MSW PROGRAM STUDENT HANDBOOK

GALLAUDET UNIVERSITY 2019-2020

DIRECTORY

SOCIAL WORK DEPARTMENT DIRECTORY
Hall Memorial Building
Phone (202) 651- 5160
FAX (202) 651-5817

Department Chair	E-Mail	Room Number
Elizabeth A. Moore, Ph.D.	Elizabeth.Moore@gallaudet.edu	S333C
Director, MSW Program		
Martha Sheridan, Ph.D.	Martha.Sheridan@gallaudet.edu	S334C
Director, BA Program in Social Work		
Kota Takayama, MSW	Kota.Takayama@gallaudet.edu	S334A
Director of Field Education		
Margaux Delotte-Bennett, MSW	Margaux.Delotte-Bennett@gallaudet.edu	S334B
Full-Time Faculty		
David Barclay, Ph.D., Professor	David.Barclay@gallaudet.edu	S337E
Miriam Elizabeth Bowman, MSW, Instructor	M.Elizabeth.Bowman@gallaudet.edu	S338D
Teresa Crowe Ph.D., Professor	Teresa.Crowe@gallaudet.edu	S337C
Margaux Delotte-Bennett, MSW, Lecturer II	Margaux.Delotte-Bennett@gallaudet.edu	S334B
Audrey Frank, Ph.D., Assistant Professor	Audrey.Frank@gallaudet.edu	S338F
Elizabeth A. Moore, Ph.D., Associate Professor	Elizabeth.Moore@gallaudet.edu	S333C
Lynda Myers, Ph.D., Assistant Professor	Lynda.Myers@gallaudet.edu	S333A
Concetta Pucci, Ph.D., Lecturer II	Concetta.Pucci@gallaudet.edu	S338C
Martha Sheridan, Ph.D., Professor	Martha.Sheridan@gallaudet.edu	S334C
Kota Takayama, MSW, Instructor	Kota.Takayama@gallaudet.edu	S334A
Samuel Weber, Lecturer II	Samuel.Weber@gallaudet.edu	S333B
Program Support Specialist		
Tommy Farr	Tommy.Farr@gallaudet.edu	S335C
Department Conference Room		S335B
Student Mail/Computer Lab		S331

EQUAL OPPORTUNITY POLICIES

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 gender expression, disability, sexual orientation, age, religion, and national origin.

GALLAUDET UNIVERSITY

History of Gallaudet
The First 100 Years

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C. to establish a school and housing for 12 deaf and six blind students. The following year, Kendall persuaded Congress to incorporate the new school, which was called the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, founder of the first school for deaf students in the United States, became the new school's superintendent. Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law. Gallaudet was made president of the institution, including the college, which that year had eight students enrolled. He presided over the first commencement in June 1869 when three young men received diplomas. Their diplomas were signed by President Ulysses S. Grant, and to this day the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

In 1894 the name of the college portion of the institution was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet and through an act of Congress in 1954, the entire institution became known as Gallaudet College.

A Time of Expansion

In 1969, President Lyndon Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). That same year, the secretary of the U.S. Department of Health, Education and Welfare and Gallaudet President Leonard Elstad signed an agreement authorizing the establishment and operation of MSSD on the Gallaudet campus. A year later, President Richard Nixon signed the bill that authorized the establishment of Kendall Demonstration Elementary School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.
By an act of the U.S. Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King Jordan, '70 and the Board of Trustees' first deaf chair, Philip Bravin, '66. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.
In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups.

The new millennium has brought events such as the Deaf Way II festival that attracted 10,000 deaf, hard of hearing, and hearing people from around the world; the opening of the technology-rich I. King Jordan Student Academic Center; and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center, a unique facility that provides an inclusive learning environment totally compatible with the visu-centric "deaf way of being."

The University's undergraduate students can choose from more than 40 majors leading to bachelor of arts or bachelor of science degrees. A small number of hearing undergraduate students-up to five percent of an entering class-are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.
Through the University Career center, students receive internships that provide a wealth of experiential learning opportunities. Recent internships were offered at Merrill Lynch, National Aeronautics and Space Administration, National Institutes of Health, and the World Bank. Students also benefit from an array of services provided by such campus units as the Burstein Leadership Institute, Language Planning Institute, Hearing and Speech Center, Cochlear Implant Education Center, and the Center for International Programs and Services.
Today, Gallaudet is viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including educational and career opportunities; open communication and visual learning; deaf history and culture; American Sign Language; and the impact of technology on the deaf community.

GALLAUDET UNIVERSITY MISSION AND GOALS

The Gallaudet University Mission Statement

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.

The Vision of Gallaudet University

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
- 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

The Gallaudet Credo

Gallaudet's Vision Statement expresses what the University aspires to become and achieve as the world's premier academic institution for deaf and hard of hearing people. Implicit in our vision are core values that serve as guiding principles for the way members of the campus community teach, study, work and live. The Gallaudet Credo identifies and realizes those core values.

The Gallaudet University campus community includes students, faculty, teachers and staff, all of whom share certain common goals and values that we all believe enrich our academic environment. The community's primary goal is to prepare students to be informed, literate, productive and responsible citizens. In pursuit of this goal, community members pledge to uphold the following values:

We believe that education is a dominant influence on our lives and recognize that learning is a lifelong quest. Therefore we will practice academic and personal integrity and work to create a positive and welcoming environment that is open to the free exchange of ideas among members of our community.

We believe that every person should be treated with civility and that our community is strengthened by the broad diversity of its members. Therefore, we will promote and applaud behaviors that support the dignity of individuals and groups and are respectful of others' opinions. We will especially discourage behaviors and attitudes that disrespect the diversity of individuals and groups for any reason including religion, race, ethnicity, gender, age, sexual orientation, disability, hearing status, or language and communication preference.

We believe that as members of the Gallaudet community we are the recipients of a proud and rich heritage, as well as contributors to and benefactors of our institution's bright future. Therefore, we will strive to bring credit to our community and ensure that the institution flourishes and succeeds in its mission.

School of Business, Education, and Human Services (SEBHS) and The Graduate School

The Department of Social Work is located within the School of Business, Education, and Human Services (SEBHS) along with seven other academic departments. The MSW Program is one of many graduate programs within SEBHS. The other graduate programs within SEBHS are located within the Departments of Counseling; Education; Government and Public Affairs; Hearing, Speech and Language Sciences; and Interpretation. The Dean of SEBHS is Dr. Khadijat Rashid, located in Hall Memorial Building, Room S242. There are also graduate programs in ASL and Deaf Studies, History, Linguistics and Psychology Departments, which are located within the College of Arts and Sciences.

The MSW Program is also affiliated with the Graduate School, as are all graduate programs. The dean of this unit is Dr. Gaurav Mathur; his office is located on the second floor of Fowler Hall. His role is to promote graduate programs of outstanding quality at Gallaudet and oversee the programs of Continuing Studies. When recommendations for student actions are made (admissions, academic probation, academic dismissal, leave of absence, student academic appeals, candidacy, and awarding of the degree) the Department recommendation goes through the office of the Dean of SEBHS to the Dean of Graduate School who has the responsibility for admitting, dismissing, and placing students on probation. (For additional information, see the Graduate School Catalogue: http://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies.html)

DEPARTMENT OF SOCIAL WORK HISTORY

History of Department of Social Work

The Department of Social Work offers two programs, an undergraduate social work major, leading to a BA in social work, and a master's in social work program. The BA Program prepares students for beginning generalist social work practice and the MSW Program prepares students for advanced social work practice with deaf and hard of hearing populations. The Department faculty and professional staff are actively involved in teaching, scholarly activity, and university and community service.

The baccalaureate program was initiated in 1970 by Dr. Morris Goldman, professor and chair (now retired) in the Department of Sociology. The first director was Mrs. Dorothy Polakoff, who was employed to develop the program. Under her guidance, the program was accredited by the Council on Social Work Education for the first time in 1976, at which time the department became the Department of Sociology and Social Work. Following Mrs. Polakoff's retirement in 1980, Dr. Janet L. Pray assumed the position of Director of the Program. The joint department continued through 1989, when the establishment of the graduate MSW program necessitated an autonomous department. The Department of Social Work came into being in 1990, with Dr. Pray as chairperson.

MSW PROGRAM

History of The MSW Program

The establishment of an MSW program at Gallaudet University had been recommended through the years by many concerned with the importance of preparing social workers with knowledge, skills, and values required for work with Deaf and hard of hearing people. In 1985, the Department received a Presidential Award from Dr. Jerry Lee, then President of Gallaudet University, to conduct a formal needs assessment for an MSW program with this focus. A survey of social service, mental health, and other organizations with services for deaf people indicated that inadequate numbers of qualified MSW level social workers were available to fill existing and anticipated positions. A survey of MSW programs indicated that content on social work practice with Deaf people was rarely included in the curriculum, and if it was covered at all, it usually appeared in a course on disability. A survey of alumni showed there was interest in graduate level social work education at Gallaudet.

The findings of the survey provided unequivocal documentation of the need for an MSW Program at Gallaudet, and during 1986, the social work faculty developed the curriculum for the proposed MSW Program. Dr. I. King Jordan, then Dean of the College of Arts and Sciences, approved released time for the spring of 1987, for Mrs. Catherine Moses, to develop a proposal for the establishment of the MSW Program for submission to the Council on Graduate Education. She was also awarded a grant from the Administration on Aging, which provided funds to develop a special focus on aging and hearing loss, in response to the large numbers of older persons who develop hearing loss later in life.

When Dr. Jordan became Gallaudet's first Deaf President in 1988, he stated as one of his goals the preparation of professionals in the field of mental health, including the establishment of an MSW Program. The Graduate Council approved the proposal for an MSW Program in December 1988 and with the support of the University administration the proposal went to the Board of Trustees who in turn endorsed the establishment of the Program at its meeting in February 1989. Ms. Catherine Moses was Director of the MSW Program from its beginning in 1989 until 1996. In the fall of 1989 the first group of students enrolled in Gallaudet's new MSW Program. The first MSW degrees were awarded in 1991. In 1999 the Department received a meritorious service award from the Maryland Association of the Deaf for contributions made to deaf and hard of hearing people in Maryland and throughout the country. The Department is very proud of this recognition of our alumni, students, and faculty.

Accreditation of the MSW Program

The MSW Program received initial accreditation by the Council on Social Work Education (CSWE) in 1994 and was reaccredited for the full eight-year cycle in 1999. For the first time, BA and MSW programs were jointly accredited in 2008. In 2008 the Council on Social Work Education implemented new standards for accrediting

baccalaureate- and master's-level social work programs. The changes from CSWE follow a competency-based approach to curriculum design. The MSW curriculum has further been updated to reflect the 2015 Educational Policy and Accreditation Standards (EPAS). Those changes are reflected within the body of and as Appendix A to this MSW student handbook and the field manual.

The Generalist Practice Model

The generalist model of practice, introduced during the foundation year, provides a firm basis for accomplishing the mission of expanding services to deaf and hard of hearing persons. Students acquire the foundation skills of understanding and working with systems of various sizes. Students continue to build on generalist principles during the advanced year when, focusing on deaf and hard of hearing populations, they refine assessment processes, enhance intervention skills with a range of client systems, evaluate practice, and plan for program evaluation.

Foundation content includes a core of information about deaf and hard of hearing people as one of the program's diversity groups and as a specific population-at-risk, among many included in the generalist curriculum. Students are introduced to Deaf culture, and the Deaf community. In the advanced curriculum, specialized knowledge about and interventions with deaf and hard of hearing persons becomes the primary focus in all courses. Advocacy, recognition of the power of Deaf culture as a philosophical and social/cultural concept, skill across the continuum of language abilities and communication styles, and recognition of the right to self-identification by all deaf and hard of hearing persons, provide a broader backdrop for knowledge, values, and skill development. Additionally, for those students enrolled in the School Social Work area of focus, there is an emphasis on deaf and hard of hearing children and youth in pre-college educational settings and their families.

The MSW Program offers two-year, three-year and advanced standing course plans. Information about course plans and course descriptions are provided in the MSW Student Handbook http://www.gallaudet.edu/department-of-social-work/msw-program The Gallaudet University Graduate Catalogue also provides information about the MSW program and course plans.

MSW Mission Statement

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**MSW Program
Gallaudet University**

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E.P. 1.0: Program Mission

The Master of Social Work Program at Gallaudet University prepares its graduates to become culturally and linguistically competent generalist social work professionals committed to social change, promotion of societal well-being, and the improvement of service delivery to diverse deaf, hard of hearing, and hearing individuals, families, groups, organizations and communities in a global society.

MSW Program Goals:

The MSW Program prepares graduates to:

1. Recognize diversity within the deaf and hard of hearing populations and develop practice skills to promote social justice, well-being, and cultural sensitivity.

2. Engage in social work practice that promotes well-being and is sensitive to the needs and issues of deaf and hard of hearing children, adults, families (both hearing and deaf), groups and communities.

3. Integrate knowledge of issues facing populations-at-risk and diverse groups, such as oppression, poverty, social injustice, culture, race, age, class, disability, gender, gender identity and

expression, religion, sexual orientation into their work with deaf and hard of hearing client systems.

4. Affirm the Deaf experience by challenging psychological and social constructs of deaf and hard of hearing as inferior, focusing on strengths and resiliency in the Deaf community, and promoting an awareness of and sensitivity of diversity among Deaf individuals.

5. Demonstrate an ability to impact multiple levels of practice within the Deaf community using various strategies, including the use of policy formulation and analysis, practice assessment, practice intervention, and practice and program evaluation.

6. Provide social services and ensure accessibility to services at all levels of practice with deaf and hard of hearing children, adults, families, groups and communities.

7. Demonstrate the ability to conduct assessments, implement interventions, and evaluate practice with clients and client systems using American Sign Language and English.

MSW Program Values

The program curriculum uses a generalist social work perspective and person-in-environment framework which emphasizes the core values of the social work profession: service, human rights, social and economic justice, scientific inquiry, dignity and worth of the person, importance of human relationships, and integrity and competence in social work practice.

The competencies of the social work profession are integral to the MSW curriculum, which emphasizes the strengths and capacities of diverse deaf, hard of hearing, and hearing individuals, families, groups, organizations, and communities in a global society.

E.P. 2.0: To achieve the MSW program learning outcomes (CSWE competencies), the program is organized into a foundation curriculum and a concentration curriculum. The foundation curriculum concentrates on generalist social work practice, and the concentration curriculum focuses on advanced social work practice with Deaf and Hard of Hearing populations and systems of all sizes.

The MSW program has also delineated the foundation year student learning outcomes and the concentration year student learning outcomes (practice behaviors) that are derived from the program learning outcomes (CSWE competencies) and is consistent with the 2015 Educational Policy.

Foundation Year Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- PBF1: 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;
- PBF2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- PBF3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- PBF4: use technology ethically and appropriately to facilitate practice outcomes; and
- PBF5: use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- PBF6: apply and communicate understanding of the importance of diversity and difference in

shaping life experiences in practice at the micro, mezzo, and macrolevels;

- PBF7: presentthemselvesaslearnersandengageclientsandconstituenciesasexpertsoftheirownexperiences; and
- PBF8: applyself-awarenessandself-regulation to managetheinfluenceofpersonalbiasesand valuesinworkingwithdiverseclients and constituencies.

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

- PBF9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systemlevels; and
- PBF10: engage inpracticesthatadvancesocial, economic, andenvironmentaljustice.
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Competency 4: Engage In Practice-informed Research and Research-informed Practice

- PBF11: usepractice experience and theory to informscientific inquiryand research;
- PBF12: applycriticalthinkingtoengageinanalysisofquantitativeandqualitativeresearchmethodsandresearch findings; and
- PBF13: useandtranslateresearchevidence to informandimprovepractice, policy, andservicedelivery.

Competency 5: Engage in Policy Practice

- PBF14: Identifysocialpolicyatthelocal,state,andfederallevelthatimpactswell-being,servicedelivery,andaccessto socialservices;
- PBF15: assesshowsocialwelfareandeconomicpoliciesimpactthedeliveryofandaccesstosocialservices;
- PBF16: 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

- PBF17: applyknowledgeofhumanbehaviorandthesocialenvironment,person-in-environment,andother multidisciplinarytheoretical frameworkstoengagewithclientsandconstituencies;and
- PBF18: useempathy,reflection,andinterpersonalskillstoeffectivelyengagediverseclientsandconstituencies.

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

- PBF19: collectandorganizedata, andapplycriticalthinking to interpretinformationfromclientsandconstituencies;
- PBF20: applyknowledgeofhumanbehaviorandthesocialenvironment,person-in-environment,andother multidisciplinarytheoretical frameworksintheanalysisofassessmentdatafromclientsandconstituencies;
- PBF21: developmutuallyagreed-oninterventiongoalsandobjectivesbasedonthecriticalassessmentofstrengths, needs,andchallenges withinclientsandconstituencies; and
- PBF22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferencesof clients andconstituencies.

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

- PBF23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- PBF24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- PBF25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- PBF26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- PBF27: facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- PBF28: select and use appropriate methods for evaluation of outcomes;

- PBF29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- PBF30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- PBF31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

E.P. 2.1: Concentration year specialization builds on foundation year generalist practice as described in EP 2.0, adapting and extending the social work competencies for social work practice with Deaf and Hard of Hearing populations.

Concentration Year Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- PBC1: practice personal reflection, self-correction, effective communication in American Sign Language and English, and ethical reasoning to assure continual professional development in advocacy and practice with deaf and hard of hearing populations.

- PBC2: use advanced differential assessments, interventions, and evaluations responsive to changing technological developments and emerging evidence-based models of practice in diverse contexts for deaf and hard of hearing populations.

Competency 2: Engage Diversity and Difference in Practice

- PBC3: understand diversity in a broad sense that recognizes the ways in which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power among deaf and hard of hearing people.

- PBC4: gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups of deaf and hard of hearing people.

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

- PBC5: understand the forms and mechanisms of oppression and discrimination impacting deaf and hard of hearing populations.

- PBC6: work with deaf and hard of hearing populations to advocate for human rights and social and economic justice.

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

- PBC7: Integrate practice experience to inform scientific inquiry in designing and implementing research studies with deaf and hard of hearing populations.

- PBC8: apply research findings to support evidenced-based practices with deaf and hard of hearing populations.

Competency 5: Engage in Policy Practice

- PBC9: analyze, formulate, collaborate, and advocate for disability policies that advance societal wellbeing within deaf and hard of hearing populations.

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

- PBC10: apply theories, models, and the best available evidence in assessment with deaf, hearing, and hard of hearing systems of all sizes to understand strengths, problems, and social justice issues in systems of all sizes, locally and globally

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

- PBC11: utilize theoretical frameworks to guide differential assessments for effective social work practice with deaf, hearing, and hard of hearing people in systems of all sizes.

- PBC12: identify and analyze evidence-based interventions designed to meet the unique needs of deaf and hard of hearing populations.

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

- PBC13: implement evidence informed prevention interventions using theoretical frameworks that meet the needs and enhance the capacities of deaf and hard of hearing systems.

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

- PBC14: utilize theoretical frameworks, models, and research for guiding differential assessments and practice evaluation with deaf, hearing, and hard of hearing people in systems of all sizes.

- PBC15: evaluate evidence-based interventions designed to meet the unique needs of deaf and hard of hearing populations and use critical thinking to evaluate the appropriateness, adapt, and modify assessment tools and approaches.

The Profession of Social Work

Social work is a challenging and rewarding profession that 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. There is an endless variety of settings in which social workers practice.

We are living in a time of rapid changes in institutions and social conditions. 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. It is becoming increasingly clear how much all of us are affected by changes in the social environment. With the changes in technology, we experience our planet as increasingly smaller and can no longer 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, uniquely suited for identifying emerging social problems and for contributing to their resolution. According to the Occupational Outlook Handbook of the U.S. Department of Labor Statistics (2018- 2019), states that "Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations."

Professional Organizations

In the field of social work there are a number of organizations, which play an important role in the profession. Check out these organizations for greatly discounted student membership rates. The **National Association of Social Workers** is the professional association for social workers. NASW establishes and enforces standards for ethical behavior of social workers. The Association holds regional and national conferences, which focus on practice, research, policy, and other issues of concern to the profession. NASW publishes many books and journals of importance to the profession, including the *Encyclopedia of Social Work*, the *Social Work Dictionary*, the *Social Work Almanac*, the bimonthly journal *Social Work* and *Health and Social Work*, among many others. NASW maintains a library of social work books and journals that is available for use by NASW members; it is an excellent resource for students. NASW national headquarters is located in Washington, DC, at 750 1st St., NE, across the street from Union Station.

Students in social work internships are required to obtain malpractice insurance before beginning the internship, and the American Professional Agency, which provides insurance at reasonable rates, requires proof of membership in NASW to qualify.

The **Council on Social Work Education** works to improve the quality of education in social work. One of its major functions, through its Division of Standards and Accreditation, is the accreditation of baccalaureate and masters programs. CSWE staff and members of the Commission on Accreditation are available to provide consultation to programs seeking accreditation. CSWE publishes the *Journal of Social Work Education* and many books related to social work education.

The **Society for Social Work and Research** (SSWR) is a professional membership society for social workers who are interested in research and are committed to fostering support and linkage among social workers in research. SSWR has a national conference annually with a broad range of topics of interest to social workers. The web page for SSWR is: www.sswr.org.

The **National Center to inform Policy and Practice in Special Education Professional Development** is an organization devoted to collection and analysis of data, which is made available to policy makers such as members of the U.S. Congress and to School Social Workers involved in policy making. The Center has a library search service, which is available to the public and to members of NASW at a discount.

School Social Work Association of America (SSWAA) empowers school social workers and promotes the profession of school social work to enhance the social and emotional growth and academic outcomes of all students. SSWAA holds national conferences, publishes a plethora of helpful practice and policy resources on their website https://www.sswaa.org/.

The **American Deafness and Rehabilitation Association** is a major interdisciplinary organization for professionals with particular interest in working with Deaf and hard of hearing people. ADARA has a biennial conference and also publishes the *Journal of the American Deafness and Rehabilitation Association.*

ACADEMIC LIFE

Admissions

All candidates must meet the requirements for admission to the Graduate School at Gallaudet University, as well as the requirements of the Department of Social Work. The University requirements include a bachelor's degree from an accredited institution; minimum of a B (3.0 on a 4.0 scale) average in undergraduate course work; three letters of recommendation from individuals who are in a position to evaluate the candidate's capacity for graduate level social work; and the completed admissions form which includes statement of academic and career goals. Letters citing sign language skills are also recommended. Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) is not required.

The Department of Social Work requires students to have completed 30 hours of liberal arts courses. Students must also have basic skills in sign language before being admitted to classes. ASLPI rating of 2 is required at the end of the foundation year. The ASLPI interview is administered by the Center for ASL Literacy (CASLL) in the upper level of the library.

The Admissions Committee within the Department of Social Work reviews all complete applications and makes recommendations for admission that go through the office of the Dean of School of Education, Business, and Health Services (SEBHS) to the Dean of Graduate School. The admissions committee also makes determinations related to the status of students (i.e., readmission to the program).

Two-Year Program

Students enrolled in the two-year program are required to have 17 credit hours of internship during which they will have two different field placements. The foundation year placement consists of two days per week (16 hours) for the full academic year (at least 500 hours). The advanced year internship is considered a capstone learning experience of 32 hours (4 days) per week (at least 500 hours). It is expected that students will integrate all previous course work into this final, concentrated practicum experience.

Three-Year Program

The three-year program option is available for students with family or professional/employment responsibilities, those who are new users of American Sign Language, or students who for other reasons, choose a program plan that is spread over a three or four year period. Both designs are structured to ensure continuity of learning. For these students, the foundation field practicum experience takes place during the second year they are enrolled in the program and the full semester field experience occurs during their final semester in the program.

International Students

International Applicants:

Gallaudet University, as the only liberal arts University for Deaf And hard of hearing persons in the world, is regarded highly by persons all over the world for its educational programs and special preparation for working with Deaf and hard of hearing persons. Social work is an area of professional training, which is frequently chosen. The Department of Social Work has had students from Asia, Africa, Australia, and Europe, as well as from North, Central and South America.

To be considered for admission, applicants from countries where Bachelor's (BA) level training is available, should have a bachelor's degree, academic standing equivalent to a 3.0 Grade Point Average (GPA) and competence in the English language as demonstrated on the Test of English as a Foreign Language (TOEFL) examination or by an alternative measure such as the International English Language Testing System (IELTS), and appropriate professional experience. Where BA level training is not available, or has not been accessible, applicants can be considered if they have achieved the highest level training available in their country.

If your application is accepted and you are admitted to Gallaudet University, United States immigration regulations, require that you document evidence of sufficient financial support capabilities to meet your educational expenses while studying in the United States. The International Student and Scholar Services (ISSS) will not release the immigration Form I-20 or DS-2019 which you need to apply for a visa without documented evidence of sufficient financial support capabilities. To document evidence of sufficient financial support, you will submit the Certification of Finances form with accompanying documentations.

Enrolled International Students:

The United States Citizenship and Immigration Services and the United States Department of State of the federal government requires that all graduate students in the U.S. on student visas be full-time students (nine graduate credits per semester) and making satisfactory progress toward their academic goals.

For International students on F-1 visa, they can only take one class online (3 credits) if they registered for 6 credits or more. Exceptions must have signed permission from the International Student Services before the student registers for courses. RSIA is located in the Dawes House and can be reached at rsia@gallaudet.edu.

For international students on J-1 visa, classes that are offered online and/or through distance learning cannot be counted to satisfy the full course of enrollment or full-time prescribed course of study requirements in the college and university student category.

Advanced Standing and Course Waivers

Students graduating from a baccalaureate program in social work accredited by the Council on Social Work Education and who meet other eligibility requirements may qualify for Advanced Standing status. Students who are eligible for Advanced Standing are generally not required to take SWK705: Human Behavior in the Social Environment I (3) and SWK706: Human Behavior in the Social Environment II (3), SWK741: Social Work Practice I (3) and SWK742: Social Work Practice II (3), SWK744: Social Work Practice with Families and Groups (2), SWK711: Social Policy and Social Services (3), SWK755: Qualitative Social Work Research (3) and SWK756: Quantitative Social Work Research (3): SWK771: Foundation Field Practicum I (4) and SWK772: Foundation Field Practicum II (4) in the foundation curriculum equivalent to a two semester full time load. Advanced standing students must achieve a pre-admission ASLPI score of 2 and submit a letter of recommendation for advanced standing from their BSW Director of Field Instruction with their application.

Students who are not eligible for Advanced Standing may apply for individual course waivers in foundation HBSE I, Research, and Policy if they achieved a grade of A. These students need to demonstrate mastery of the content and may be required to take an examination to be arranged with the instructor of the course for which the waiver is requested. Syllabi, results of examinations, and other materials may be requested for evaluating the equivalency of the course.

In accordance with The Council on Social Work Education (CSWE) accreditation standards, students cannot be given academic credit for life experience or work experience acquired prior to matriculation in the MSW Program.

Transfer Credit

Students may transfer credit for graduate courses in the foundation curriculum in social work taken at other CSWE accredited social work programs. Approval for such transfers will be made by the Director of the MSW Program in consolidation with the faculty who teach in the content area of the proposed transfer. Decisions are based upon comparability of content in courses taken with the course offered in Gallaudet's MSW Program. Courses determined not to be equivalent to a course required in the Gallaudet's MSW Program may be accepted for elective credit. This can usually be determined by a review of the catalog description, but course syllabi may be requested. In all cases, a grade of B or better is required.

If the request for transfer credit is requested from a non-accredited program, course syllabi must be submitted for review as well as course assignments. Students may be required to take an examination to demonstrate mastery of the course content.

Conditional Acceptance

Students who are admitted with less than a 3.0 overall GPA during the first semester must:
   a.   take three social work courses – SWK705, SWK711, and SWK755 (no more than 9 credits)
   b.   pass each course with a "B" or better at the end of the semester; and
   c.   achieve a 3.0 GPA, or higher.

The "condition" will then be removed. A student cannot remain on conditional status for more than one semester.

Entering students who are unable to come to Gallaudet University to take the American Sign Language Proficiency Interview (ASLPI) may be admitted but must take the evaluation as soon as possible after their arrival.

Special Student Status

Students who are undecided about social work as their field of study, or are completing admission requirements, can take up to two courses as a "special student". Admission as a special student neither implies nor guarantees admission to the MSW program. Students cannot continue in special student status beyond two semesters.

Requirements for special student status are found in the Graduate Catalog and include: official transcripts showing evidence of a bachelor's degree and graduate study (if applicable), and the completed application form and fee. Students who are admitted as special students are advised by the Dean of Graduate School who signs their registration forms. Students may enroll in social work classes with permission of the instructor and the Director of the MSW Program. The Department of Social Work will also assign the student a social work advisor during the time they are associated with the Department as a special student.

Advising

The Program considers the faculty advisor-student relationship important for enhancing the student's ability to achieve the educational goals and objectives of the program. As entering students, you will be advised initially about registration and other matters by one of the MSW Program admission coordinators or by the Program Director. At that time, you will be informed of your faculty advisor. You are encouraged to meet with your advisor on a regular basis. Your advisor is knowledgeable about the program and its requirements and can also be helpful to you as you endeavor to meet the challenge of the professional program in Social Work. The educational process is both an intellectual one and an affective one. Your advisor will be available to you to discuss your progress in achieving the knowledge, values, and skills of the profession.

Advisement continues formally until graduation but may continue even after graduation as graduates consult with former advisors about job, education, or career possibilities. Of course, you will find that all faculty members are interested in your academic progress and are willing to discuss matters that arise during the semester.

You will find that the opportunity to develop a mentor relationship with an advisor is one of the advantages of a small program. Research has demonstrated that "advising", and "mentoring", frequently have a strong positive effect on students and those students who have significant relationships with "advisors" tend to report higher satisfaction with their academic program than students who do not.

There is also a field liaison assigned from the program to help support learning in the internship. One of the roles of this faculty member is to offer input when questions arise about the relationship of work done in the agency to course curriculum.

American Sign Language Proficiency Interview (ASLPI) Policy

The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to find out through a face-to-face interview what an individual can do with the target language at a given point in time. The ASLPI is a 20-30 minute video recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators and examinees are awarded an overall proficiency level on a 0-5 rating scale.

There is a fee to take the American Sign Language Proficiency Interview (ASLPI). To inquire about the fee for the ASLPI evaluation, or if you have other questions with regard to the language proficiency evaluation, please contact ASL Diagnostic and Evaluation Services (ASL-DES). The contact information is as follows:

> Videophone: (202) 250-2394
> Voice: (202) 651-5222
> Fax: (202) 651-5880
> Email: ASLPI@gallaudet.edu
> Web: http://www.gallaudet.edu/asldes.html

MSW students must achieve an ASLPI rating of 2 by the end of their foundation curriculum, and prior to admission into the concentration curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the ASL-DES on the second floor of the Merrill Learning Center early in the fall semester of their first year in the program. ASLPI scheduling at the ASL-DES occurs during a two week sign up period only at the beginning of the semester. This is the only time during a given semester that MSW students may secure individual interviews.

Students not reaching the ASLPI rating of 2 in the fall semester must meet with their advisors to develop a plan of activities (ASL classes and interaction activities) which will facilitate skill and rating advancement. It is the student's responsibility to register for these classes and activities, and to schedule subsequent ASLPI evaluations until the required rating is achieved. A rating of 2+ (two plus) is required for graduation.

Students not achieving the ASLPI rating of 2+ are required to provide a portfolio of documentation which would include the ASLPI obtained and three letters of recommendation from individuals (internship supervisor, academic advisor or others) along with everything else the students have done to improve their skills. Then the Department of Social Work will make a decision based on that information, the student progress in the MSW program, and the population and setting in which the student aims to work.

Professional Standards of Behavior

The MSW Program is a professional preparation program, and as such includes requirements for professional ethical behavior, as specified in the Code of Ethics of the National Association of Social Workers. Students must comport themselves at all times in a manner which is consistent with the professional Code. Behavior deemed by the faculty in violation of the NASW Code of Ethics is grounds for review by program faculty who may recommend probation or immediate dismissal from the Program. For more information about dismissal, see the section on Academic

Probation and Dismissal. Students must complete the student code and conduct contract (Appendix B) and return it to Director of Field Instructor.

Grading Policy

The program is careful during its admission process to admit students who indicate potential for succeeding in the demanding program of course and field work that constitutes graduate education in social work. An offer of admission carries with it a commitment of the Department and the University to help you succeed. Frequently the key to success is early identification of difficulties so that you have the maximum opportunity to work on them. A number of resources are available to assist you in your learning. Any concerns you have about your academic progress should be discussed as early as possible with your advisor so that a program can be designed that is most beneficial to you.

Consistent with the policy of the Graduate School at Gallaudet, a grade point average (GPA) of 3.0 is required as evidence of satisfactory work. The Graduate GPA was approved by the Council on Graduate Education (CGE) on April 20, 2010. The grading system below is consistent with the practice of all graduate programs at Gallaudet.

Grade Point Average (GPA)

Cumulative grade point averages are figured only on the basis of those credit hours for which letter grades were given. Courses for which the grade is Failing [F, XF, WF] are included in the GPA and are assigned a GPA value of 0.0. Courses for which the grade is Pass [P, WP] are not included in the GPA. Classes taken with Audit status are not used for the GPA calculation.

An average GPA of 3.0 is required as evidence of satisfactory work. A GPA below 3.0, two or more course grades below B [i.e., B- (2.7 GPA Value) and below] or a grade of F or XF are considered to be below the acceptable level of performance. Any of these conditions automatically calls for the graduate department to review the student's performance and may be grounds for a recommendation for academic probation or dismissal by the Graduate School dean.

Students who receive an unsatisfactory grade [i.e., B-, C+, C, F, XF, or WF] in a course satisfying a program requirement, may repeat the course, with permission of the department, only one time. If a course is repeated, the student must earn a grade of B or better with the retake of the course. Upon completion of the one time retake of a class, the student's transcript will show the grades for both attempts but only the highest grade will be calculated in the GPA.

A grade of Incomplete [I] is given only when student performance in a course has been satisfactory, but the student is unable to complete the requirements of the course. The decision to give a grade of I is made by the instructor. To be eligible for credit in a course in which an I is recorded, students must complete the requirements of the course by the end of the final day of classes of the following semester or a date agreed upon in writing with the instructor; otherwise, the grade will automatically become an F. The student and instructor must provide the Registrar's Office with written notification of the agreed upon date before the time limit indicated above.

Course and degree program withdrawals are initiated by the student and require signatures from the course instructor, in the case of a course withdrawal, as well as the academic advisor and the Graduate School Dean. Withdrawal from a degree program at any time must have the concurrence of the Dean of the Graduate School. WP indicates the grade recorded when a student with passing grades withdraws from a course after the first four weeks of the semester. WP grades are not included in the GPA calculation. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WF grades are counted as a 0.0 GPA Value in the computation of the GPA. WD indicates official withdrawal from a course before the end of the fourth week of a semester. WD grades are not counted in the GPA calculation.

Courses may be audited following the regular registration procedure. To audit a course, the student must obtain permission from the instructor, register, and pay the regular tuition and fees. A change from Audit status to credit course may not be made after the add/drop period. Should students wish to change from a credit course to Audit status, permission from the instructor must be obtained and appropriate forms submitted to the Registrar's Office by

the end of the fourth week of the semester. Students who register for Audit status are required to attend and participate in all class activities without earning a grade or receiving credit towards a degree. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript upon successful completion of the course. If the course is not completed successfully, the AU grade will be changed to an AF. AF grades are not counted in the GPA calculation.

The Graduate Grading System went into effect effective Fall Semester 2010. The following grading system applies to graduate courses.

Graduate Grading System

The following grading system applies to graduate courses.

Grade	GPA Value	Definitions
A+	4.0	Outstanding
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Unsatisfactory
C+	2.3	
C	2.0	
F	0.0	Failing, No Credit
XF	0.0	Academic Integrity Policy Violation, No Credit
P		Pass*
I		Incomplete*
NG		No Grade for GSP 798 and GSP 898 Continuous Enrollment*
WP		Withdrawn Passing*, No Credit
WF	0.0	Withdrawn Failing, No Credit
WD		Withdrawn * No Credit
AU		Audit* No Credit
AF		Audit Not Completed* No Credit

*Not computed in Grade Point Average (GPA)

The shaded lines all indicate unsatisfactory performance and may lead to grounds for academic probation or dismissal.

The following represents the raw score conversion for grades:

LETTER GRADE	RAW SCORE
A+	100-97
A	96-93
A-	90-92
B+	89-87
B	86-83
B-	80-82
C+	79-77
C	76-70
F	<70

For more discussion of University grading policy and related matters, see the Graduate Catalog.

Academic Integrity

Students are responsible for their own work and must familiarize themselves with and adhere to the academic integrity policy of the Gallaudet Graduate School. They are expected to exhibit academic integrity. Plagiarism (using other's ideas and words without acknowledging the source of information), using false information, cheating, or submitting someone else's work as your own are prohibited. Failure to comply with the academic integrity policy may result in lowered grades, course failure, examination/assignment redo, or dismissal from the program. Further information on the Academic Integrity policy can be found on the Gallaudet University website in the Graduate Catalog.

Academic Probation and Dismissal

Program faculty and professional staff make every effort to work with students to identify any difficulties early and to develop with students a plan of action that will maximize the potential for success. Academic probation and dismissal are infrequent, but occasionally they do occur. The policy and procedures are as follows:

Any grade below B requires review of the student's performance by the MSW Program faculty and may constitute grounds for probation or dismissal. Probation will be recommended through the office of the Dean of School of Education, Business, and Human Services (SEBHS) to the Dean of Graduate School if the student receives one grade of B - or C + in a course other than social work practice or field practicum and the cumulative GPA are below 3.0. The student must successfully complete the conditions outlined by the faculty within the specific time period. Specifically, the course must be retaken only one time, and the student must earn a B or better in addition to attaining a GPA of 3.0. Failure to satisfy these requirements will result in review for consideration for academic dismissal.

If a student receives one grade of B - or C + in a course other than social work practice or field practicum and the GPA is 3.0 or above, the student will not be placed on academic probation. The course may be retaken one time and the student must earn a B or better.

If a student receives a second B - or C + (whether in the same semester or different semesters), the faculty will review the student's performance to determine whether to recommend academic probation or dismissal. Dismissal will be recommended if the faculty finds there is insufficient evidence of potential for success based on the student's overall performance in class and field practicum. If academic probation is recommended, the course or courses in which a grade below B was received will have to be retaken. If the GPA has fallen below 3.0, it must be raised to 3.0 by the end of the following semester or the student will be dismissed.

If a student earns a B - or C + in a social work practice course or in field practicum the program faculty will meet to assess the student's overall performance and potential for the field of social work and success in the program, taking into consideration performance in all courses and field practicum. Grades below B in these two areas are very serious and the recommendation may be for dismissal from the program. Conditions under which dismissal will be recommended include, but are not limited to: difficulty relating to clients; difficulties with appropriate boundaries in work with clients; inability to apply knowledge, theory, and values to professional practice; personal difficulties which interfere with the ability to function effectively in the social work role; and violation of the NASW Code of Ethics. If the faculty determines that the student shows potential for resolving the difficulties and succeeding in the program, the student will be placed on academic probation and will be required to retake the practice and/or field practicum before being permitted to continue with the next phase of the practice and field practicum curriculum. A student retaking the practice course or practicum must earn a B or better; failure to do so will result in dismissal.

A student who receives more than two grades below B during the course of the program will be dismissed.

A grade of F in a social work practice course or in a field practicum is grounds for automatic dismissal from the program. A grade of F in a social work course other than practice or practicum will result in a review by the program faculty. If there is indication from overall performance that the student can succeed in the program the student will be placed on academic probation, the course must be retaken, and if the cumulative GPA has fallen

below 3.0 it must return to 3.0 or better by the end of the semester following the failing grade. The student may continue with the curriculum, but must earn a grade of B or better in the failed course. After receiving an F, a second failing or unsatisfactory grade in any social work course will result in dismissal.

The procedure for academic probation and dismissal is as follows:

1. Recommendation of academic probation or dismissal made by program faculty to MSW Program Director and Department Chair; student is informed;

2. MSW Program Director, and subsequently the Department Chair, review the documentation and if they are in agreement make the recommendation through the office of the Dean of School of Education, Business, and Human Services (SEBHS) to the Dean of Graduate School then student is informed;

3. The Dean of Graduate School and reviews the documentation and, if in agreement, places the student on academic probation or academic dismissal; student is informed.

In most cases of academic probation, students are able to bring their academic performance up to the standards of the university within the time allotted after being placed on academic probation. The Program Director reviews the performance with the Department Chair. If in agreement, the Department Chair then notifies the Dean of Graduate School and the Dean of the School of Education, Business and Human Services (SEBHS) when the conditions have been fulfilled satisfactorily. If the student is unable to do so, a recommendation of academic dismissal is made and the procedure as described in #3 above is followed.

There are a number of non-academic circumstances under which a student may be required to withdraw from the field practicum prior to the conclusion of a semester, may not be permitted to continue in the field practicum beyond the conclusion of a given semester, or may be dismissed from the program. These circumstances include the following:

1. Difficulty functioning within the professional role such as failure to maintain professional boundaries;

2. Failure to maintain a professional demeanor and attitude, lack of ability to engage in critical self-analysis, inability to work cooperatively with peers and colleagues, inability to engage constructively in the supervisory process;

3. Emotional or other stressors which interfere with ability to function and meet expectations in the practicum setting;

4. Behavior that is threatening or dangerous to clients, peers, supervisors, or instructors;

5. Conviction for a felony committed during the time the student is in the program;

6. Performance in field practicum considered to be so unsatisfactory that it would be detrimental to clients for the student to continue;

7. Failure to conduct oneself in accord with the NASW Code of Ethics.

8. Discovery that the student presented false information on the application for admission concerning academic credentials, background and experience, or criminal record.

When any of the aforementioned situations occurs, any faculty member, faculty liaison, or Director of Field Education may request program faculty review of the student's performance. The student will have the opportunity to present her/his perspective on the situation. Depending upon the seriousness of the problem and the potential for resolution, the faculty may recommend a remedial plan of action, withdrawal from the field practicum, probationary status, or dismissal from the Program. Recommendations will be conveyed to the MSW Program Director and

Department Chair. After review of the recommendations and documentation, the MSW Program Director will convey her decision in writing to the Chair student, and faculty. If the recommendation is for probation or dismissal, the recommendation will be sent through the office of the Dean of the School of Education, Business, and Human Services (SEBHS) to the Dean of Graduate School for his review and action. The decision of the Dean of Graduate School will be conveyed in writing to the student, to the Department Chair, Dean of the School of Education, Business, and Human Services (SEBHS) and to the Director of the MSW Program.

Academic Appeals

A student may appeal any decision made which affects academic standing in the program. Consistent with the policy of the Graduate School, appeals are restricted to those matters directly affecting the student's academic progress.

Specific kinds of decisions which may be appealed by the student include:

1. Course grades that may lead to probation or dismissal (grades below B);
2. Evaluation of performance in field practicum resulting in unsatisfactory grade (below B);
3. Behavior deemed to be inconsistent with the values and ethics of the profession;
4. Actions taken because of plagiarism and/or cheating;

In the case of grades for courses that could lead to academic probation or dismissal, the student should first discuss any concern about the appropriateness of the grade with the instructor for the course. If the issue cannot be resolved with the instructor, the student may appeal to the MSW Program Director who will review the situation with the student and the instructor. If the matter continues to be problematic, the student may appeal to the Chair of the department. If the MSW Program director is the instructor for the course, the student may appeal directly to the Chair of the department. If after departmental review the student continues to believe that the articulated criteria for determining the grade were not applied and/or that the decision was arbitrary or capricious, the student may appeal through the office of the Dean of School of Education, Business, and Human Services (SEBHS) to the Dean of Graduate School

If all efforts to resolve the issue at the instructor, program, department, and Dean Level fail, the student may submit a petition to the Council on Graduate Education Committee on Student Appeals. The petition must be submitted within one semester of the date of the decision that the student wishes to appeal. The Council will convene the Committee on Student Appeals, which will review the petition and collect information, as necessary, from the parties involved. Specific guidelines for the appeal to the Council on Graduate Education can be found in the Graduate School Catalog. Please note that the process of restructuring of colleges may change the appeal process. Students will be notified of changes if they occur.

Appeal of a grade for field practicum that may lead to probation or dismissal follows the same procedure except that the student should make an initial attempt to resolve the issue in a meeting with the Director of Field Instruction.

Any other decisions affecting a student's standing in the program, including behavior deemed to be inconsistent with the values and ethics of the profession, and plagiarism/cheating may be appealed in writing to the MSW Program Director. The Program Director will render a decision in writing to the student and other parties involved. Should the student wish to appeal any of these decisions beyond the MSW Program Director, the procedures described above for appealing grades in courses and field instruction will apply.

Grievances

As noted in the Graduate School Catalog, "The appeals process is not a procedure for filing a grievance." Grievances about the conduct of faculty or staff members, or other matters not directly related to academic decisions concerning a student's academic progress, should be directed to the MSW Program Director/Department Chair. If the grievance cannot be resolved at the Department level, the student may file the grievance through the office of the Dean School of Education, Business and Human Services (SEBHS) to the Dean of Graduate School.

Application for Candidacy

Formal application to the Dean of the Graduate School for admission to candidacy for the Master of Social Work degree (see appendix D) is required at the completion of foundation courses and before entering the advanced concentration. This normally occurs at the end of the first year, or after completion of 31 credit hours. To apply for candidacy the student must have completed the following:

1. Satisfactory completion of two semesters of course work (31 credit hours) or the equivalent.

2. Grade of B or better in Field Practicum.

3. Score of 2+ on the American Sign Language Proficiency Interview (note: scores must be received by the MSW Program Director from the ASL- Diagnostic and Evaluation Services Center before candidacy will be granted).

4. A GPA of 3.0.

Candidacy applications are reviewed by the student's advisor who makes a recommendation to the Director of the Program. The Director of the Program along with the Department Chair will review the application and make a recommendation to the Dean of the Graduate School. Recommendation for Candidacy status signifies that the student has demonstrated to the Department's satisfaction the ability to complete the requirements for the MSW degree, including course work, field practicum, and sign communication.

Graduation Requirements

The program requires successful completion of 61 credits of course work and field practicum. In addition, all students must achieve a rating of 2+ on the American Sign Language Proficiency Interview.

The requirements for the degree are as follows:

1. Foundation content courses (including 8 credit hours of field practicum)	31 credits
2. Electives	3 credits
3. Required courses for School Social Work	6 credits
4. Audiology (HSL 595)	3 credits
5. American Sign Language Proficiency Interview - score of 2+	
6. Concentration content courses (including 9 credit hours of field practicum)	24 credits

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, faculty, and supervisors. Furthermore, the Department considers it to be both a right and a responsibility for students to participate actively in identifying their own learning needs, establishing learning objectives, and developing a sound educational plan. If each student attends 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.

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; and provide input into development and revision of policies in each program and in the Department. The Student Advisory Committee in the MSW Program provides specific opportunities for students to provide input into curriculum, policies, and procedures.

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 or sponsored 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 Rights and Privacy Act. Accordingly, students will be informed regarding any performance data which 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 by request to the program director.

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 and progress. 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 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 and in the Graduate School Catalog.

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 and field evaluations that are completed anonymously, formal and informal consultation with faculty and administrators in the Department, and through representatives to the Department's advisory board and student advisory committees.

4. Students have the right to an educationally sound program that is consistent with the Educational Policy and Accreditation Standards and standards of the Council on Social Work Education (the Educational Policy and Accreditation Standards is found in the Appendix of this handbook; CSWE standards are available for review in the Department), focused on individual learning needs and objectives, and delivered in a professional manner from qualified faculty, staff, and field instructors.

5. Students have the right to expect faculty and field liaison to be available for individual consultation either by appointment and/or during regularly scheduled office hours with reasonable responsiveness and flexibility.

6. Students have the right to have an academic advisor/field liaison that will be available to discuss any aspect of the educational experience as well as future educational and career plans.

7. Students have the right and are encouraged to organize themselves into a student organization for purposes of contributing to the program in a variety of ways including those mentioned in #3 above.

8. Students have the right to fair and consistent application of evaluation criteria in class and field practicum, 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 shall 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.

9. Students have the right to appeal grades and other decisions affecting their standing in the program through departmental and university procedures.

Time Limit for Degree Seeking Students

All students have four calendar years from the date of initial matriculation in the MSW program to complete the course work. Students who have received a Leave of Absence do not count time on Leave of Absence towards this four-year limit. Students who have not received Leave of Absence status must be continuously enrolled. The time limit may be extended under extenuating circumstances by the Dean of the Graduate School upon the recommendation of the Program Director, Department Chairperson, and Dean of SEBHS.

Leave of Absence

A student who needs to stop taking courses for a period of time and does not wish to withdraw from the program may request a Leave of Absence. Such requests must be made prior to the semester in which they wish to take leave and submitted to the MSW Program Director in writing. Students requesting a leave of absence must be in good standing with a GPA of 3.0. The request is then considered and then forwarded through the office of the Dean of School of Education, Business and Human Services (SEBHS) to the Dean of Graduate School.

Students who are on Leave of Absence do not have access to university resources and faculty time. Time on "Leave of Absence" does not count toward the maximum number of years allowed for completion of the degree. For more information, please browse the Graduate School webpage through http://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/leave-of-absence

Withdrawal

Withdrawal from the University requires a signed official withdrawal form submitted by the student. A student wanting to withdraw should discuss plans with his or her academic advisor and with the Dean of Graduate School and the Dean of School of Education, Business and Human Services (SEBHS). All charges and refunds are based upon the date the withdrawal is received in the Office of Records Management and should, in all cases, be made before the student leaves campus.

Withdrawal from individual courses is unrestricted for the first four calendar weeks of a semester. Forms for withdrawing from individual courses may be obtained from the Office of Records Management and must be signed by the advisor. Following the first four weeks of class, a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing) will be given by the instructor.

Continuous Enrollment

Continuous enrollment is required for all matriculated graduate students at the University and is defined as enrollment from the semester of admission until all degree requirements are completed. Therefore, students who have completed some courses but are working on an INC(s), or a research project must be enrolled for one credit.

Policy for requesting permission to march at May commencement

A student desiring to participate in May commencement when they have not completed all program requirements due to unavoidable circumstances is required to request that their department file a petition-to-march application to the Council on Graduate Education (CGE). Requests for petitions-to-march must be received by the MSW Program Director by March 10th for consideration.

1. It is the sole discretion of the student's academic department to decide whether to proceed with a student's request to file a petition-to-march request with CGE. A department, for example, has the prerogative NOT to submit an exception-to-march petition because the student has not completed ALL degree requirements.

2. Departments deciding to file an exception-to-march petition must attest that the student is in good standing and is expected to complete outstanding degree requirements (enumerated in point three below) **before or on** the **forthcoming** August graduation date (i.e., last day of summer session). These degree requirements should only be those requirements that were unavailable to the student during the regular program due to the circumstances beyond the student's control.

3. CGE will consider exceptions-to-march petitions when ONE of the following extenuating circumstances exists:

    A.   The student is completing an externship or internship that allows for an August graduation date. OR

    B.   The student needs to complete ONE additional course.

    C.   Significant progress has been made toward the completion of the Masters Thesis or clinical doctoral research project. The student's thesis or research advisor that they anticipate a successful defense before the last day of the upcoming summer session.

4. Petitions to march must be delivered to the Chair of CGE by April 1st. Petitions received after this deadline will not be considered. Incomplete petitions will be returned and not considered again.

5. Students whose exception-to-march petition is approved by CGE will receive a special designation in the commencement program. A notation will indicate that fulfillment of program requirements is anticipated before or on the last day of the August summer session.

6.Students who are permitted to march will not be granted a diploma until all program requirements have been completed. It is the responsibility of the student's department to notify the Registrar's office when the student has successfully fulfilled all program requirements.

THE CURRICULUM

The Educational Program

The Master of Social Work Program seeks to prepare you with the knowledge, skills and professional values for positions in agencies providing services to diverse groups of persons who are deaf and hard of hearing, their families, and organizations and communities of which they are a part. This includes roles in advocacy; direct practice with individuals, families, and groups; organizational leadership; group services; program and community planning; as well as other roles in social work practice. You will be prepared to assume professional responsibilities in the various fields and settings in which social workers practice, such as schools, public welfare, health care, family and child welfare, mental health, developmental disabilities, corrections, substance abuse, and programs for older adults. You will also have knowledge of American Sign Language and other communication modalities so that you will be able to communicate effectively with your clients, their families, and with other community persons and professionals. The MSW curriculum is designed to meet the standards in the *Educational Policy and Accreditation Standards* (EPAS) of the Council on Social Work Education. The EPAS is included as Appendix B,P. 57 of the MSW Student Handbook.

The program seeks to prepare graduates who recognize the life long responsibility to grow and develop knowledge, skills, values, and self-awareness, and who are committed to continuous learning.

A major theme throughout the program is the concept of empowerment and the social work role in facilitating the empowerment of clients and client systems. Empowerment is defined as the process of achieving the sense of personal self-efficacy and political influence needed to participate in efforts to improve opportunities, programs, and social policies for all people, and in particular for deaf and hard of hearing people.

Generalist social work practice is the over-arching model guiding the foundation curriculum and the advanced curriculum. The generalist model of social work provides a framework for the development of core competencies needed to provide services using a range of modalities for work with individuals, families, groups, organizations, and communities. The model employs problem solving and planned change approach utilizing a strengths perspective and includes attention to knowledge, values, and skills needed to work with diverse populations, including diverse racial and ethnic groups, older persons, people who are economically disadvantaged, persons with disabilities, women, and gay and lesbian persons. At Gallaudet University we include within our conceptualization of diversity persons who are deaf and hard of hearing.

The foundation curriculum prepares students with core competencies in generalist social work in the context of the ethics and values of the profession as set forth in the Code of Ethics of the National Association of Social Workers. The core competency areas in the foundation curriculum are: professional identity, ethical practice, critical thinking, diversity in practice, human rights and justice, research based practice, human behavior, policy practice, practice contexts, and engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In response to current demands in the profession students are expected to develop skills in the use of technology as they apply social work competencies.

The generalist model incorporates a range of theories including systems and ecological systems which address a key concept in social work, that of the person-in-situation. This concept guides how we view human behavior and communities, the assessment of the "problem" or need so that both "person" and "situation" are included, and our planning for intervention to include attention to the individual, family, group, organization, and community.

In the field practicum you will be applying knowledge and skills learned in the classroom to the complex world of social agencies and other organizations and social systems. You will find that principles of generalist knowledge

and skills learned in the classroom are useful for social work practice in whatever setting you do your field practicum.

The advanced curriculum is a concentration on deaf and hard of hearing populations. The impact of being deaf or hard of hearing (including the age of onset) on the development of the individual and family, organizational dynamics, and community issues and the role of Deaf culture are covered in an advanced course in human behavior and the social environment. The concentration builds on concepts of person-in-situation and empowerment and covers the core competencies needed for social work practice with deaf and hard of hearing people. Policy development and the process of developing services for the diversity of groups within the deaf and hard of hearing communities are major components.

Content in research includes the application of methods of research to the development of a research proposal, thesis, or participation in an ongoing research effort being conducted by faculty and/or professional staff. This work represents your application of principles of research to a topic of your own interest and definition. The advanced curriculum includes a field practicum assignment related to deaf and/or hard of hearing populations.

Recommended Texts:

There are several texts, which we strongly recommend for student purchase, which students will need to refer to frequently in their academic studies. These include:

Barker, R. L. (2013). *Social Work Dictionary* (6th ed.). Washington, DC: NASW Press.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: American Psychiatric Association.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

COURSE PLAN

Foundation Year Curriculum: Generalist Practice
*An elective course (3) may be taken any semester of the program
Semester I - Fall

CODE	TITLE	CREDITS
SWK705 **	Human Behavior and the Social Environment I	3
SWK711	Social Policy and Social Services	3
SWK741 **	Social Work Practice I: Individuals	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK755	Qualitative Social Work Research	3
SWK771 **	Foundation Field Practicum I	4

Total: 18 credits

Semester II - Spring

CODE	TITLE	CREDITS
SWK706	Human Behavioral and the Social Environment II	3
SWK742	Social Work Practice II	3
SWK756	Quantitative Social Work Research	3
SWK772 **	Foundation Field Practicum II	4

Total: 13 credits

Concentration Year Curriculum: Deaf and Hard of Hearing Populations

Note: Advanced standing students must take one 3 credit elective in the concentration year

Semester III - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK713**	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3

Total: 12 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9
HSL595	Audiology & Hearing Technology for Educators and Counseling Professionals	3

Total: 15 credits

Grand Total: 61 credits

** The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK705 Human Behavior in the Social Environment; SWK741 Social Work Practice I; SWK744 Social Work Practice with Families and Small Groups; SWK709 Social Work Perspectives on Dysfunction; SWK713 HBSE: Deaf and Hard of Hearing Populations; SWK702 Play Therapy; SWK751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions; SWK771 Foundation Field Practicum I; SWK772 Foundation

Field Practicum II; and SWK783 Advanced Field Practicum: Deaf and Hard of Hearing Populations.

Three-Year Course Plan

Foundation Year Curriculum: Generalist Practice

*An elective course (3) may be taken any semester of the program

Semester I - Fall

CODE	TITLE	CREDITS
SWK705**	Human Behavior and the Social Environment I	3
SWK711	Social Policy and Social Services	3
SWK755	Qualitative Social Work Research	3

Total: 9 credits

Semester II - Spring

CODE	TITLE	CREDITS
HSL595	Audiology & Hearing Technology for Educators and Counseling Professionals	3
SWK706	Human Behavioral and the Social Environment II	3
SWK756	Quantitative Social Work Research	3

Total: 9 credits

Year Two

Foundation Year Curriculum: Generalist Practice

Semester III - Fall

CODE	TITLE	CREDITS
SWK741 **	Social Work Practice I: Individuals	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK771 **	Foundation Field Practicum I	4

Total: 9 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK742	Social Work Practice II	3
SWK772 **	Foundation Field Practicum II	4

Total: 10 credits

Year Three

Concentration Year Curriculum: Deaf and Hard of Hearing Populations

Semester V - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK713 **	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3

Total: 12 credits

Semester VI - Spring

CODE	TITLE	CREDITS
SWK 783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 9 credits

Grand Total: 61 credits

** The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK705 Human Behavior in the Social Environment; SWK741 Social Work Practice I; SWK744 Social Work Practice with Families and Small Groups; SWK709 Social Work Perspectives on Dysfunction; SWK713 HBSE: Deaf and Hard of Hearing Populations; SWK702 Play Therapy; SWK751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions; SWK771 Foundation Field Practicum I; SWK772 Foundation **Field Practicum II; and SWK783 Advanced Field Practicum: Deaf and Hard of Hearing Populations.**

School Social Work Areas of Focus

For the past two decades, the MSW Program has offered a School Social Work Focus area which prepares students to work in schools with a focus on serving deaf and hard of hearing children. This program is now in the process of closing. No new students are being enrolled in this program beginning fall 2019.

The School Social Work area of focus within the MSW Program is accredited by the National Council in the Accreditation of Teacher Education (NCATE) and by the District of Columbia Public Schools as a area of focus within the generalist MSW program preparing qualified School Social Workers. The focus area is designed to provide opportunities for practicing with deaf and hard of hearing students and understanding and practicing the School Social Work Standards published in 2012 by the National Association of Social Workers (NASW).

School Social Work learning outcomes are based on NASW's School Social Work Standards whose guiding principles are educational reform, social justice and multi-tiered intervention. While school social work students focus on generalist social work practice in the foundation year, the curriculum provides a focus on school laws, policies, and regulations. In the concentration year, the school social work curriculum focuses on school social work practice and multi-tiered interventions.

Since the program is in the process of closing, a transition plan for students already enrolled in the School Social Work Focus prior to this academic year has been developed. These students will complete their program of study in the following way:

- School social work course content has been integrated with the following courses as of fall 2018:

    - SWK713: Issues in Human Behavior in the Social Environment: Deaf and Hard of Hearing Populations (units #2,3,4)
    - SWK751: Social Work Practice with Deaf and Hard of Hearing Populations: Micro Interventions (units # 2,3)
    - SWK771, 772, 783 (Internships): Internship placement in schools will be coordinated with the Director of Field Education. .
    - SWK761: School Social Work Policy will be offered for the last time in Spring 2019 to fulfill coursework for current students.
    - SWK595: Child Welfare (Unit #2,7, and assignments)

It is the student's responsibility to ensure that they have met these requirements. They should consult with their academic advisor and the MSW Program Director, Martha.Sheridan@gallaudet.edu with any questions or concerns.

Students who successfully complete the MSW program and fulfill all of the requirements of the School Social Work area of focus will have a special notation on their transcript. In addition, graduates of this program applying for a job can ask Gallaudet University to provide an endorsement, documenting that they have graduated from a licensed School Social Work program.

School Social Work Course Plan

Two-Year Course Plan
Foundation Year Curriculum: Generalist Practice with School Social Work Focus
Semester I - Fall

CODE	TITLE	CREDITS
SWK705 **	Human Behavior and the Social Environment I	3
SWK711	Social Policy and Social Services	3
SWK741 **	Social Work Practice I: Individuals	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK755	Qualitative Social Work Research	3
SWK771 **	Foundation Field Practicum I	4

Total: 18 credits

Semester II - Spring

CODE	TITLE	CREDITS
SWK706	Human Behavior and the Social Environment II	3
SWK742	Social Work Practice II	3
SWK756	Quantitative Social Work Research	3
SWK 761	School Social Work Policy	3
SWK772 **	Foundation Field Practicum II	4

Total: 16 credits

Concentration Year Curriculum: Deaf and Hard of Hearing Populations with School Social Work Focus

(Note: Advanced standing School Social Work students will take SWK761: School Social Work Policy [online] (3) in the spring and will thus also have a total of 15 credits for the spring semester for a grand total of 61 credit hours.)

Semester III - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK713**	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK595	Child Welfare	3

Total: 15 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9
HSL595	Audiology & Hearing Technology for Educators and Counseling Professionals	3

Total: 12 credits

Grand Total: 61 credits

** The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK705 Human

Behavior in the Social Environment; SWK741 Social Work Practice I; SWK744 Social Work Practice with Families and Small Groups; SWK709 Social Work Perspectives on Dysfunction; SWK713 HBSE: Deaf and Hard of Hearing Populations; SWK702 Play Therapy; SWK751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions; SWK771 Foundation Field Practicum I; SWK772 Foundation **Field Practicum II; and SWK783 Advanced Field Practicum: Deaf and Hard of Hearing Populations.**

Three-Year Course Plan
Foundation Year Curriculum: Generalist Practice with School Social Work Focus
Semester I - Fall

CODE	TITLE	CREDITS
SWK705**	Human Behavior and the Social Environment I	3
SWK711	Social Policy and Social Services	3
SWK755	Qualitative Social Work Research	3

Total: 9 credits
Semester II - Spring

CODE	TITLE	CREDITS
SWK706	Human Behavioral and the Social Environment II	3
SWK756	Quantitative Social Work Research	3
HSL595	Audiology & Hearing Technology for Educators and Counseling Professionals	3

Total: 9 credits

Year Two
Foundation Year Curriculum: Generalist Practice with School Social Work Focus
Semester III - Fall

CODE	TITLE	CREDITS
SWK741 **	Social Work Practice I: Individuals	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK771 **	Foundation Field Practicum I	4

Total: 9 credits
Semester IV - Spring

CODE	TITLE	CREDITS
SWK742	Social Work Practice II	3
SWK761	School Social Work Policy	3
SWK772 **	Foundation Field Practicum II	4

Total: 10 credits

Year Three
Concentration Year Curriculum: Deaf and Hard of Hearing Populations with School Social Work Focus
Semester V - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK713 **	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK595	Child Welfare	3

Total: 15 credits

Semester VI - Spring

CODE	TITLE	CREDITS
SWK 783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 9 credits

Grand Total: 61 credits

** The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK705 Human Behavior in the Social Environment; SWK741 Social Work Practice I; SWK744 Social Work Practice with Families and Small Groups; SWK709 Social Work Perspectives on Dysfunction; SWK713 HBSE: Deaf and Hard of Hearing Populations; SWK702 Play Therapy; SWK751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions; SWK771 Foundation Field Practicum I; SWK772 Foundation **Field Practicum II; and SWK783 Advanced Field Practicum: Deaf and Hard of Hearing Populations.**

School Social Work Focus Area - Approved Electives

CODE	TITLE	CREDITS
COU716	Psychopharmacology for Counselors	1
EDU670	Teaching Students with Disabilities	3
EDU672	(Catholic University) Contemporary Issues in DSM - IV Diagnosis	3-6
EDU765	The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens	3
EDU771	Trends in Special Education	3
EDU773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
ITF700	Socio-Cltrl & Political Ctxts for DHH Infants, Toddlers and their Families	3
ITF701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3
ITF702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3
SWK717	Cultural Competence	3

(Other courses may be approved after consultation with a School Social Work advisor)

SWK 695 Special Topics (1-3)

SWK 699 Independent Study (1-3)
This course provides an opportunity for students to design individual programs that cover particular topics not covered in regular classes.
Prerequisites: Appropriate level of matriculation, Permission of the instructor, and Special Independent Study Form

SWK 702 Play Therapy (3)
This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement, and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in working with deaf and hard of hearing children and youth as well as in working with children and youth with differing cultural and ethnic backgrounds.
Prerequisite: Graduate level standing

SWK 705 Human Behavior and the Social Environment I (3)
This foundation course affirms the central focus of social work practice as the person or human group in interaction with the social environment. Its purpose – to understand the problematic transactions between people and their environments; its goal – to use this understanding to restore and enhance mutually beneficial transactions between people and society through reciprocal tasks and adaptations. Concepts of biopsychosocial development across the life span will be presented. The family will be considered as an open system with functions that shift at stages of transitions.
Prerequisite: Graduate level standing

SWK 706 Human Behavioral and the Social Environment II (3)
This course examines the behaviors, functions, and structure of groups, communities, and organizations. Students are introduced to theories that explain interactions within and between each of these larger systems. Students are also given an opportunity to apply many of the theoretical concepts used to explain the behaviors of individuals and families learned in the first semester Human Behavior course to behaviors exhibited by larger systems (groups, communities, and organizations). The course also addresses issues related to equitable distribution of goods and services that may be encountered by macro systems.
Prerequisite: SWK 705.

SWK 707 Introduction to Gerontology (3)
This second course examines the biological, social, and psychological aspects of aging, with special attention to the interrelationship between theoretical and practice-oriented knowledge. The course is organized around basic theories and processes of aging and considers developmental issues facing aging individuals as the move through maturity and old age. Examination of cross-cultural issues that shed light on the American experience will be introduced. Cultural/historical, class, gender, ethnic, and minority relationships to aging will be considered. Selected policy issues related to developmental changes and needs will be introduced where possible, as will earlier developmental processes that continue into advanced age.

SWK 709 Social Work Perspectives on Dysfunction (3)
This required course examines dysfunctional behavior in the context of developmental and environmental stresses. Ego psychology as a personality theory is considered as a means to understanding the development of adaptive and maladaptive ego functioning. The course surveys the varied manifestations of adult psychopathology, including psychotic disorders, personality disorders, adjustment disorders, affective disorders, eating disorders, and addictions.
Prerequisite: SWK 705, SWK 706, SWK 741, and SWK 742

SWK 711 Social Policy and Social Services (3)
This foundation course is an introduction to the understanding and appraisal of social services and social policies in the United States. The social values and economic and political, factors which guide their development will be discussed. Attention is given to the role of social work in evaluating and changing policies.

SWK 713 Issues in Human Behavior & the Social Environment: Deaf & Hard of Hearing Populations (3)
This concentration course, taken in the second year, focuses on human behavior and the social environment of deaf and hard of hearing populations. The course looks at the complex interplay of psychosocial, system, and ecological forces in the life cycle development of individuals who experience deafness. The course explores forces of oppression and political and economic influences that impact the behavior, adaptation, and functioning of deaf and hard of hearing people.
Prerequisites: SWK 705, SWK 706

SWK 715 Disability Policies: Implications for Deaf and Hard of Hearing Populations (3)
This course presents specialized content about social welfare policies affecting deaf and hard of hearing people and people with disabilities. These policies are discussed within the framework of analysis and evaluation to determine future directions for policy. The impact of the service delivery, funding, and organizational systems on the implementation of policy will be considered. The course will look at policies for people who are deaf-blind, developmentally disabled and chronically mentally ill.
Prerequisites: SWK 711

SWK 717 Cultural Competence (3)
This course examines theories of cultural and ethnic identity, literature related to the cultures of women, deaf and hard of hearing people, gay and lesbian people, ethnic minorities of color and people with disabilities. Because of the complexity of culturally competent social work practice, students are required to examine personal prejudices, stereotypes and belief systems that negatively affect the provision of services to diverse populations. Readings on oppression, identity and minority cultures are supplemented with presentations by experts from the community and dialogue with them. The course uses classroom exercises, written assignments and objective measurements to increase self-awareness in the context of the student's personal identity and attitudes about difference based on ethnicity, gender, sexual orientation and disability.

SWK 741 Social Work Practice I (3)
This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.
Co-requisites: SWK744, SWK771

SWK 742 Social Work Practice II (3)
This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.
Prerequisite: SWK 741

SWK 743 Social Work Practice with Older Persons and Their Families (3)
The focus of this course is on assessment and intervention with older people and their families. A primary, secondary, and tertiary intervention model is presented with emphasis on maintaining independence, using community-based services and preventing institutionalization. The interdisciplinary aspects of gerontological social work, working with teams and educating as well as learning from other professionals are addressed. Special attention is given to social work with older people with hearing loss; Alzheimer's and other organic disorders; alcohol abuse; medication problems; bereavement, death and dying: neglect; abuse and victimization; and social work practice with racial, ethnic and sexual minorities.
Prerequisite: SWK 707 and SWK 741

SWK744 Social Work Practice with Families and Small Groups (2)
This course is a foundation year social work practice course which focuses on the development of mezzo social work knowledge, values, and skills in work with families and small groups. Students learn how to formulate assessments, develop goals, and implement intervention strategies in work with families and small group. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are vulnerable and at risk.
Co-requisites: SWK741, SWK771

SWK 749 Social Policy and Community Planning with Aging Persons (3)
This course is part of the required sequence for the aging and hearing loss concentration. Its focus is on social policy and community planning issues related to needs and services for aging people in the United States. Questions facing all aging individuals will be framed within two contexts: the cultural context of the aging deaf, and the special situation of deaf and hard of hearing elderly people. The course's perspective is to examine how national policy and service networks promote or interfere with successful aging and ways in which social work can contribute to improving relevant social policies and programs.
Prerequisites: SWK 707 and SWK 743

SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
This practice course is taken in the concentration (second year) of the Master's degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.
Co-requisite: SWK 713

SWK 752 Practice with Deaf and hard of Hearing Populations: Macro Interventions (3)
This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation year principles of intervention with organizations and communities, this course prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group and the strengths perspective are applied in work with deaf and hard of hearing populations.
Co-requisite: SWK 751

SWK 755 Qualitative Social Work Research (3)
This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of qualitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including in-depth interviews, focus groups, visual media comparisons, observational studies, and archival/document designs. Students learn to analyze qualitative data by applying appropriate content coding techniques. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

SWK 756 Quantitative Social Work Research (3)
This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of quantitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including

group and single-system designs. Students learn to analyze quantitative data by applying appropriate statistical tests. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

SWK 761 School Social Work Policy (3)
This course builds a base of knowledge, skills and values among graduate social work students which will prepare them for work with deaf and hard of hearing children, adolescents, and their families within the context of the educational setting. Students will develop an understanding of laws and policies which impact the ecosystem of the child which relates to school social work and mental health policies, educational placement and access, poverty, violence, child abuse and maltreatment, substance abuse, domestic violence health care, social justice, and accessibility. Skills in assessing policy needs, evaluating policy and policy implications for deaf and hard of hearing children, their families and the educational system will be developed. Students will also develop skills to effect change in policies and programs which impede the deaf child's success in school. This course is grounded in professional social work values and ethics and examines their implications for policy.
Prerequisites: SWK 705 and SWK 711

SWK 771 Foundation Field Practicum I (4)
Foundation Field Practicum comprises a semester-long16 - 20 hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced MSW social work internship supervisors, students do initial and ongoing assessments, plan and implement interventions designed to bring about personal growth, empower clients and client systems, and promote social change. Additionally they are expected to understand organizational structure, the specifics of service delivery in their setting and community services available to their client populations. The bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment. Students are required to complete 250 hours in the field practicum setting before the end of the semester.
Co-requisites: SWK 741, SWK 744

SWK 772 Foundation Field Practicum II (4)
This course follows successful completion of SWK 771. Students return to their practicum sites approximately two weeks prior to the start of classes for 16 - 20 hours a week for 17 weeks. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems. Students are required to complete 250 hours in the field practicum setting before the end of the semester.
Prerequisite: SWK 771
Co-requisite: SWK 742

SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (9)
Students in the advanced year have a full block placement in the spring semester while taking additional online courses. During the semester, students are place in internship settings that require advanced social work practice skills. Students work at their internship sites for four eight hour days, totaling thirty-two hours per week, or 512 hours for the semester. The filed practicum is in an agency or school carefully selected to promote learning in the concentration focus of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student related to the practicum. The goal of the practicum is for students to deepen their knowledge and skills in social work practice, particularly with deaf and hard of haring populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values culturally component practice approaches, and ongoing assessment of the effectiveness of each social work intervention.
Prerequisite: SWK 771 and SWK 772

SWK 792 Research Practicum II: Deaf and Hard of Hearing Populations (3)
This course is the second semester of the advanced research sequence. Students continue their research project (thesis), collecting their data and analyzing findings using computer technology where appropriate for quantitative and qualitative analysis. Special issues of analysis and interpretation for research related to deaf and hard of hearing populations are considered.
Prerequisite: SWK 791

SWK 795 Special Topics (1-3)
Grading System: letter grades only.

SWK799 Independent Study (1-3)
Individualized course of study focusing on a particular problem not covered in regular courses.
Prerequisites: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

Course information for International Students

At Gallaudet University, a full course of study is defined as:

- 9 credits each semester for graduate students (6 credits taken in the classroom, plus the option of 3 credits taken online).

Exceptions must have signed permission from the Office of Research Support and International Affairs (RSIA) before the student registers for courses. RSIA is located in the Dawes House and can be reached at rsia@gallaudet.edu.

FIELD PRACTICUM

Overview of the Field Practicum Program

Field Practicum, the internship component of social work education, can be the most memorable part of your program, as alumni of social work programs throughout the country attest. The internship is a key component of your learning because it is there that you will develop and demonstrate your professional capabilities using knowledge, values, and skills you have been acquiring in the classroom. Your field instructor, a skilled social worker, will guide you in the process of achieving this integration.

You will also have a field liaison who will be a link between your field practicum site and the Department. Knowledgeable about the Department's requirements for the field practicum, they will serve as a consultant to your field instructor in designing your field practicum program to meet the expectations, and together with the field instructor, in addressing your learning needs and objectives. Your liaison is available to consult with you regarding any questions or problems you may have throughout your field practicum experience.

Selection of the field practicum site is a careful process that strives to the extent possible to accommodate students' career and personal interests and learning needs. For the first year, the Director of Field Education will make the assignment based on the information presented by students on the Field Information Form, which is sent to students when they are officially accepted into the program. Students may wish to discuss the possibilities with the Director of Field Education prior to filling out this form. To the extent feasible, students will have an interview with the prospective field instructor at the agency, during which time both student and field instructor will be considering the suitability of a compatible match between supervisor/agency and student.

For the internship in the advanced (concentration) curriculum, the Director of Field Education will discuss with each student individual interests, career goals, and learning needs/objectives. Students will be expected to have an interview with the prospective field agency, again for the purpose of mutually determining the suitability of a compatible match between supervisor/agency and student.

The Field Manual describes in greater detail the field practicum program, its policies and procedures.

Selection of Practicum Sites and Field Instructors

The Metropolitan Washington area has a growing number of human service agencies which offer services to deaf and hard of hearing persons, or who wish to develop services for these populations. Frequently, different settings see a Gallaudet MSW student as one way to help the agency develop its commitment and capacity. Thus, the practicum sites and supervisors recruited by the Director of Field Education are an exceptional group of professionals, with a high level of dedication and interest in the MSW Program and you as a student.

The field instructor has the dual role of practitioner and educator, each of which requires different skills. The MSW field instructor (supervisor) is chosen on the basis of social work practice competence and supervisory experience, as well as on the capacity of the agency to provide the rich learning experiences required by the program.

Internship sites which have been used by the Department include:

MSW Foundation Year
Alexandria City Public Schools, VA
Arlington County Public Schools, VA
Arundel Lodge, Edgewater, MD
Baltimore County Public Schools
Bread for the City, Washington, DC
Campfire Programs, Patuxent Area, MD
Child & Family Service Agency, Washington, DC
DAWN, Washington, DC
Deaf REACH, Inc., Washington, DC
District of Columbia Public Defender Service Office of Rehabilitation and Development
District of Columbia Public Schools
Fairfax County Public Schools
Independence Now, Silver Spring, MD
Iona Senior Services
Latin American Youth Center, Washington DC
Laurent Clerc National Deaf Education Center
N Street Village, Washington, DC
Sasha Bruce Youthwork, Inc.
The Children's Guild, Chillum, Maryland
The DC Center for the LGBT Community
Wanda Alston Foundation, Washington DC

MSW Concentration Year
Alabama Institute for the Deaf and Blind
Allies In Caring, NJ
American School for the Deaf, CT
Buea School for the Deaf (BSD), Cameroon, Central Africa
Center for Hearing and Communication, Ft Lauderdale, Florida
Deaf Access, Tempe AZ
Delaware School for the Deaf
Gallaudet University Counseling and Psychological Services (CAPS)
Hinsdale South High School Deaf and Hard of Hearing Program, Illinois
Laurent Clerc National Deaf Education Center
Lexington School for the Deaf, NY
Marie Katzenbach /New Jersey School for the Deaf
New Mexico School for the Deaf
PAH Mental Health Services for Deaf Children and Youth, Ontario, Canada
Recovery Network for Deaf, Hard of Hearing, and Hearing Loss, Camden, NJ
Rhode Island School for the Deaf
Richmond City Public Schools, VA

Sinai Psychiatry and Behavioral Health Deaf and Hard of Hearing Program, Chicago, IL
South Carolina School for the Deaf and the Blind
Springfield Hospital Center, Sykesville, Maryland
Saint Joseph's School for the Deaf, NY
The Albuquerque Sign Language Academy
The Learning Center for the Deaf, MA
The Pennsylvania School for the Deaf
The Regional Day School for the Deaf, Lubbock, TX

RESEARCH REQUIREMENT

Research is an area of growing importance as social workers are increasingly called upon to evaluate the effectiveness of their practice, conduct needs assessments, participate in the evaluation of programs and services, conduct formal research studies, and contribute to the knowledge base of the profession. Research is particularly needed in the area of social work practice with deaf and hard of hearing populations because the literature is sparse.

Students in the MSW program are required to take two foundation research courses. You will learn about quantitative and qualitative research methodologies and data analysis. All students will be expected to demonstrate competence in research by applying their knowledge in developing and completing an evaluation of a program, service, or intervention in the field practicum agency during the course, SWK 783 Advanced Field Practicum with Deaf and Hard of Hearing Populations. Detailed guidelines for practice evaluation field project will be provided during SWK 783 Advanced Field Practicum with Deaf and Hard of Hearing Populations.

Institutional Review Board

As noted in the Institutional Review Board webpage, "The Gallaudet Institutional Review Board is a committee designated to review, approve, and conduct periodic review of research involving human subjects. The primary purpose of the review is to assure the protection of the rights and welfare of the human subjects. The IRB's role at Gallaudet extends to all research involving human subjects whether conducted by faculty, staff, graduate students, undergraduate students, or non-Gallaudet researchers." Data cannot be collected in a research project without the approval of the IRB. The IRB makes sure that the participants in the studies are not at risk and that they have given informed consent to be included in the research activities. The board comprises members of the Gallaudet University community and at least one professional from the local community. Administrative support for the IRB is provided by the Office of the Dean of Graduate School.

You as a researcher are responsible for thinking through the impact of your data collection process on the participants in your research. Often, we collect information that is very sensitive and deal with issues that have potential for distressed reactions. The IRB, as well as the Department of Social Work, want to ensure that the research you do does not have any harmful effects upon participants. You must submit your proposal to the IRB and have it approved before you may begin any data collection. It has been our experience that the IRB can make helpful suggestions regarding confidentiality and other protections for your proposed participants. Information and instructions on the IRB Application and IRB Sponsorship can be found at our website.

Institutional Review Board
Office: Fowler Hall, Room 202A
Coordinator's Office: Fowler Hall, Room 204
Web: Institutional Review Board
Email: irb@gallaudet.edu

AWARDS

G. Arlene Gavin Award

The G. Arlene Gavin Award was established in 1992 by the faculty of the Department of Social Work to honor the contributions of Mrs. G. Arlene Gavin to the development of graduate studies in social work accessible to deaf and hard of hearing persons, and to recognize the graduating social work student who demonstrates outstanding, professionalism and commitment to social justice which Arlene Gavin so ably demonstrated during her career.

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<u>*G. Arlene Gavin Award*</u>

Rachel Bass - 2019
Carey Ann Watkins – 2018
Rachel Burns – 2017
Patrick Pallies – 2016
Tyler Cargo – 2015
Ashley Doop - 2014
Alex Nelson - 2013
Leona Henderson – 2012
Anthony Davis - 2011
Amy Hill – 2010
James Harrison - 2009
Hayley Stokar - 2008
Margaux Delotte–Bennett – 2007
Karen Gudelman - 2007
Ellen Hayes – 2006
Katherine Sachs - 2006
Katharine McHugh - 2005
Shanada Schwartz - 2004
Nicole Jepperson - 2003
Judy Mounty – 2003
Masami Morigami - 2002
Julie Harris - 2002
Terry Tauger - 2001
Colleen Witchger - 2000
Janis Pressley - 1999
Jennifer McCann - 1998
Tammy Johnson - 1997
Jana Roberts - 1996
Theresa Baumgartner - 1995
Steven Meyer - 1994
Steven Shevlin - 1993
Laurie Hooper – 1992

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Catherine H. Moses Award

In 1996 the faculty of the Department of Social Work established the Catherine H. Moses Award in honor of the first director of the MSW Program. Mrs. Moses was a distinguished member of the faculty of the Department for 20 years until her retirement in 1996. The award recognizes the graduating MSW student who best demonstrates leadership and outstanding potential for contribution to Social Work practice with Deaf and Hard of Hearing people.

Catherine H. Moses Award
Rebecca Hatley – 2019
Patricia Canne – 2018
Danielle Sprague – 2017
Robert Haughton – 2016
Christina Burke – 2015
April Smith - 2014
Amy Rousseau - 2013
Kecia Williams – 2012
Jennifer Little - 2011
Avi Haimowitz - 2010
Mary DeFalco - 2009
Lakshmi Ponappa – 2008
David Spicer - 2007
Terri Dietz - 2007
Davina Brimmer - 2006
Megan Endress - 2006
Tammy Enni - 2005
Jessica Whitney - 2004
Ryan Bondroff - 2003
Irvine Stewart - 2003
Cathy Friedlander - 2002
Nicole Alleman - 2002
Barry Elliott - 2001
Lisa Parker - 2000
Andrea Shettle - 1999
Rosemary Wanis - 1998
Darlene Wadler – 1997

The Dorothy Polakoff Endowment Scholarship is awarded annually to deserving MSW students. Mrs. Polakoff was the first director of Gallaudet's BSW program. She developed the program and carried it through its first Council on Social Work Education accreditation in 1976. Mrs. Polakoff retired in 1980. The award was presented for the first time in May, 2019 to:

> *Dorothy Polakoff Endowment Scholarship*
>
> *Rebecca Hatley - 2019*
> *LaToya Jayson - 2019*
> *Scout Kilbourne - 2019*
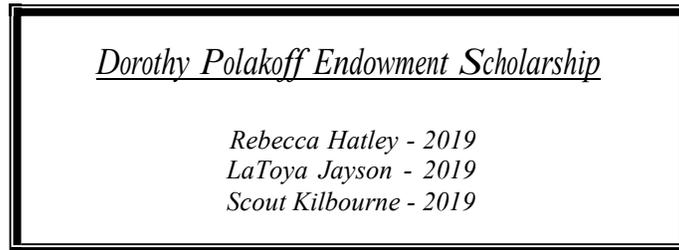
STUDENT ADVISORY COMMITTEE

The Student Advisory Committee serves as a channel for two-way communication between faculty and students regarding any aspect of the educational and academic programs. Membership is comprised of representatives from the foundation year class, concentration year class, and three-year students. Meetings are also open to students

interested in discussing any items on the meeting agenda, which is distributed to all students prior to the scheduled meetings. The Student Advisory Committee meets with the MSW Program Director and Director of Field Practicum. The frequency of the meetings is contingent upon the needs of the committee.

DEPARTMENTAL FINANCIAL ASSISTANCE

The MSW Program has graduate assistantships, tuition scholarships, and stipends available to students to supplement the assistance available through the Financial Aid Office. The Department makes its resources available to students who are enrolled for full time study, defined by the Graduate School as nine credit hours.

> *Graduate Assistantship.* This is awarded by the Office of the Dean of Graduate School on recommendation of the Department of Social Work. It pays $6,000 plus tuition costs and is awarded to students in exchange for approximately 10 hours of work a week in the Department primarily as a research or teaching assistant. The specific assignment is discussed with the student by the Program Director and Department Chair and an individual job description is developed.

> *Tuition Scholarship.* This is awarded by the Office of the Dean of Graduate School on the basis of recommendations from the Department. It covers tuition costs and has no work requirement attached to it.

> *Tutoring Assistantship.* This is a position with the Tutorial Center. Students are recommended to the Center by the Department. Students are assigned to the Department of Social Work to tutor students.

Students will be offered Graduate Assistantship or Tuition Scholarship based on the highest GPA and the date of application submitted.

Your request should indicate anticipated need, other grants or scholarships received, and other resources available to you (including anticipated employment). Because Department resources are limited, it is important that your requests are carefully thought through and that you take full advantage of other resources available to you.

You should also be aware that in many instances students who receive aid through Gallaudet's Financial Aid Office or from Vocational Rehabilitation will have their aid reduced by the amount of aid received from other sources, including amounts from the Department of Social Work. In such situations there is no net gain for the student and Department money is then not used to its greatest advantage. In view of this, the Department works closely with the Financial Aid Office to ensure that each student receives the best possible "package" of financial aid and to further ensure that our awards do not simply result in a reduction of aid from another source.

Department Chair and MSW Program Director review student requests for tuition assistance and submit recommendations to the Dean of Graduate School. The criteria, which the department chair takes into consideration in making tuition scholarships, include:

- Special circumstances (such as exceptional distance to travel to internship)
- Indication of need
- Potential for the field of social work
- Academic achievement
- Promoting diversity and multiculturalism
- Commitment to the field of social work

Any financial aid awards made by the Department for a period beyond one semester require the student to be in good academic standing as defined by the MSW Program:

1.   Cumulative GPA of 3.0
2.   Semester GPA of 3.0
3.   No grade in social work courses below B.

The MSW Program encourages student participation in professional conferences and provides $100.00 annually towards registration for a conference when the budget permits.

In addition, students receive free conference attendance at the Annual Program Meeting of the Council on Social Work Education in exchange for volunteering during the conference. CSWE volunteer forms can be downloaded via the CSWE website.

CONSORTIUM

Gallaudet University is a member of the Consortium of Universities of the Washington Metropolitan Area. Other Consortium members are Howard University, American University, Catholic University of America, George Washington University, Georgetown University, University of the District of Columbia, Trinity College, Mount Vernon College, George Mason University, Marymount University, and the University of Maryland at College Park. Howard University has an accredited graduate program in social work, George Mason has an accredited undergraduate program in social work, and Catholic University has both an accredited BA and MSW program in social work. The University of Maryland, Baltimore City has an accredited MSW program and the University of Maryland, Baltimore County has an accredited BA program, but neither are members of the Consortium.

Students may enroll in courses at consortium universities, and are encouraged take electives, if possible. There is a range of elective offerings at these larger schools of social work which may be taken to augment the program at Gallaudet. A number of students have used the summer between the foundation year and concentration year to take elective courses at other schools of social work. Because of the unique nature of courses at Gallaudet, it is not generally possible or recommended to take "core" courses at other institutions. Advanced standing students may wish to take additional courses though the consortium during time freed up by advanced standing status.

If you are interested in registering for consortium courses, contact your academic advisor or the Program Director well in advance of the semester for which you wish to register for a consortium course. The Office of the Graduate School and Research, on the second floor of Fowler Hall keeps current program catalogs of all consortium universities.

SERVICES AND RESOURCES

Technology Help Desk

The Technology Help Desk (located in HMB W121) provides a one-stop center for all technology service requests for Gallaudet University and Clerc Center students, faculty, and staff. This should be your first contact to request support for computer services, classroom technology, media services, on-campus cable TV support and any other GTS technology services. You may submit requests for Help Desk and Media Services several ways:

Web: http://helpdesk.gallaudet.edu
Voice Telephone: TTY/V: (202) 651-5044
Videophone: (202) 250-2010 or (202) 250-2314
FAX: (202) 651-5023
Walk-in, located in the Hall Memorial Building (HMB), Room W121, 7:00AM-6:00PM, M-F during the academic year, 8:00 AM-5:00 PM during the winter break and summer.

The Library

The Gallaudet University Library, located in the Merrill Learning Center, has a unique collection of books and media about deafness, disability, and topics related to social work. Librarians are available to help you in person and via videophone (202-779-9478), voice phone (202-651-5217), email (library.help@gallaudet.edu), and real-time chat. The Library offers workshops for groups and in-depth help by appointment.

From the Library's web site, library.gallaudet.edu, you may access the Library's catalog of books and videos and its many online guides, streaming videos, databases, electronic books, and thousands of journal articles. A few of the databases most useful to Social Work students are *Social Work Abstracts*, *ERIC*, and *Dissertations and Theses*. *RefWorks* is an online tool that can help you organize your references and format them in whatever style you need. All these resources are fully accessible whether you are on-campus or off-campus.

Your Gallaudet ID is your Library card, and you may use it to borrow materials. The loan period is four weeks for Deaf books, six weeks for General books, and three days for videos.

Through the Library's participation in the Washington Research Library Consortium (WRLC), Gallaudet students have full access to the collections of the other member libraries, including the right to borrow materials from them. The WRLC includes American University, The Catholic University of America, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, and the University of the District of Columbia (UDC).

You may use the catalog to request books and journal articles from other WRLC libraries. It usually takes about three days for a book to arrive from another library, and less time to receive an article copy via email. If you need an item that's not available in any WRLC library, you may ask the Library to request it from outside sources.

Computers

If financially able, students are encouraged to purchase a computer. There are PC's in the Student Lab (S331). The Department does not supply paper, although there is often "scratch paper" (recycled) available in the lab. Computers in the student room are used for word processing, statistics, qualitative data analysis, client assessment scales, accessing the World Wide Web, tutorials for the Social Work Licensing exam, etc. Process recordings, liaison logs, and the learning contract may be completed using a computer by calling up the appropriate forms.

Social work students may use the computers in the Student Room in HMB S331 evenings and weekends, when the building is normally closed. At the beginning of the year, the Department of Public Safety is given a list of all students authorized to use the room. These computers provide access to the Internet and also have many Department forms installed for your use.

The University maintains several computer labs on campus. Technology Help Desk located in HMB S121 can be helpful if you have "lost" material in a computer. There is a computer lab on the first floor of HMB, and in Student Academic Center, (SAC). Each location differs on its hours of accessibility, so it is best to check on each one.

The Student Advisory Board establishes policy for keeping the lab cleaned by students, particularly since food and drinks are allowed in the room, but not near the computers. A microwave is also available.

Student Organizations

There are several student organizations, which you might be interested in joining.

The **Graduate Student Association** is open to graduate students from all departments on campus, and is interested in promoting the welfare of graduate students. It is one of the forums available for meeting students from other departments. Officers are chosen annually in a campus wide election. MSW students have been active contributors to the Graduate Student Association (GSA) or the Graduate School. The GSA President in the calendar year 2017 is an MSW student, Dominique Flagg.

Graduate Student Association
Ely Center 216
Web: GSA

Graduate Social Work Student Organization

During the 1998-1999 academic year a number of MSW students identified the need for an organization specifically to advance the interests of graduate students in social work, focusing on such areas as professional workshops, licensing examination preparation, peer learning and support, etc. You are encouraged to become active in the GSWSO.

There are numerous other student organizations on campus including the Asian Pacific Association, Black Deaf Student Union, Latino Student Union, International Student Club, and Rainbow Society.

Part-time Employment

There are a number of opportunities for part time employment on campus. Visit the **Career Center**, located on the second floor of the Student Academic Center (SAC), for information about on and off campus possibilities. If you are interested in doing part time work for the Department of Social Work, please contact the Director of the MSW Program or Department Chair.

Student Health Service

The Student Health Service (SHS) seeks to provide quality health care to the Gallaudet community and is committed to educating students in disease prevention and health promotion. The SHS provides primary medical care, emergency services, and health education. SHS also provides referrals and consultations, gynecological services, birth control information, health lectures and workshops, nutrition and diet coordination, and support groups on a variety of topics.

Student Health Services
Peter J. Fine Health Center
Phone: 202-651-5090
Web: https://www.gallaudet.edu/student-health-service

Counseling and Psychological Services

The Counseling and Psychological Services (CAPS) located on the third floor of the Gallaudet University Kellogg Conference Center (GUKCC), provides free, confidential, short term therapy services to all matriculating students. For longer term therapy, CAPS will refer students to skilled professionals off campus. Their staff consists of licensed social workers, clinical psychologists, and mental health counselors. Psychiatric consultation for supervision of medication and evaluation is available.

Counseling & Psychological Services
Kellogg Conference Hotel, Suite 3200
Web: Counseling and Psychological Services
Email: caps@gallaudet.edu

Career Services

The Career Center, located in the Student Academic Center (SAC), offers Gallaudet graduate students a number of services and resources to assist in career development. The services of this office are available to students and alumni. Workshops on a variety of job related topics such as Resume Writing, Job Search, and Interviewing are scheduled regularly. A number of businesses and organizations seeking employees send recruiters to campus throughout the year. The Career Center maintains extensive on-line and hard copy listings of Employer Reference information in the federal government and in the private sector.

The Department of Social Work maintains listing of all job announcements received in the Department. Job listings are posted in the MSW Program Facebook. Faculty are available to provide students information regarding possible job leads, job counseling, and training on interviewing skills. The Department periodically sponsors informal meetings with alumni of the program, so that students can meet some of social work alumni in the field, and get direct information and advice about the job search process. The Department also distributes job notices via e-mail while you are students in the Program. We will gladly keep you on the distribution list after you receive your degree. You can simply inform the department secretary of your interest.

Tutorial & Instructional Programs

TIP provides the following services to all registered students:
* One on One Tutoring
* English Coach
* Math Coach
* ASL Coach
* TIP paper feedback
* Group Tutoring
* Walk-in Service

In order to secure services for one of the above categories, go to your BlackBoard and click on StarFish and click on appointments. You will see that you can make an appointment for tutoring listed with each of your courses.

For TIPpaperFeedback, follow instructions on how to do this by clicking on this link
How to submit papers via TipPaperFeedback (6).pdf (application/pdf) 209K
Should you have any questions or need assistance or apply for a position with TIP, please contact one of the following:
Linda Williams, Coordinator at linda.williams@gallaudet.edu
Rhonda Madden, Academic Support Service Counselor at rhonda.madden@gallaudet.edu

Office of the Ombuds

Do you have a concern, issue, problem, complaint, inquiry, or question, which may interfere with your ability to study? The Office of the Ombuds is the place to go to obtain assistance by an impartial, independent, informal, and confidential conflict management resource available for the entire campus community. The Office of the Ombuds can help you with alleged academic concerns, non-academic concerns, harassment, discrimination, or anything else that may be of concern to you. The Ombuds is available to assist in the following ways: listen to your concerns, analyze your issues, generate options, assist with your action plan, provide information and clarification about resources and referrals, advocate for fairness, serve as an effective and positive change agent, recommend changes in policies and procedures when appropriate, apprise administration of identified patterns and trends, and assist with communications and mediation. There is no such thing as a wrong reason to visit the campus Ombuds. For more information please stop by Ely Center, #113 or visit the office's website https://www.gallaudet.edu/office-of-the-ombuds

Office of Title IX Coordinator

As noted in the webpage, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." (20 U.S.C. § 1681)

"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."

"In compliance with Title IX, Gallaudet University prohibits discrimination in employment as well as in all programs and activities on the basis of sex."

The Title IX Coordinator is responsible for monitoring compliance with the regulations of this law. If you have questions or concerns, please feel free to contact the office of Title IX Coordinator. You may fill out the intake form online [found here](#).

Sharrell McCaskill, Director of Equal Opportunity Programs
Title IX Coordinator
Gallaudet University College Hall 312
800 Florida Avenue, NE Washington DC, 20002
Phone: 202.651.5462
Video Phone: 202.559.5683
Fax: 202.651.5951
Email: sharrell.mccaskill@gallaudet.edu

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 Vietnam 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

The university policy for protection against sexual harassment applies to all faculty, staff, and students in all offices and divisions of Gallaudet University. The Department of Social Work fully supports this policy. Copies of the full policy are available in the Administrative and Community Services Department, College Hall, Room 215A. A condensed version follows.

Sexual harassment is a form, either direct or indirect, of sexual discrimination and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Relationships involving sexual harassment or discrimination have no place within the university. In both obvious and subtle ways the very possibility of sexual harassment is destructive to individual students, faculty, staff, and the academic community as a whole. When through fear of reprisal, a student, faculty, or staff member submits or is pressured to submit to unwanted sexual attention, the University's ability to carry out its mission is undermined.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. In such situations, sexual harassment exploits unfairly the power inherent in a faculty members or supervisor's position. Through grades, wage increases, recommendations for graduate study, promotion and the like, a teacher or supervisor can have a decisive influence on a student's or faculty or staff member's career at the University and beyond.

While sexual harassment most often takes place in situations of power differential between the people involved, the University also recognizes that sexual harassment may occur between people of the same University status. The University does not tolerate behavior between or among members of the University community that creates an unacceptable working or educational environment.

No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in a course being taught by the faculty member or whose academic work (including work as a teaching assistant) is being supervised by the faculty member.

A complaint alleging violations of this policy may be filed by any person, or the process may be initiated by the Provost as the University officer responsible for all academic and student affairs. The complainant may bring a complaint informally to an appropriate member of the University including the Provost EEO Director, Dean of Student Affairs, or those people who have been identified on campus as trained personnel in sexual harassment procedures. The person bringing a complaint is not identified without his or her consent.

The complaint will be pursued with the EEO officer, who will direct an investigation which may result in formal action against the accused, a negotiated settlement, or a judgment that the allegations are not warranted. If formal action is taken, there are specific guidelines; which protect the complainant, the rights of the accused and others.

A complete description of the procedure can be found in the *EEO/Affirmative Action* and *Protection Against Sexual Harassment* policies of Gallaudet University.

Sharrell McCaskill, Director of Equal Opportunity Programs
Gallaudet University College Hall 312
800 Florida Avenue, NE Washington DC, 20002
Phone: 202.651.5462
Video Phone: 202.559.5683
Fax: 202.651.5951
Email: sharrell.mccaskill@gallaudet.edu

APPENDIX A:

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

CSWE

COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

CONTENTS

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years: CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studie.s Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes and outcomes

The Council on Social Work Education (CSWE} uses the Educational Policy and Accreditation Standards (EPAS} to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS desc ribe four features of an integrated cur riculum clesign: (1) program mission and goals, (2) explicit curriculum , (3) implicit curriculum, and (4) assessment. The educational policy and tl1e ac creditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (Ml level.

> " It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.
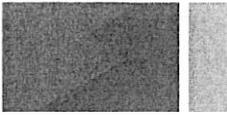
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and humanservice professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies ident ified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional prac tice. Social work competence is the abi lity to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recogn izes a holistic view of competence; that is, the demonstration of competence is informerJ by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situat ions. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's compe tence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical app roach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve t11e educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

> Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cogntiive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Profe sional Behavior

Social workers understand tl1e value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and pmfessional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavio.r Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance: and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes: and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers under·stand how diversity and difference characterize and shape the huma n experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionaltiy of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gende,rgender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that. as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage t11e 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 understand that every person regardless of position in society l1as fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeate about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social. and cultural human rights are protected. Social workers:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

Competency 5: Engage in Policy Practice

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practlce-informect Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage i n Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers unders tand their role in policy development and implementation within their practice settings at the micro, *meuo,* and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis. implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;

- 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, Organi zati ons, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value tl1e imp ortan ce of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, includi ng individuals, families, groups, organizations, and comm unities. Social workers understand strategies to engage diverse clients and consti tuencies to advance practice effectiveness

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-envrionment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- 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 understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories or human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance or inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities or clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories or human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

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

PROGftAM MISSION AND GOALS

Educational Policy 1.0-Program Mission an(I Goals

The mission and goals of each social work program address t11e profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and imp licit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their pract ice communi ties, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by tl1e ways they elect to engage these factors . Addit ional factors incl ud e new knowledge, technology, and ideas t11at may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0-Program Mission and Goals

1.0.1   The program submits its mission statement and explains how it is consistent with the profess ion's purpose and values.

1.0.2   The program explains how its mission is consistent with the instituti onal mission and the program's context across all program options.

1.0,3   The program identifies its goals and demonstrates how they are derived from the program's mission.

> Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0-Generalist Practice

Generalist practice is grounded in the liberal ar ts and the person-in-envi ronment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist prac titioner ident ifies with the social work profession and appli es ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for general ist prac tice. The descriptions of the nine Social Work Competencies presented in the EPAS ident ify t11e knowledge, values, skills, cognitive and affective processes, and bel1aviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0-Generalist Practice

82.0 .1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

82.0.2   The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

82.0.3   The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0-Generalist Practice

M2.0.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2   The program provides a rationale for i ts forma l curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for bot11 c lassroom and field.

M2.0.3   The program provides a matrix that illustrates how its generalist practice content implemen ts the nine required social work competencies and any additional competencies added by the program.

Elcucational Policy M2.1-Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors tl1at extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1-Specialized Practice

M2.1.1   The program identifies its area{s) of specialized practice (EP M2.J), and demonstrates how it builds on generalist practice.

M2.1.2   The program provides a rationale for its formal curriculum design for specialized practice demonstating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3   The program describes how its area{s) of specialized practice extend and enhance the nine Social Work Competencies {and any additional competencies developed by the program) to prepare students for practice in the area{s) of specialization.

M2.1.4   For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Elcucational Policy 2.2-Signature Pedagogy: Fi eld Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline - to think, to perform, and to act ethi cally and with integrity. Field educa tion is the signature pedagogy for social work. The intent of field education is to integra te the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. II is a basic precept of social work educa tion that the two interrelated components of curriculum- classroom and field-are of equal importance within the curricu lum, and each contributes to the development of the requisite competencies of professional practice . Field educatio n is sys tematically designed, supervised, coordinated, and evaluated based on cri teria by wl1ich students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2- Field Education

2.2.1   The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2   The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2   The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3   The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4   The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5   The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6   The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7   The program describes how its field education program specifies policies, criteria and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8   The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

82.2.9   The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9   The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10   The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11   The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

IMPLICIT CUHRICULUM

The implicit curriculum refers to tile learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The imp licit curriculum is manifested througl, policies that are fair and transparent in substance and implementation, the qualifications of tile faculty, and tile adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0- Di versity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility.
The dimensions of diversity are understood as the interseclionality of multiple factors including but not limited to age, class, color, culture, disability and abili ty, ethnicity , gender, gender identity and expression, immigration status, marital status, political ideology. race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadersh ip; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0- 0i versity

301	1	The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
302		The program explains how these efforts provide a supportive and inclusive learning environment.
303		The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1-Student Devel opment

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practi ce. Student participation in formulating and modifying policies affecting academic and student affairs are important for students ' professional development.

To promote the social work education continuum, graduates of baccalaur eate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1- Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1   The program identifies the criteria it uses for admission to the social work program.

M3.1.1   The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeal what has been achieved in their baccalaureate social work programs.

3.1.2   The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3   The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,• or covered under a memorandum of understanding with international social work accreditors.

3.1.4   The program describes its policies and procedures concerning the transfer of credits.

3.1.5   The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6   The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7   The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how ii informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievanee.

3.1.8   The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9   The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affect1ng academic and student affairs.

3.1.10   The program describes how it provides opportunities and encourages students to organize in their interests.

• *This and all future eferences to degrees from social work programs accredited by CSWE include degrees from CSWE-accredited programs or recognized through CSWE's International Social War/(Degree Recognition and Evaluation Service. or covered under a memorandum of understanding with international social work accreditors.*

Eclucational Policy 3.2-Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes , emu late,s and teaches students the knowledge, values. and skills expected of professional social workers. Through their teaching , research, scholarsh ip, and service- as well as tl1eir interaction s with one another, administratio n, students, and community-the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate tl1at faculty is qualified to teach the courses to whic h they are assigned.

Accreditation Standard 3.2-Faculty

3.2.1   The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice , and years of service to the program.

3.2.2   The program documents tl1at faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3   The program documents a full-time equivalenl faculty-to-student ratio not greater than $1:25$ for baccalaureate programs and not greater than $1:12$ for mas ter's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensura te with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teacl1ing, scholarly, and service responsibilities.

B3.2.4   The baccalaureate socia l work program identi fies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment In social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accrediled program, with a doctoral degree preferred .

M3.2.4   The master's social work program identifies no fewer t11an six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program facu lty has a master's degree in social work and a doct oral degree, preferably in social work.

3.2.5   The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6   Faculty demonstrate ongoing professional developmen t as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activi ties that support the achievement of institutional priorities and the program's mission and goals.

3.2.7   **7**   The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3-Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited lo make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the educa tion of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3-Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty l1as responsibility for defining program curriculum consistent with the Educational Policy and Accred itation Standards and the institution's policies.

3.3.3 3 T11e program describes how the administration and faculty of the social work program partic ipate in formu lating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies tl1e social work program director. Institutions with accredited baccalaureate and master's programs appoi nt a separate direct or for each.

> **B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching. scholarship, curricu lum development, adm inistrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE accrediled program with a doctora l degree in social work preferred.

> **B3.3.4 (b)** The program provides documentation that the director has a full-time appointment to the social work baccalaurea te program.

> B3.3.4 (c) The program describes the procedures for calculating the program direc tor's assigned time lo provide educationa l and administrative leadership to the program. To c arry out the admin istrative fun c tions specific to respons ibilities of the social work program, a mi nimum of 25% assigned tim e is req uired at the baccalaureate level. The program discusses that this time is sufficient.

> **M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curr iculum development, administrat ive experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addit ion, it is preferred that the master's program director have a docto ral degree, preferably in social work.

> M3.3.4(bl The program provides documentation that the director has a full-time appoin tmenl to the social work master's program.

> **M3.3 .4(c)** The program describes the procedures for determ ining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3 .5   Tl1e program identifies the field education director.

  3.3.5(a)   The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

  B3.3.5(bl   The program documents that the field education director has a master's degree in socia l work from a CSWE-accredited program and al least 2 years of post-baccalaureate *or* pos t-master's social work degree practice experience.

  M3.3.5(b)   The program documents that ll1e field education director has a master's degree in social work from a CSl/1/E-accredited program and at least 2 years of post-master's social work degree practice experience.

  83.3.5(c)   The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership *for* field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalau reate programs. The program demonstrates this time is sufficient.

  M3.3.5(cl   Tl1e program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

  3.3.6   The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4-Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practit ioners. Social work programs have t11e n ecess ary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4-Resources

3.4.1   The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2   The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3   The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities. mission and goals.

3.4.4   The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5   The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6   **6**   The program describes, for each program option, the availability of and access to assistive technolo gy, including materials in alternative formats.
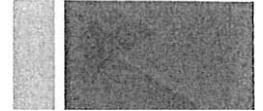
Educational Policy 4.0-Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of clata about student performance of Social Work Competencies al both the generalist and specialized levels of practice.

Competence is perceived as hol istic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated lo capture the demonstration of the competencies and til e quality of internal processing informing the performance of the competencies. Assessment is best clone while students are engaged in practice tasks or activities ttial approximate social work practice as closely as possible. Practice often requires the performance of mu ltiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out al the same time.

Programs assess students' demonstration of the Social Work Competencies through lhe use of multi-dimensional assessment methods. Assessment method s are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may *vary* by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may includ e but is not limi ted to an assessment of diversity, student development, faculty, adm inistrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0-Assessment

4.0.1   Tile program presents its plan for ongoing assessment of student outcomes for all identified competencies in tl1e generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is clone by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

- At least two measures assess each competency . One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

- An explanation of how the program determines the percentage of students achieving the benchmark.

- Copies of all assessment measures used to assess all identified competencies.

4.0.2   The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3   The program uses Form AS 4(B) and/or Form AS 4{M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4   The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5   For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses impli cations for program renewal and specific cha nges it has made based on these assessment outcomes.

The 2015 £PAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Acc redrtatron and approved by each comm ission in February 2016. The gl ossary 1s an aid to understanding the £PAS and is not considered part of the educational polrc y or accreditation standards.

Eclucati onal Policy Terms

The following definitions were developed for use in the contex t of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those insti tutions for a level of performance and integrity based on review against a specific set of publisl1ed criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning met11ods of instruction.

Clients and constituencies

Those served by social workers includ ing individuals, families, groups, organizations, and communities.

Cognitive and affe ct ive processes (inc ludes c riti cal think ing, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, discip lined process of concep tualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation. reflection and reasoning.

- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

- Exercise of judgment is the capaci ty to perceive and discern multiple sources to form an opinion.

Competen cy-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' abi lity to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identif ies the elements of the curriculum and states their relationships to each other. A design needs to be supported witl1 a curriculum rationale to establish the means for competency attainment within the organization in which it operates

Environm ental justi ce

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a dispropo rtionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and tl1e right to be free from ecological destruction. This includes responsible use of ecological resources, includ ing the land, water, air, and food. *(Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice. 2015).*

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

Accreclitation Stanrlards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS 82.0.2, N/2.0.2. 3.3.2)
All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3 .2 .3)
Refers to the institution's calculation of full-time faculty worl<loads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS 82.0.1. N/2.0.1):
General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):
Refers to interpersonal interactions with clients and constituencies, and may include t11e use of digital technologies.

Matrix (AS 82.0.3, AS f\J/2.0.3   , AS f\J/2 .1 . 4):
A table or chart that maps t11e social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0 .1)
- Multiple refers to a minimum of al least two dimensions.

- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processe.s

Post-social work degree practice experience (AS 82 .2.9, MZ.2.9, 3.2.2 , 83.3 .5 (b), N/3 .3.5 (b))
- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relaton to the total number of hours of full-time and equivalent professional practice experience

- Social worl1 practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.

- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4. 0.1):
Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)
The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.

APPEND[)(B:

MSW STUDENT CODE OF CONDUCT

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Student Code of Conduct Contract

The MSW Program is a professional program that prepares students for generalist social work practice. The Program requires stLJdents to adhere to standards of conduct that are consistent with the social work ethics and values as identified (1996) and revised (2008) In the *National Association of Social Workers (NASW) Code of Ethics.* The following professional and behavioral standards are drawn from on the *NASW Cocle of Ethics.*

- Social workers should uphold and advance the values, ethics, knowledge and mission of the profession. (5.01 Code of Ethics)

- Social worl<ers 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 disabliity. (4.02 Code of Ethics)

- 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 UndergraduateCatalog.

- 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)

- 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)

- 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.

- 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.

- Social work majors shall adhere to the NASW Code of Ethics.

- 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.

- 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 3.00 average and that I must obtain a grade of B or better In all Social Work 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 _____

[1] These si value elem nls reflect th<! Mational Associ3tion of Social Work rs *Code a/ Ethics .*
N ational Association of Social \Norker s (app roved 1996, revised 2008) *Code of Ethics for Socio/ Workers* Washington, D.C.: NASW.

' Intern ationa l Fed eration of So ci l Workers and Internationa l Association of Schoo ls of Soc i al Work. (2004) *Ethics /n Social Work, Statement of Principles.* Retriev ed August 9, 2011 from J.\Q.[6.vww.i fsw.org

APPENDIX C:

SOCIAL MEDIA POUCY

GALLAUDET

UNIVERSITY

MSW PROGRAM

SOCIAL MEDIA POLICY

The social media policy refers to the use of online sites including, but not limited to: Facebook, Myspacc, Twitter, Linkedln, YouTu bc, Photosharing, Snapshot, lnstagram, Biogs, SMS/texting, and other websites.

While social media creates exciting opportunities, it also creates serious challenges in a professional setting. It is important for social work sh1dcnls lo be cognizant of the implications of the use of social media in order to maintain professional boundaries. They must be made aware tha t anything (comments , pictures, videos, etc.) posted online is accessible to anyone (clients, agency staff, field instructors, professors, a11d prospective employers), dcspik the use of security settin gs.

fn this era of inno vati ve technology, social medi;i can be useful in building networks with deaf, hard of hearing, and hearing colleagues and maintaining relationships with deaf, hard of hearing, and hear ing fomilies and friends; however, the boundaries between personal and professiona l matters have become increasingly blurry. And all soc ial media is in the public domain and may be accessed by anyone online. Conseque ntly, as social work studen ts and proressiunals, we must exercise caution in the use of social media technology.

For purposes of complying with soc ial work's professional standards and ad her ing to the National Ass ociation of Social \.Vorkers Code of Ethics, deaf, hard of hearing, and hearing social work sh1dents need to continually assess the ethical implications/ complication s of social media use particular ly within the deaf and hard of hearing community .

S tudents need to take steps to insure and protect their privacy. Once infonnation is shared, it does not disappear. Students must engage in the rigorous protect ion of privacy, as it is incvitabk that social networks allow access of personal information to countless numbers of people, both in the present and the future. Students are encouraged to remind and support other social work s tudents regarding compliance with this polic y. Lapses/non-comp liance that the st ude nts obse rve or experience should be reported to the MSW Program Director. Guidance will then be provided to those students involved.

Student interns must maintain the privacy of their clients. The same rules regarding the privacy of clients and confidentiality of client information must be stric tly adhered to in the realm of social media use . It is important tha t student interns rea d, reflect upon, and incorporate the NAS W Code of Ethics regarding the implications of the use of social media to protect the welfare of clients.

Student interns must seek lite guidance ur licld instructors and task supervisors al lh..:ir ftclJ placement agencies to learn about agency rules r..:garding the use Of social meuia. Students must rclkct upon their "onlinc behavior" and consider !he repercussions of inappropriate and/or unethical use ufsot:ial media, the lallcr ol'which may n.:sult in n:lcrral tu MSW Prugrnrn Director and Field Education Director and/or dismissal from the social work program.

Guidelines for Social Work Students:

- o Discuss this policy with Field Instructors, held Lillisons, and Professors

- o Practice the use of secure settings on Faccbook and other social media

- o Be cognizant or your proti:ssio11al self whc:n using sm:ial media

- o Know that boundaries may be easily blurred (pcrsu11.il, su\:ial, cdncatiunal, professional)

- o Consider the wclfare of clients, colleagues, peers, and yourscl f when using social media

- o Understand that any unethical nsc of social 111..:dia may result in tcrmin:itiun from placc1m:11t. referral to MSW Program Din:ctor and Field Education Director, and/or dismissal from the Social Work Program

If the fieldwork site/agency already has a policy on social media use, this policy should be shared with social work student interns as part of their orientation to the fieldwork site. Even without its own formal social media policy, the licl<lwork site should have and communicalc clt.:ar guidelines and expeclations fur st1tdents regarding social media use al home and al the licl<lwork site.

Th.:: following guiddines ha ve been developed to help fieldwork agencies in determining appropriate online conduct within the context of their fieldwork sites. Students an: encouraged to share, explore and discuss them with their supe rviso rs:

I. What type of infomiation is okay to share on a personal social media si te?

- a. It seems Iha! it should be inappropriate for studetlt interns (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. 011 their personal social media pages (e.g. Facebook., Myspace, Twitter, Blog), nu matt..:r how many security settings have bct:n in voke d.
- b. Should student interns/employees share their personal contact infonnation incluuing emai l, cell number, address, etc. with a current or former client or client group?
- c. Wllile social workers have an ethical obligation to protect the privacy of their clien ts, no such restrictions prevent a client from searching online for infonnation about a student inte rn or employee. Any photos, videos. written comments, and other postings can serve to undermine a social worker's personal safoty and/or professional competence .
- d. Student interns (and employees) should be expec ted to exerc ise great care in how they represent the social work profession as a whole in any oolinc: activities. lt is vt:ry easy for

an ou tsi der to mis inter pret st atemen ts or images out-or contc.'<l. (Sec *NASW Code of Ethic, Sectil)ll 4.06a: Mi.lTepre.wll/alirJll.*)

2 \Vhcn, if ever, is it pc:r111issiblc lo conduct an online searc h for information about a client? In a mac ro se tting, this may be common practice when <loing evaluation or uther work, but in a clinical selling, such searches may lead to boundaiy violations and other in terference with both client trust and the therapeut ic process. (Sec *NASW Code uf£1hics Seclivll I.Ola: Privacy and Conjidentiafity.*)

3. What is the policy on "friends with cum:nt or past clients? Arc there contexts in which this might be acceptable? (Sec *N!ISW Code <d'Ethics Section 1.06c: Co11jlict of fnlll'esl.*)

4. How can social media be used to further the goals of the fieldwork site? How docs a student intern or employee present infomrntion on a social media page in a professionally-appropriate manner?

5. What typ es of infonnat ion should not be sent via email? Because the privacy of email can never be complete ly ascertained, student interns and employees should take precautions lo ensure they arc not sending sensitive information in an email. (Sec *NASW Code of Ethics Sec1io11 I.Ole: Pril·at:v and Co11flde111ia fi1y.*)

It is in the profession's best interest lll remind student interns that soc ial media sites arc public domains and any a11d all information can be accessed by anyone. 011cc information is in cyber space, it never goes away.

The challenges of sucial media use arc particularly important as they rela te to a few of the established social work compdcncies listed below:

1. Professional Ide ntity: Identifies as a professional soc ial worker and conduct oneself accordingly.
2. Critical Thinking: Apply critic al thinking to infunn and communicate professional judgments.
3. Values and Ethics: Apply social work ethical principles to guide practice.
4. Organizational Context: Respond to contexts that shape practice.
5. Engagement: Engage with indiv idua ls, families, groups, organizations, and communi ties.

When re tlectin g upon the importanceot·preparing student interns to function as solid, ethical, social work professionals, it seems that supcrvision/ cliscussion/consu lcarion regarding the social work competencies is critic al in navigating the challe ngessocial media presents in practice.

APPENDIXD:

MSW STUDENT AUTHORIZATION TO RELEASE INFORMATION

GALLAUDET
U N I \'E I{ S I T Y

STUDENT AUTHORJZATION TO RELEASE I NFORMATION

[understand that Department of Social Work faculty members, the Department Chair, and the Director oF Field Education may share infonnation pertinent to my educational needs with one another and with my field pract ic um supervisorsor agency field instructor. I fu1ther acknowledge that my fie ld instructor and the Oepartm<::nt of Social Work faculty, Director of Field Education, and Department Administration may share information concerning my attendance and performance in class and in the field for the purpose of enhancing and evaluating the integration of knowledge, values, ethics, attitudes and skills learned in class and in the field practicum se tting.

_____

Student's name (typed or printed)

_____

SIGNATURE

_____

DATE

APPENDIX E:

MSW STU DENT CONCERN FORM

GALLAUDET

UNIVERSITY

DEPARTMENT OF SOCIAL WORK
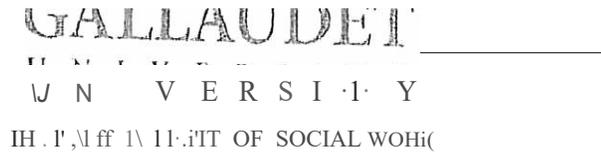
MSW Student Concern Form

Student name:

Date:

Concern related to (please check):

      Specitic Course (provide course name and number):

      Instructor (provide narne of instructor)·

          •   Have you discussed your concern with theInstructor? Yes or No:

      Intern ship:

          •   Foundation year

          Placement: Field In,tructor:

          •   Concentra tion/ block yedr

          Placement: Field Instructor:

          Have you discussedyour concern with the Director of Field Education? Yes or No:

      Related to program curriculum overall?

      Other issue ?

Please describe til e concern briefly below, and you will be contacted by the Program Director to schedule an appointment:

Thank •roul

APPENDIX F:

NOTE TAKING CONTRACT FORM

GALLAUDET
UNIVERSITY

<u>Note Taking Contract</u>

I understand that it is my obligation to :

I.   Take complete and legible notes for all class meetings
2.   Provide copies of class notes to the professor and classmates **(within 24 hours)**
3.   To anange for an alternate note taker in case of absence from a class meeting

_____   _____ _____ _____
Department   Course#   Section   Credits

I have ☐ / have not D attended the online note taker training workshop as required by the Graduate School.

Note takers will be paid on the payday following the end of the semester. Trained notetakers will be paid at the hourly rate of $10.50.

An I-9 employee verification form must be on file in the Personnel Office (College Hall, Room 106) and tax forms on file in the Payroll Office (College Hall, Room 320) **before payment will be processed.**

_____   _____
Note taker's name/Email Address   Course Professor's Name

_____   _____
Note taker's Signature   Course Professor's Signature

_____   _____
Gallaudet I.D. and Social Security Number   Department

_____   _____
Note taker's Home Address   Department Chairperson's Signature

_____   _____
City, State   Zip   SemesterNear

APPENDIXG:

APPLICATION FOR ADMISSION TO CANDIDACY FORR THE DEGREE OF
MASTER'S IN SOCIAL WORK

GALLAUDET UNIVERSITY

APPLICATION FOR ADMISSION TO CANDIDACY FOR THE DEGREE OF MASTER OF

SOCIAL WORK

Directions: carefully read the specific requirements for the master's degree as set forth in the Graduate School catalogue, complete this form, and turn it in to your Advisor. It will be signed by your Advisor, MSW Program Director, and the Dean of Graduate School and Continuing Studies at the end of the term in which application is made.

Name:
Mr.
M*r*s. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
Ms

Social Security Number: _ _ _ _ _ _ _ _ _ _ Student ID Number: _____

Present Address: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____

_____

Permanent Address: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____

_____

Undergraduate degree/date awarded: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Undergraduate Institution: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Area of Graduate Specialization: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Approved □
Disapproved □- - - - - - - - - - - -
    Academic Advisor I Date

_____
Candidate's Signature

Approved □
Disapproved □- - - - - - - - - - - -
    MSW Program Director I Date

_____
Date

Approved □
Disapproved □._ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
    Dean , Graduate Studies and Research I Date

By endorsing this application, the applicant's professors and the Department indicate that in their opinion the applicant has the necessary preliminary training and demonstrated ability for the successful pursuit of graduate study in his/her chosen field. If this application for candidacy is disapproved, the student may appeal to the Dean of Graduate School and Continuing Studies for reconsideration. Such an appeal must be submitted within two weeks of notification.

THE MOST RECENT COPY OF YOUR (unofficial) TRANSCRIPT FROM THE REGISTRAR'S OFFICE MUST BE ATTACHED TO THIS FORM BEFORE APPROVAL