractice insurance. Currently, most schools of social work require students who work with clients to have liability insurance to protect them in the event of a lawsuit. Please consult the BA Field Internship Manual for more information.

Policies and Procedures for Termination, Probation, and Progress in the Major

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Requirements for continuing in the social work major

Students may be required to withdraw from the Program if they do not:

- 1) maintain acceptable academic performance, including a 2.5 average in the major,
- 2) receive a grade of C or above in practice courses, Social Work Practice I: SWK 335; Social Work Practice II: SWK 337; Social Work Practice III: SWK 436; Social Work Practice IV: SWK 482; Senior Seminar SWK 494; Field Practicum in Social Work I: SWK 484 and Field Practicum in Social Work II: SWK 486,
- 3) Exhibit behaviors that are not consistent with the NASW Code of Ethics and the Student Code of Conduct Contract (Appendix A)

Termination from the program

If a student receives a C- or below in any of the practice courses or her/his GPA drops below a 2.5, then the academic advisor notifies the Program Director who sends a letter of probation from the program to the student and to General Academic Advising. A student receiving a C- or below in a practice course will have one chance to retake it and earn an acceptable grade (C or above) in the course. If the student does not receive a C or above the second time, they will be dismissed from the program and will need to re-apply. Regarding GPA, a student must pull up their GPA to 2.5 by the end of the following semester or be dismissed from the program and need to re-apply. However, there are other academic and professional reasons for dismissal from the program.

If there are professional and/or academic concerns (i.e., plagiarism, academic dishonesty, attending field placement while impaired by substances) related to a student's adherence to the NASW Code of Ethics and/or to any Program or University policies regarding student conduct, then:

- 1) If the concern relates to internship performance, the field liaison and/or the Field Director shall meet with the student to gain his/her perspective. If the concern relates to professional conduct in a course, then the instructor and/or the academic advisor shall meet with the student. If the concern is professional behavior outside of the classroom or internship, then the Program Director shall meet with the student. If the concern relates to plagiarism or academic dishonesty, the instructor shall meet with the student, inform the Program Director about the issue of concern and the outcome of the meeting.
- 2) After the initial faculty meeting with the student, the faculty member shall confidentially gather supporting facts and evidence and discuss the professional conduct of the student at the BSW Program Meeting. The severity, duration, and any remediation efforts from the student will be taken into consideration and an outcome decided of either no action, verbal response, written response with or without conditions, or dismissal. If the outcome is a response with conditions or dismissal, the School Director and Legal Counsel will be contacted to ensure the legality and fairness of the decision.

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- 3) If the decision by the faculty is a written response or dismissal of the student, the BSW Program Director shall consult with the school Director and, if the School Director supports the decision, write and send a letter and notify the student of the concern, implemented conditions of remaining a major, or dismissal and of any future possible recourse for the student.
- 4) If the student is dismissed, the letter will also be sent to the Dean of the Faculty, the Registrar, and the Director of Academic Advising.
- 5) If a student is dismissed, the student following conditions will apply regarding re-application to the BSW Program.
 - a) If a student is dismissed due to academic dishonesty, the student will need to complete an ethics course approved by the BSW Program Director.
 - b) If a student is dismissed for GPA or course grade reasons, the student will need to wait at least one year to re-apply.
 - c) If a student is dismissed from the program due to a combination of grades and academic dishonesty, the student will need to wait at least one year and complete an ethics course approved by the BSW Program Director.
 - d) If a student is dismissed for a severe violation of the NASW Code of Ethics or the University Code of Conduct unrelated to academics, the student will not be eligible to re-apply to the BSW Program.

Any decision of the Program which affects academic standing may be appealed by a student following the steps described in the Academic Appeals Policy.

Assistance for students experiencing difficulties in classes or internship

Social work faculty are available to work with individual students concerning academic work in any of your social work classes and to help apply what you are learning in class to your practice in the internship. In addition, the social work faculty works closely with the English Center and the [Tutorial Center](#) to support your efforts to improve.

Sometimes students experience personal difficulties which may affect ability to learn in the classroom or to work effectively in the internship. In those situations, your academic advisor or other faculty member will discuss the situation with you and may advise you to seek personal counseling. Support can also be obtained directly from the Counseling and Psychological Service Center ([CAPS](#)).

The faculty in the Social Work Department is committed to providing every educational and advising support possible to enable you to complete the major successfully.

Student Rights and Responsibilities

Introduction

The concept of student rights is consistent with social work principles of ethical and respectful behavior of professionals toward peers, students, clients, teachers, and

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supervisors. Furthermore, the Department considers it to be both a right and a responsibility for students to participate actively in their own learning. This participation takes place through student involvement in identification of learning needs, learning objectives, and development of sound educational plans. Students participate in the planning of educational experiences such as the internship; are expected to provide responsible feedback to faculty about course content, materials, and methods of instruction; are involved in the planning of special workshops and seminars; provide input into development and revision of policies in each program and in the Department.

There are several ways to become involved in Program decision making, to remain up to date about policies and procedure, and share your concerns. Here are a few things that social work majors are encouraged to attend:

- Social Work Student Union meetings (dates are announced)
- BSW Chats twice per semester, which function as Town Hall meetings
- BSW faculty meeting attendance (by request)
- Program Directors meeting attendance (by request)

It's also your responsibility as a social work major to complete an on-line evaluation of your teachers and your social work courses; to advocate for yourself if there are questions about grades or a need to improve academically; and to use the Programs grievance procedures if you believe and can document that you have been treated unfairly by a teacher(s).

The Program also believes it is important for students to participate fully in the learning opportunities offered by the Program. This includes regular attendance and participation in classes as well as attendance at professional workshops, symposia, and other special events arranged by the Department. Students are also encouraged to participate in student organizations such as the Social Work Student Union since this provides a forum for expression of mutual concerns and interests and can provide another channel of communication with the Program.

Student Rights

1. Students have the right to privacy and confidentiality as guaranteed by the Buckley Amendment to the 1974 Family Rights and Privacy Act. Accordingly, students will be informed regarding performance data that needs to be shared outside the Department (e.g., information for field instructors), and written permission will be obtained for the particular purpose. Students also have access to their academic records.

In a professional curriculum such as social work, where learning is sequential and content across the curriculum must be integrated, it is important for faculty to communicate with one another as well as with the student with respect to the student's learning process. Therefore, information regarding educational progress and learning is not considered confidential for purposes of planning for individual educational needs.

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Students do, however, have the right to request confidentiality of personal information which they may wish to share only with their faculty advisor or other member of the faculty. In circumstances where such personal information is relevant to educational planning, the faculty member will discuss with the student the rationale for sharing the information, specify with whom it will be shared, and will obtain the student's consent. The student has the right to decline, and the student's wish will be respected, except in situations considered life threatening or which pose potential risks to clients. Should such a situation arise, the student will be advised of the action to be taken.

2. Students have the right to be kept apprised of their progress throughout their educational program, including class and internship. Performance that may jeopardize their completion of the program must be identified in sufficient time for the student to have the opportunity to make changes. Rarely, there may be situations in which a student's performance requires dismissal from the program for reasons considered so serious as to override the usual right for additional time to make changes. These reasons include illegal or unethical behavior, behavior that is considered harmful to clients and personal problems of such magnitude that the student is unable to work effectively with clients. In such circumstances the student will be given explicit reasons and the student has the right to appeal the decision according to guidelines specified in the Student Handbook.
3. Students have the right to provide to the faculty and administration a critique of the nature and quality of the class and field curriculum, and to contribute to the formulation and modification of policies affecting academic and student affairs. This is done through formal course evaluations that are completed anonymously, informal consultation with faculty and administrators in the Department, and through representatives to the student advisory committee.
4. Students have the right to an educationally sound program that is consistent with the Educational Policy and Accreditation Standards and accreditation standards set forth by the Council on Social Work Education (the Educational Policy and Accreditation Standards is found in the Student Handbook and accreditation standards are available for review in the Department), focused on individual learning needs, and delivered in a professional manner from qualified faculty, staff, and field instructors.
5. Students have the right and are encouraged to organize themselves in a student organization for purposes of contributing to the program in a variety of ways including those mentioned in #3 above.
6. Students have the right to fair and consistent application of evaluation criteria in class and field, and to a fair and consistent application of written procedures for termination and dismissal from the program should this become necessary. Students have the right to know these evaluation criteria which should be written into the course syllabus distributed at the beginning of each semester. The evaluation criteria include information about course expectations, assignments, and grading system.

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7. Students have the right to appeal grades or decisions regarding their termination from the program through departmental and university procedures.
8. Students have the right to expect faculty to be available for individual consultation either by appointment and/or during regularly scheduled office hours with reasonable responsiveness and flexibility.
9. Students have the right to have an academic advisor who will be available to discuss any aspect of the educational experience as well as future educational and career plans.

Grievance and Appeals Policies

There may be times when a student believes that she or he has a legitimate complaint or grievance about a faculty member or a faculty decision. In general, grievances and concerns should be brought first to the most relevant party—typically an instructor or the Program Director. If a student does not feel comfortable communicating with these parties, the school Director can be contacted. Email communications are recommended for procedural clarity.

Appeals

Students may appeal decisions of the Program under specific procedures, they are as follows:

- 1) Denial of admission to the social work program- Student should submit a letter to the BA Program Director citing the reasons for appealing the admissions denial. Student must present evidence that they do, indeed, meet criteria of acceptance. If the applicant is not satisfied with the response of the Program Director, the applicant may appeal to the School Director. The School Director, in consultation with the BA Program Director, renders the final program decision.
- 2) Dismissal from the social work program: Student should submit a letter to the Program Director stating the concerns and requesting an appointment to discuss the issues. If the student is not satisfied with the response of the Program Director, an appeal can be made to the School Director. Students who are not satisfied with the decision of the School Director may appeal to the Dean of Faculty. The chain of appeal beyond the Dean is the Provost and the President of the university.
- 3) Unsatisfactory grade - Contact the faculty member involved directly. If the student does not know how to handle the situation, advice of the academic advisor or the BA Program Director can be sought. If the grievance cannot be resolved directly with the faculty member involved, the student can bring a formal written complaint to the BA Program Director. In those cases where the student is not satisfied with the resolution at the level of the BA Program Director, the complaint can be brought to the School Director. The complaint can be taken to the Dean of the Faculty if the student is not satisfied with the decision of the School Director.

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- 4) Other concerns related to the Social Work Program. Student should contact the Program Director directly stating the concerns and requesting an appointment to discuss the issues. If the student is not satisfied with the response of the Program Director, an appeal can be made to the School Director. Students who are not satisfied with the decision of the School Director may appeal to the Dean of Faculty. The chain of appeal beyond the Dean is the Provost and the President of the university.

Students with Disabilities

The Social Work Department is responsive and accommodating to the needs of students with disabilities. Every effort is made to provide reasonable and appropriate accommodations for students with a documented physical, psychological, or learning disability. If an accommodation is required, students must contact the Office for Students with Disabilities (OSWD). Students having a disability are strongly encouraged to provide the necessary documentation as early as possible, as accommodations cannot be applied retroactively.

Honors Options in Social Work

The Social Work Program does not have honors sections of its courses, but faculty will work with students in the Honors Program on additional projects if needed.

Awards for Social Work Majors

Does the Social Work Program offer any achievement awards to students who excel in the major?

The undergraduate Social Work Program presents awards each year to three senior social work majors: The Dorothy Polakoff Award for Academic Excellence, the Dorothy Polakoff Award for Professional Development, and the Dorothy Polakoff Rising Star Award.

The first award is the *Award for Academic Excellence*, presented to the student who achieves the highest GPA in Social Work courses and internship. Since 1994, the award has been conferred in honor of Dorothy Polakoff who was the First Director of the B.A. Program in Social Work (1970-1980) and who set high standards for students and faculty in the program. Under her leadership the program received its first accreditation by the Council on Social Work Education in 1976.

The second award is the *Professional Development Award* which is presented to the senior who has demonstrated the most significant professional growth and development while a student in the Social Work Program.

The third award, begun in 2017, is the Rising Social Work Star Award - awarded to the senior social work major who consistently demonstrates outstanding performance in class, field, and the program. This student also illustrates a commitment to excellence and

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a drive to be a lifelong learner who is an asset to the field of social work and the value of social justice.

Students receiving these awards each receive a plaque recognizing their achievements during the annual student awards ceremony.

Conference Attendance

Throughout the year there are numerous conferences in the community on subjects of current interest and importance to social workers and other human service professionals. The faculty believes that it is important for social work majors to have the opportunity to participate in such conferences and to interact with other professionals. Limited financial assistance may be available to help defray the cost of conference attendance. Requests should be made to the Director of the BA Program.

In addition, the Social Work Department sponsors lectures, conferences, and workshops for social work students and for the larger Gallaudet community.

Social Work Lab

HMB S-331 is designated for study and computer work for social work majors and supplements computer and study space in the library, dormitories, and other designated areas on campus.

Mail and Correspondence

Most communication in the program is done through email, and it is recommended that students check their Gallaudet email accounts daily. In the student Social Work Lab (HMB S-331) you will find a mailbox for every undergraduate social work student. This provides a convenient way for faculty to communicate easily with students and for students to communicate with each other. You are encouraged to check your mailbox in the student room regularly. We have found this to be much more efficient than sending written materials to students' post office boxes.

Social Work Student Union (SWSU)

Is there a club or other organization for social work majors and other students interested in social work?

The Social Work Student Union is for social work majors, pre-majors, and other interested students. The purpose of the Union is to support and advocate for the needs of Social Work Department students, majoring in Social Work and/or minoring in Family Child Studies. The objective of this Union is to create a more supportive and student-centered Social Work Department with open communication between Union members and Social Work Department faculty and staff.

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The bylaws of the organization can be found [HERE](#).

Formation of a Student Advisory Committee

Currently, the primary venue for raising questions or concerns about the program is the BSW Chat, which happens twice per semester. However, students in the program have the right to establish an ad hoc Student Advisory Committee should they feel it is needed. This committee should consist of five students: two senior social work majors, two junior social work majors, and one "at large" member who may be any student who has declared social work as a major and has completed at least one social work course. Students may be selected based on the recommendation of classmates, faculty or by contacting the Program Director to express an interest in serving on the committee. Meetings would be held twice a semester with the BA Program Director.

If students feel it is necessary, the BSW program student advisory committee and the MSW student advisory committee can meet jointly with representatives of the Department when there are areas or issues of concern to both groups of students. Such was the case when decisions had to be made about use of the student room, particularly policies regarding use of the computers and determining hours the room would be available.

Honor Society

Mu Pi Chapter of the Phi Alpha Social Work honor society is open to the top 35% of social work students with regard to GPA. Induction to the honor society typically occurs during the first part of the spring semester. Phi Alpha national bylaws can be found [HERE](#).

Diversity Equity and Inclusion

Gallaudet University is a bilingual, diverse, and multicultural community. We come from a multiplicity of backgrounds and experiences, which shape our identities, perspectives, and life journeys. We recognize that to create an affirming and intellectually vibrant community that supports everyone's well-being and success, we must understand and value both our individual differences and common ground. These Principles of Community animate this commitment and ground division's strategic plan.

We recognize that each of us has an obligation to the Gallaudet University and Clerc Center community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on these principles of community when engaging with one another and acting on behalf of Gallaudet University.

Questions and concerns related to Diversity, Equity, and Inclusion can be addressed by program staff and faculty members, or by contacting the Division of Equity Diversity and Inclusion ([DEDI](#)).

Title IV

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on gender in educational programs, which receive federal financial assistance. Athletics are one component of Title IX. Other programs and activities which may be included are recruitment, admissions, financial aid, and scholarships; course offerings and access; hiring and retention; and benefits and leave. Title IX also protects students and employees, both male and female, from unlawful sexual harassment in school programs and activities.

Gallaudet University does not discriminate in its employment or admissions practices or in its educational programs or activities on the basis of sex/gender*. Gallaudet University also prohibits retaliation against any person for opposing discrimination or for participating in or refusing to participate in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about non-compliance should be directed to a Title IX Coordinator. For a complete copy of the policy or for more information, please contact the Gallaudet University Title IX Coordinator [<https://www.gallaudet.edu/title-ix>] or the Assistant Secretary of Education within the Office for Civil Rights (OCR) [<http://www.ed.gov/ocr>].

The Title IX Coordinator monitors compliance with the regulations of this law. Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the University's Title IX Coordinator by making a report [found here](#).

APPENDIX A
STUDENT CODE OF CONDUCT
CONTRACT

Student Code of Conduct Contract

The social work major is a professional program that prepares students for generalist social work practice. The Program requires majors to adhere to standards of conduct that are consistent with the social work ethics and values as identified in the National Association of Social Workers (NASW) Code of Ethics (1999). The following professional and behavioral standards are drawn from on the NASW Code of Ethics.

1. Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. (5.01 Code of Ethics)
2. Social workers should treat colleagues with respect and avoid unwarranted negative criticism (2.01 Code of Ethics)
3. Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (4.02 Code of Ethics)
4. Social workers should not participate in, or be associated with, dishonesty, fraud, deception, or plagiarism. (4.04 Code of Ethics) In addition, the program requires social work students to adhere to the Gallaudet University's academic honesty policy as stated in the Undergraduate Catalog.
5. Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment. Consultation should be sought, and appropriate remedial action should be taken by seeking professional help. (4.05 Code of Ethics)
6. Social workers are expected to use social media and other communication platforms responsibly and should not permit their private conduct and personal issues to interfere with their ability to fulfill their professional responsibilities. (4.03 Code of Ethics)
7. Social workers who participate in research are expected to follow guidelines developed for the protection of research subjects (5.02 Code of Ethics). Social workers should respect the clients' right to privacy and, therefore, disclose confidential information only when appropriate valid consent from the client or legally authorized representative is obtained (1.07 Code of Ethics). In addition,

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the program does not permit social work students to save information (notes, process recordings, personal correspondence, etc.) that is of a confidential nature on computers that are available for public use.

8. Social work majors in their professional role should not sexually harass faculty, staff, or students by making sexual advances, sexual solicitation using the Internet or other means, request for sexual favors, and verbal or physical conduct of a sexual nature.
9. Social work students are expected to continue to work on areas of professional growth. If a faculty member or academic advisor recommends that a student seek academic support or professional help the recommendation should be followed.

Statement of Understanding

I understand that, although I am admitted to the Social Work Program at Gallaudet University, if my professional development is not deemed satisfactory by the Program faculty and professional staff the Program has the right and responsibility to re-evaluate my suitability for entry into the social work profession at a beginning level of practice. I agree to abide by the Code of Conduct as outlined and explained. I further understand that I must maintain an overall 2.5 average in the major and that I must obtain a grade of C or better in all practice courses and internships. Failure to meet any of these requirements will also result in the re-evaluation of my suitability for the Program.

Signature _____

Date _____

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