

# BA SOCIAL WORK PROGRAM STUDENT HANDBOOK

## BA SOCIAL WORK PROGRAM STUDENT HANDBOOK Gallaudet University

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## SOCIAL WORK DEPARTMENT DIRECTORY

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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, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.

#### Department of Social Work Non-discrimination Statement

In accordance with the Equal Opportunity Policy of Gallaudet University, the Department of Social Work, 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 Department of Social Work 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

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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 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 from 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

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- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- 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



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### ABOUT THE DEPARTMENT OF SOCIAL WORK

#### History of the Baccalaureate Social Work Program

The BSW program was established by Dr. Morris Goldman, professor and chair (now deceased) 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 individual, assist families, and advocate for the deaf community at large as BSWs.

While the undergraduate faculty is primarily committed to teaching, they are involved in scholarly activity as well as university and community service.

#### 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 21<sup>st</sup> 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 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 21<sup>st</sup> century, with advancements in technology, our planet will be experienced as smaller and we will be unable to divorce ourselves from what once were

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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 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) "Working Statement on Purpose" as follows:

The NASW statement of purpose (1981) defines the unifying purpose or mission of social work as promoting or restoring a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone" (p.6).

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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels that shape the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community (p.1).

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*

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

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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 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

1. Prepare students for practice according to the principles, values, and ethics that guide the social work profession.
2. Design and implement a social work foundation curriculum grounded in the liberal arts.
3. Prepare students as critical thinkers.
4. Prepare students for practice from a social justice perspective, that is, as advocates who work toward the elimination of economic, political, and social inequality of those with the greatest needs.
5. Encourage students to value diversity and to practice competently and effectively with diverse populations.
6. Promote continual professional development.
7. Prepare students as competent entry level generalist social workers with individuals, families, groups, organizations, and communities.

### 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**

Social workers:

6. apply and communicate an 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;
30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

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31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **SOCIAL WORK PROGRAM DEFINES 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

## **THE MOST COMMONLY ASKED QUESTIONS ABOUT THE SOCIAL WORK PROGRAM**

### **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.

### **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.

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The BSW social work program keeps updated testing materials on computers in the student lab so that students can sharpen their test taking skills.

**ACCREDITATION**

**Is the Social Work Program at Gallaudet comparable to programs at other colleges and universities?**

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 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**

**“What are the requirements and process for admission to the major?”**

- 1) Complete a BSW Major Declaration Packet (Appendix 1) that includes the following items:
  - a. Demographics and Personal Statement (written or ASL video/in person)
  - b. Signed copy of Student Code of Conduct Contract
  - c. Recommendation letter or email completed by a current or former professor.
  - d. Most recent copy of your audit report documenting a current GPA of 2.00 or above.  
(This can be printed in Bison).
- 2) Submit the Packet to a BSW Faculty Member
- 3) Your completed packet will be scored by a member of the BSW Faculty using the following Rubric:

ITEM	ADMIT	ADMIT WITH CONDITION S	DO NOT ADMIT	RECOURSE IF NOT ADMITTED
Demographics, Reason for Wanting to Become a	Written Forms are completed.	Forms to be completed prior to	Information is not given.	Student can submit complete information at any time.

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Major, Signed Student Code of Conduct		registering for courses.		
Recommendation from Faculty	No “concerns” noted in recommendation.	If “concerns” are noted, conditions may be placed.	Faculty does not recommend due to excessive concerns.	Student can meet with BSW Faculty members for reconsideration.
2.0 GPA minimum	2.0 or higher GPA	If transfer student and does not have current GPA – condition is to obtain a minimum 2.0 GPA first semester.	GPA is below a 2.0	BSW Program Director will maintain contact with student’s academic advisor and student. Student can re-submit application when above 2.0 GPA.

Make an appointment with a BSW faculty member to declare your major. Bring your completed application packet. During the meeting, the faculty member will apply the above rubric to your application packet. You will be notified during your meeting if you have been accepted, accepted with conditions, or not accepted into the program based on the above rubric.

- If you are accepted, the BSW faculty will complete the Major Declaration Form with you and give it to you to bring to your current Academic Advisor for processing.
- If you are accepted with conditions, your application will be discussed at the next BSW Faculty Program Meeting with recommended conditions. The BSW Program Director will meet with you to review the conditions and respond.
- If you are not accepted, you may address the reason why you are not accepted with the BSW Program Director and then reapply the following semester with supporting documentation.

**SOCIAL WORK ADVISEMENT PROCEDURES**

**How do I get an academic advisor in social work?**

**The Social Work Program Director will discuss selection of an advisor from among the social work faculty. Selection of your advisor is an important decision because you will be working closely with this person throughout 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

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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 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

#### **What financial assistance can social work majors apply for?**

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.

The Career Center is also a source of support for senior social work majors who are in internships and need financial support for transportation and meals. Students should contact the Career Center's liaison to the social work majors.

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.

Finally, the Internet is an excellent resource when exploring financial aid for your education and there are many private foundations that provide small grants to individuals. An excellent web site to explore is The Foundation Center (<http://fdncenter.org>).

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### COURSEWORK REQUIREMENTS:

#### 2019-2020

General Studies	37 credits
Pre-Major Courses	13 credits
Major and Related Courses	56 credits
Free Elective Courses	14 credits
Total	120 credits

#### Required pre-major courses 13 hours

*To be taken during freshman or sophomore years:*

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

#### Required social work courses 50 hours

SWK 203 Introduction to Social Work	3
SWK 204 Professional Communication for Social Workers	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 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
SWK 441 Research Methods in Social Work I	3
SWK 442 Research Methods in Social Work II-Data Analysis	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

#### Elective social work and related courses 6 hours

*3 credits of SWK and 3 credits of your choice:*

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

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SWK 495 Special Topics 1-5  
SWK 499 Independent Study 1-3

### SUGGESTED COURSE OF STUDY:

SEMESTER/YEAR	CREDITS
<b>Freshman/Sophomore Year</b>	
SWK 203: The Field of Social Work	3
SWK 204: Professional Communication in Social Work (Social work electives may be taken any time)	3
<b>Junior Year</b>	
<b>Fall</b>	
SWK 307: Human Behavior and the Social Environment I	3
SWK 335: Social Work Practice I: Individuals	3
SWK 304: American Social Welfare	3
SWK ELECTIVE	3
<b>Spring</b>	
SWK 308: Human Behavior and the Social Environment II	3
SWK 337: Social Work Practice II	3
SWK 318: Human Diversity	3
SWK ELECTIVE	3
<b>Senior Year</b>	
<b>Fall</b>	
SWK 436: Social Work Practice III: Families & Groups	3
SWK 441: Social Work Research I	3
SWK 484: Field Practicum in Social Work I: Internship	4
SWK 306: Assessment and Intervention Strategies with Diverse Populations	3
<b>Spring</b>	
SWK 482: Social Work Practice IV: Organizations and Communities	3
SWK 442: Social Work Research II: Data Analysis	3
SWK 494: Senior Seminar	3
SWK 486: Field Practicum in Social Work II: Internship	4

*You are strongly advised to complete all your General Studies Requirements (GSR) 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.*

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

### General Studies and Suggested Sequencing of Courses

## TRANSFER CREDIT

**What if I have taken courses in social work at another college or university? Will I receive credit for those courses?**

The Program has written 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.

It is also the policy of the Program that no more than 22 of the 47 hours required in social work may be taken at another university. The description of the course for transfer is reviewed by the program director to assure its equivalency. The 22 credit hours are limited to the following courses and must be taken in a program that is accredited by the Council on Social Work Education.

- SWK 203: The Field of Social Work
- SWK 304: Development of the American Social Welfare System
- SWK 307: Human Behavior and the Social Environment I

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SWK 308: Human Behavior and the Social Environment II: Macro Systems

SWK 318: Human Diversity

SWK 441: Social Work Research I

SWK Elective

All social work practice courses and field practicum must be taken at Gallaudet University. Credit for practice courses and field practicum taken at other accredited social work programs may be accepted for elective credit.

\*Only grades of C or above are accepted for transfer

## LIFE AND WORK EXPERIENCE

### **Does the Social Work Program award credit for life and work experience?**

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

## SOCIAL WORK INTERNSHIPS

### **Do social work majors have internships?**

Yes. Internships are an extremely important part of your professional training in social work.

*Eight of the required credits received in the social work major are for work done in the internships (SWK 484 and SWK 486). The internship requires attendance at a bi-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 (Social Work 203: The Field of 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 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 Practicum 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.

**Is it necessary to prepare a resume before applying for an internship?**

You will be given guidelines for writing a resume in preparation for your internship. Having this experience early in the major also provides good preparation for resume writing for job applications before graduation. In addition to the resume, you will complete a form that asks for information such as the kinds of people and/or problems with which you would like to work as well as the kind of program or agency in which you would like to have your internship. You also will have an interview with a supervisor at the prospective internship placement. This gives you and the agency an opportunity to explore what the agency can contribute to your learning and what you bring to the agency.

**Where do social work majors have their internships?**

Some of the programs and agencies where students have had internships are:

- Academy of Hope**, Washington, D.C.
- Alcohol and Drug Program, Health and Wellness Program**, Gallaudet University
- Campfire of Patuxant**, Greenbelt, MD
- Child and Family Services Division**, Washington, D.C.
- DAWN**, Washington, D.C.
- D.C. Department of Health**, Washington, D.C.
- D.C. Metropolitan Police Department**, Washington, D.C.
- D.C. Public School (DCPS)**, Washington, D.C.
- Deaf-REACH**, Washington, D.C.
- Department of Vocational Rehabilitation**, Prince George County, MD
- Department of Social Services**, Prince George County, Maryland
- Family Service Foundation, Day Program for Mentally Ill Adults**, New Carrollton, MD
- Governor's Office on Disability**, Baltimore, MD
- Howard University Hospital**, Washington, D.C.
- Humanim**, Columbia, MD
- Independence Now**, Silver Spring, MD
- International Rescue Committee**, Silver Spring, MD
- Parents, Families & Friends of Lesbian, Gay and Bisexual (PFLAG)**, Washington, D.C.
- Peer Health Program, Health and Wellness Program**, Gallaudet University
- Peer Mentor Program, Student Success Program**, Gallaudet University
- Perry Family Center**, Washington, D.C.
- Sasha Bruce Independent Living**, Washington, D.C.
- Shiloh Senior Center for the Hearing Impaired**, Washington, D.C.
- The Phillips School**, Laurel, MD
- Wanda Alston Foundation**, Washington, D.C.

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.

**Is it possible to have an internship outside of the Washington, D.C. area?**

It is possible to arrange for a one-semester internship (usually during the spring semester of the senior year) outside of the Washington, D.C. area. This type of experience is for highly qualified, independent students who are seeking an extra challenge. If you think you might be a good candidate for this experience, discuss the possibilities with your advisor early in the major. Internships in other communities require a great deal of advance planning for your course work, living arrangements, interpreters for class at another college or university, as well as making arrangements for the internship. This plan requires taking the senior seminar and any other required courses in a college or university in the community where your internship program or agency is located.

You need to consider the likelihood of needing additional financial resources for this experience to pay for any additional expenses that may be involved.

**OTHER INTERNSHIP OPPORTUNITIES**

**Are there internship opportunities for social work majors before the senior year internship?**

Yes, through the Career Center's internship program (EPOC). The Department of Social Work encourages students to use the many services of the Career Center (see their web page at <http://careercenter.gallaudet.edu/>). This program places undergraduates in a variety of internship settings (human service agencies, summer camps, educational institutions and nonprofit organizations) for the purpose of gaining additional work experience. 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, so should be completed before you are a senior.

The Career Center's internship program is open to all undergraduate majors. Internships can be paid or unpaid. Through internships, students can earn up to 12 academic credits before graduating. The Career Center has grant funds available to provide stipends (financial help) to students who are not earning a wage. Stipends help cover living and transportation costs. Undergraduates interested in gaining work experience through internships may register for the internship program at the Career Library, located on the first floor of Hall Memorial Building.

**LIABILITY INSURANCE**

**Professional liability insurance: what is it and why is it necessary?**

*Before beginning the senior internship, every social work major must show evidence of having purchased liability 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. It is no longer only physicians who face the possibility of lawsuits; psychologists, social workers and

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other professionals are sometimes sued as well, including interns. Although lawsuits are not common, we, along with most schools of social work, have made the decision that it is important for students to have this protection. The National Association of Social Workers (NASW) has arrangements with an insurance company to provide malpractice insurance at **very low cost to NASW members**. The Social Work Department has applications and will assist you in making these arrangements. ***You must provide evidence of liability insurance coverage before you begin your senior internship.***

### **POLICIES AND PROCEDURES FOR TERMINATION ACADEMIC STANDARDS AND PROGRESS IN THE MAJOR**

#### **What are the 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 2.00 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 I), or 4) demonstrate acceptable progress toward achieving established goals for improving academic performance or professional conduct.

#### **What are the procedures for termination of a student's enrollment in the program for reasons of professional performance?**

If a student receives a C- or below in any of the practice courses or her/his GPA drops below a 2.0, then the academic advisor notifies the Program Director who sends a letter of dismissal from the program to the student and to General Academic Advising. 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 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.
- 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 response with

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conditions or dismissal, the Risk Management Officer at Gallaudet will be contacted to insure the legality and fairness of the decision.

3) If the decision by the faculty is a written response or dismissal of the student, the BSW Program Director shall 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 Chair of the Social Work Department, the Dean of Student Affairs, the Dean of the School of Education Business and Human Services, the Registrar, and the Director of Academic Advising.

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

### **What assistance is available to students who may have difficulty in a course or the 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 English Works 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.

*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.*

### **If a student is having serious problems in meeting the requirements of the social work major, does that require changing majors and perhaps postponing graduation?**

Should a student be unable to follow the requirements for continuing in the social work program, they will receive a formal notice from the Program Director. You will be asked to attend a meeting with your academic advisor, the department chair, and the BA program director.

Following a discussion of your progress, a review of the transcript, and your faculty evaluations and contract, if applicable, the Program will make a decision about asking you to withdraw. If permitted to remain in the program, you and your academic advisor jointly assume responsibility for developing a contract that addresses the areas of concern. In those situations that necessitate your withdrawal, the academic advisor will verbally notify you of the decision and the Program Director will provide written notification of the Program's decision.

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

**Are there reasons other than keeping the minimum grade point average that could cause my having to change my major?**

Yes, there are non-academic reasons that could result in your having to change your major. If there are violations to the NASW Code of Ethics or there are mental health, substance abuse, or legal issues that interfere with your professional conduct you could be required to change your major. If there is evidence to support a complaint about unprofessional conduct, every effort is made to resolve the situation rather than terminate enrollment in the major.

## 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 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 the development and revision of policies in each program and in the department.

The Student Advisory Committee in the BA program provides specific opportunities for undergraduate students to provide input into undergraduate curriculum, policies, and procedures. If each student give careful consideration to the process by which she or he learns best and participates in shaping that process, students take increasing responsibility for their own learning, and learning is thereby enhanced.

The Department also believes it is important for students to participate fully in the learning opportunities offered by the Department. 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 Association since this provides a forum for expression of mutual concerns and interests and can provide another channel of communication with the Department.

### Student Rights

1. Students have the right to privacy and confidentiality as guaranteed by the Buckley Amendment to the 1974 Family Educational Rights and Privacy Act (FERPA). 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.

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

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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 wishes 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 (EPAS) and accreditation standards set forth by the Council on Social Work Education (CSWE) (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.
7. Students have the right to appeal grades or decisions regarding their termination from the program through departmental and university procedures.

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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 POLICY

#### **What procedure does a student follow if she or he has a significant disagreement with a faculty member, disagreement with a grade affecting academic standing, or wishes to appeal an action taken by the Program or Department?**

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.

#### Appeals

Students may appeal decisions of the Program under specific procedures, they are as follows: Denial of admission to the social work major- submits a letter to the BSW Program Director citing the reasons for appealing the admissions denial. If the applicant is not satisfied with the response of the Program Director, the applicant may appeal to the chairperson of the Social Work Department. The chairperson, in consultation with the BSW Program Director, renders the final program decision.

Involuntary withdrawal from the social work major- submits 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 chairperson of the Social Work Department. Students who are not satisfied with the decision of the chairperson may appeal to the Dean.

Failing grade (F) - Speak directly with the faculty member involved. If the student does not know how to handle the situation, advice of the academic advisor or the BSW 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 BSW Program Director. In those cases where the student is not satisfied with the resolution at the level of the BSW Program Director, the complaint can be brought to the Chair of the Social Work Department. The complaint can be taken to the Dean if the student is not satisfied with the decision of the Department Chair.

### STUDENTS WITH DISABILITIES

#### **Does the Social Work Program make accommodations for students with disabilities?**

The Social Work department is sensitive to the needs of students with disabilities. Every effort is made to provide reasonable and appropriate accommodations for students with a documented

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physical, psychological, or learning disability. If an accommodation is required a Faculty Contact Form must be completed by the office for Students with Disabilities. Detailed guidelines for the Faculty Contact Form can be obtained from the Office for Students with Disabilities. Students having a disability are strongly encouraged to provide the necessary documentation as early as possible for failure to do so may result in grades that are less than satisfactory.

### **HONORS OPTIONS IN SOCIAL WORK**

#### **Is it possible to take honors courses in social work?**

The Social Work Program does not have honors sections of its courses but we offer an honors option.

#### **What are the requirements for an honors option in a social work course?**

A student wanting to take an honors option will negotiate a contract with the instructor for alternative and creative ways of satisfying the requirements for the course. The objective of the honors option will be to provide the student with an opportunity to deepen and/or broaden his or her learning from the course. The contract between the instructor and the student must be reviewed and approved by the director of the undergraduate social work program.

#### **Who is eligible to take an honors option in a social work course?**

To take an honors option you must have a 3.2 GPA or above and the approval of the course instructor and the Director of the Undergraduate Social Work Program.

**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 two senior social work majors. 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 BSW 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.

*Dorothy Polakoff Award*

*For*

*Academic Excellence*

*Maydee Vande Hey and Tigist Wodajo - 2019*

*Jalisa Barnett and Susan Larrison - 2018*

*Patricia Canne - 2017*

*Amanda Jackson - 2016*

*Katherine Giles-2015*

*Tandy Lewis-2014*

*Ikumi Kawamata-2013*

*Cecily Chastain-2012*

*Brenda Miers - 2011*

*Amber LaForce - 2010*

*Kevin Fletcher - 2009*

*Tomeka King - 2008*

*Jessica Swecker- 2007*

*Megan Leschly- 2006*

*Ashleigh Smith-2004*

*Terese Rognmo-2003*

*Jennifer Buechner- 2002*

*Marta Derbez - 2001*

*Susan Frame - 2000*

*Kimberly Pare- 1999*

*Deron Emmons - 1998*

*James Brune - 1997*

*Delia Tabolov - 1996*

*Charmaine Lydon - 1995*

*Mark Dessert - 1994*

*Lauren Good - 1993*

*Wilma Newhoudt - 1992*

*James Tourangeau - 1991*

*Brenda Kenny - 1990*

*Joan Emerick - 1989*

*Betsy Bachtel - 1988*

*Lisa Wellander - 1987*

*Denise Brown - 1986*

*Jamie McNamara - 1985*

*Ellen M. Savidge - 1984*

*Brent A. Burns - 1983*

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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.

### *Professional Development Award*

*Alyssa Hanbury - 2019*  
*Kylene Etkie - 2018*  
*Rebecca Washington and LaQuita Carroll – 2017*  
*Megan Calik and Kevlasha Humphrey - 2016*  
*Alanna Smith-2015*  
*Shayna Unger-2014*  
*Robert Ballengee-2013*  
*Violet Blake-2012*  
*Emma Pruitt-2011*  
*Yazmin Marin - 2010*  
*Jesica Baldi - 2009*  
*Ismella Saul - 2008*  
*Baranda Johnson - 2007*  
*Kisha Hopwood - 2006*  
*Adriana Palacio - 2004*  
*Rine Olofson - 2003*  
*Timothy Albert - 2002*  
*Jessica Raub - 2001*  
*Any Linneman - 2000*  
*Robert Pope - 1999*  
*Jodi Becker - 1998*  
*Diane Lux - 1997*  
*Rachel Harris - 1996*  
*Darlene Wadler - 1995*  
*Clement Abonyi - 1994*  
*Georgia Edwards - 1993*  
*Theresa Baumgartner - 1992*  
*Donald Prong - 1991*  
*Angela Stout - 1990*  
*Mary Byndum - 1989*  
*Laureen Lynch-Ryan 1988*  
*Laurie Hooper - 1987*  
*Darsi Dippel - 1986*  
*Kim Upton - 1985*  
*Carmen S. Voland - 1984*  
*Janet F. Parker - 1983*

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

*Rising Star Award*

*Ashley Wulf - 2019*  
*Susan Larrison - 2018*  
*Rosina Garcia - 2017*

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

### CONFERENCE ATTENDANCE

**Do students have opportunities to attend professional conferences and to interact with social work professionals outside of Gallaudet?**

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.

Sometimes the faculty considers a particular conference of sufficient interest and importance that an entire class is encouraged to attend, or class or internship schedules are adjusted to permit attendance at a conference. The Social Work Department maintains a bulletin board which has announcements of relevant conferences, workshops and seminars. Students who become aware of meetings and conferences are encouraged to share the information with other students and faculty. These conferences expose students to issues that are faced by social workers and other professionals in their day to day professional work and are considered an interesting and important part of a social worker's education.

Limited financial assistance is available to help defray the cost of conference attendance. Requests should be made to the Director of the BSW Program.

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

### STUDENT COMPUTER AND STUDY ROOM

**Are there facilities for students to study and do computer work?**

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.

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Computers provide access to internet which will be used in classes for assignments on the internet.

### **How does social work faculty communicate with students and how can students be in contact with others students?**

In the student study and computer room (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 mail box in the student room regularly. We have found this to be much more efficient than sending written materials to students' post office boxes.

Students all have e-mail accounts, making possible easy communication with each other and with faculty. Some courses make use of discussion forums which require your e-mail username and password for access.

### **STUDENT RIGHTS AND RESPONSIBILITIES: ACADEMIC AND STUDENT AFFAIRS**

#### **Does the social work program have a communication mechanism that allows students to discuss concerns and to be involved in BSW decision making?**

Yes, 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 Association meetings (dates are announced)
- Spring meeting with the Program Director to review testing results and program changes
- BSW faculty meeting (dates are announced)
- Program Directors advisory board

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).

### **SOCIAL WORK STUDENT ASSOCIATION (SWSA)**

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

The Social Work Student Association is for social work majors, pre-majors and other interested students. It provides opportunities to meet in a mutually supportive atmosphere to interact socially and discuss matters of interest and concern to social work students and to the profession of social work. The organization has been involved in many significant activities, including:

- sponsoring lectures on topics of interest to the profession
- co-sponsoring an end of the year recognition luncheon for field instructors
- recruitment of students to the major

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- participation in orientation of new majors
- organizing and planning community service projects such as Project Harvest and St. Ann's Infant and Maternity Home
- arranging for visits from social work majors at other colleges
- participating in planning for NASW's annual Career Day

### STUDENT ADVISORY COMMITTEE

#### **Do students have a channel for making suggestions and raising questions or concerns about the Social Work Program?**

The undergraduate social work program has a **Student Advisory Committee** consisting 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 are held twice a semester with the BSW Program Director.

The faculty in the Social Work Program has found that the student advisory committee is an excellent mechanism for discussion among students and faculty about areas of general interest and concern. Students may wish to raise ideas about possible special topics courses or content they would like to see included in the curriculum, or they may raise questions about policies and procedures in the program. Suggestions made by this committee have contributed to positive changes in the program. In addition, the faculty has found the committee to be an effective means for getting student response to ideas under consideration concerning curriculum, policies, and procedures.

Occasionally the BSW program student advisory committee and the MSW student advisory committee 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 the use of the student room, particularly policies regarding use of the computers and determining hours the room would be available.

**Mu Pi Chapter of the honor society** is open to social work majors with: Nine completed credits in social work courses; and an overall GPA which places them by rank in the top 35% of all the GU social work majors.. Induction to the honor society can be during the fall or spring semester and with the faculty advisor members develop community service projects that benefits selected communities locally, nationally or internationally.

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### **EEO/AFFIRMATIVE ACTION POLICY**

The following narrative is the EEO/Affirmative Action Policy of the university. A complete copy is located in the Social Work office. The Department of Social Work is committed to all of the principles set forth in this policy and carries out all of its programs accordingly.

#### SCOPE

This policy applies to all offices and divisions of Gallaudet University.

#### POLICY

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, hearing status, disability, religion, color, national origin, age, sex, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis. This commitment is pursuant to Executive Order 11246 and 11375 as amended, Title VII of the Civil Rights Act, the District of Columbia Human Rights Act of 1977, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Viet Nam Era Readjustment Act of 1974, the Americans with Disabilities Act of 1990, and all other applicable laws.

The University's program of affirmative action is designed to provide for equality of opportunity in all aspects of University employment. This policy applies to all procedures affecting applicants and employees and includes, but is not necessarily limited to: recruitment, hiring, placement, promotion, transfer, reassignment, reappointment, tenure, demotion, selection for training (including apprenticeships) layoff and termination, compensation, and all other conditions or privileges of employment. Notices of non-discrimination are posted in conspicuous places to be viewed by both employees and applicants.

The University has three distinct Affirmative Action Plans designed to encourage the recruitment, employment, and advancement of minorities and women, individuals who are deaf, hard of hearing, and disabled, and disabled veterans and veterans of the Viet Nam era.

During the recruiting process, applicants are requested to voluntarily provide information relative to race, age, sex, racial/ethnic group, hearing status, disability, and veteran status. This information is maintained confidentially for personnel record-keeping, reporting, and affirmative action purposes only.

The University's EEO officer is responsible for ensuring compliance with this policy. The EEO officer is located in College Hall.

### **PROTECTION AGAINST SEXUAL HARASSMENT POLICY**

#### SCOPE

The University policy applies to faculty, teachers, staff, and students in all offices and divisions of Gallaudet University.

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### POLICY

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, as amended. The University is committed to providing an environment that is free of unlawful sexual harassment and does not condone sexual harassment in any form. Reports of sexual harassment are investigated thoroughly, promptly and objectively.

The Equal Employment Opportunity Commission (EEOC) guidelines define sexual harassment as follows:

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

All levels of management are accountable for the implementation of the Sexual Harassment and Consensual Relationships procedures appended to this policy. Any employee or student who is guilty of or responsible for acts of sexual harassment is subject to appropriate disciplinary action.

### VIOLATIONS

Alleged violations may be filed by any person, or the process may be initiated by the appropriate administrative officer.

### **SEXUAL HARASSMENT PROCEDURES**

#### A. Informal Complaint

1. Employees or University students who wish the matter to be handled informally should contact the employee's unit administrator, administrative officer, the EEO Officer or the Director of Human Resources, preferably within 10 working days of the incident. University students should also consult with appropriate student support personnel for advice and counseling. Students who have a complaint against another student should contact the Coordinator of Judicial Affairs.
2. The person to whom the complaint is brought will, within 10 working days (unless there are extenuating circumstances) and without directly accusing and without divulging the name of the accuser (unless authorized by the complainant), counsel the employee or student and caution him/her about offensive and inappropriate behaviors and actions or will take other appropriate action to resolve the complaint informally (e.g., remove offensive pictures).

#### B. Formal Complaint

3. An employee or University student who wishes the matter to receive a formal investigation and review should contact the EEO Officer. Students who wish to make a formal complaint against another student should contact the Coordinator of Judicial Affairs.

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4. The EEO Officer, in consultation with the appropriate administrative officer, or the Coordinator of Judicial Affairs, will determine the method by which the investigation will be conducted. The purpose of the investigation is to establish whether there is a reasonable basis for believing that an alleged violation of this policy has occurred. In conducting the investigation, the EEO Officer and/or the appropriate administrative officer (or his/her designee) or the Coordinator of Judicial Affairs may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times, the administrator conducting the investigation will take steps to ensure confidentiality.
5. The investigation will afford the accused a full opportunity to respond to the allegations.
6. Possible outcomes of the investigation are: (a) a judgment that the allegations are not warranted; (b) a negotiated settlement of the complaint; or (c) formal disciplinary action.

**Detailed information related to Gallaudet University's Protection against Sexual Harassment can be obtained at [af.gallaudet.edu](http://af.gallaudet.edu).**

**APPENDIX I**

ADMISSION APPLICATION

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Admission Application for Baccalaureate Social Work Program

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Local Address: \_\_\_\_\_  
\_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Student ID: \_\_\_\_\_ Gender: \_\_\_\_\_

Ethnicity: African American \_\_\_\_\_ Asian American \_\_\_\_\_  
White \_\_\_\_\_ Latina/Latino \_\_\_\_\_  
Native American \_\_\_\_\_ Pacific Islander \_\_\_\_\_  
Other \_\_\_\_\_

Current Academic Advisor: \_\_\_\_\_

List all courses that have been completed: GSR, Pre-major, major

Course Title	Grade
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

**APPENDIX II**

STUDENT CODE OF CONDUCT  
CONTRACT

## BA SOCIAL WORK PROGRAM STUDENT HANDBOOK

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)

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)

3. 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.
4. Social workers should not allow their own personal problems, psycho social 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)
5. Social workers should not permit their private conduct and personal issues to interfere with their ability to fulfill their professional responsibilities. (4.03 Code of Ethics)
6. 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, 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.

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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.

7. Social work majors shall adhere to the code NASW Code of Ethics.
8. 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.
9. Social Work majors are expected to exhibit academic honesty and understand that plagiarism (using other's ideas and words without acknowledging the source of the information) and cheating are prohibited. Plagiarism and academic dishonesty will result in either the student failing the course, receiving a failing grade for the examination or assignment, or being required to re-do the examination/assignment.

### **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 2.00 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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**Appendix III**

End of Term Student Evaluation

**End of Term Student Evaluation**

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Student \_\_\_\_\_

Instructor \_\_\_\_\_

Course Title \_\_\_\_\_

Semester: Fall Spring

Year: 20\_\_\_\_\_

Instructions: Circle the response that best captures your assessment of the student Your recommendations should include constructive recommendations that can improve academic performance and reinforce the student's strengths.

**Academic Performance:** Shows an ability to complete assignments responsibly, attends class regularly, arrives on time, and remains until the class ends.

1. Plans and organizes effectively:

a) All of the time b) Most of the time c) Sometimes d) Rarely

2. Completes and submits assignments on time:

a) All of the time b) Most of the time c) Sometimes d) Rarely

3. Attends class regularly and is on time:

a) All of the time b) Most of the time c) Sometimes d) Rarely

4. Exhibits an ability to conceptualize and integrate knowledge about social work and apply it to class discussions, written assignments, projects, and examinations. Yes No

Explain:

5. The student's interpersonal skills (compassion, empathy, altruism, integrity, and respect for others) and ability to make sound judgments are adequate. Yes No

Explain:

**Behavior:** The student does not monopolize class discussions or distract others during class by engaging in signed communication when she/he has not been recognized by the instructor.

The student is cooperative, willingly works on group assignments and makes alternative arrangements when absence from class is necessary. There is an acknowledgement of personal behaviors that are oppressive or discriminatory and corrective actions are taken.

1. Work cooperatively with and respects others.

a) All of the time b) Most of the time c) Sometimes d) Rarely

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2. Actively participates in class discussions and small group activities.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
3. Shows respect for the opinions of others.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
4. Accepts feedback from peers as well as the instructor in a positive manner  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
5. Demonstrates an understanding and respect for students who represent a diverse population, based on race/ethnicity, disability, sexual orientation, age, religion.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
6. Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution i.e. in rank order, instructor, program director, department chair, dean, provost.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely

Comments:

**Self-awareness and Emotional Stability:** The student exhibits an understanding of her or his values, emotions, and past experiences that affect thinking or behavior. She or he demonstrates a willingness to change the behavior when it interferes with academic performance or relationships with peers or teachers. There is an acknowledgement of personal issues, psychosocial stressors, substance abuse, or health problems that affect judgment and compromise academic performance.

1. Demonstrates an ability to cope with life stressors.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
2. Understands the effects of her/his behavior on others.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
3. Seeks and effectively uses help for medical and emotional issues that could potentially interfere with academic or professional performance.  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely
4. Manages discussions of uncomfortable topics appropriately  
a) All of the time   b) Most of the time   c) Sometimes   d) Rarely

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**Recommendation** (include your opinion relative to the student being appropriate for admission to the undergraduate social work program)

Faculty Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX IV

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

COUNCIL ON SOCIAL WORK EDUCATION

## BA SOCIAL WORK PROGRAM STUDENT HANDBOOK

THE 2015 EDUCATION POLICY AND ACCREDITATION STANDARDS DEVELOPED BY CSWE CAN BE LOCATED AT THE FOLLOWING WEBSITE:

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>