



Gallaudet University
Master of Social Work Program
Program Student Handbook

2024-2025

MSW PROGRAM STUDENT HANDBOOK

Gallaudet University

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MASTER OF SOCIAL WORK PROGRAM DIRECTORY

Hall Memorial Building

Phone (202) 651- 5160

FAX (202) 651-5817

Title/Name	E-Mail and Zoom	Room Number
Director, MSW Program		
Dr. Kota Takayama, Associate Professor	Kota.Takayama@gallaudet.edu	HMB S337E
	https://gallaudet.zoom.us/my/drtakayama	
Director of Graduate Field Education		
Ms. Margaux Delotte-Bennett, Senior Lecturer	Margaux.Delotte-Bennett@gallaudet.edu	HMB S334B
	https://gallaudet.zoom.us/my/delotte.bennett.licsw	
MSW Full-Time Faculty		
Dr. David Barclay, Professor	David.Barclay@gallaudet.edu	Non-Residential Faculty
	https://gallaudet.zoom.us/my/davidbarclay	
Dr. Miriam Elizabeth Bowman, Assistant Professor	M.Elizabeth.Bowman@gallaudet.edu	HMB S338D
	https://gallaudet.zoom.us/my/mebowman	
Dr. Teresa Crowe, Professor	Teresa.Crowe@gallaudet.edu	HMB S337C
	https://gallaudet.zoom.us/my/drteresacrowe	
Mr. David “DT” Bruno, Faculty	DT.Bruno@gallaudet.edu	Non-Residential Faculty
	https://gallaudet.zoom.us/my/dtbruno	
School Director, School of Civil Leadership, Business & Social Change		
Prof. Emilia Chukwuma	Emilia.Chukwuma@gallaudet.edu	
Program Support Specialist		
Tommy Farr	Tommy.farr@gallaudet.edu	
Tramell Henson	tramell.henson@gallaudet.edu	
Program Conference Room		S335B
Student Mail/Computer Lab		S331

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 creating and disseminating 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 Promise

Gallaudet is our space where the Deaf experience and sign language vibrancy and vitality thrive. By acting together for the greater good of our students and our community, we create a better world. Our values reflect our human connection to each other. Values make a difference when each of us actively applies them as we learn, work and engage with each other.

- The Deaf Experience and Intersectionality - Honor the Deaf experience across the spectrum of identities and intersectionalities.
- Being Bilingual - Embrace and prompt bilingual communication and sign language vibrancy as the essence of our connection as a community
- Belonging - Create a campus that leverages the rich diversity of identities, cultures, linguistic backgrounds, languages, and life experiences leading to equitable opportunities, full access, and a deep sense of belonging for all.
- Lifelong Learning and Adaptability - Foster curiosity and adaptability about new and differing perspectives as the foundation for learning, research, discovery, and individual and community growth.
- Trust and Respect - Act with personal and professional integrity to create a culture that reflects respect for ourselves, our campus, our community, and our planet.

SCHOOL OF CIVIC LEADERSHIP, BUSINESS, AND SOCIAL CHANGE AND THE GRADUATE SCHOOL

The Master of Social Work (MSW) is located within the School of Civic Leadership, Business, and Social Change along with other academic departments. The MSW Program is one of the large graduate programs at Gallaudet University.

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 School Leader to the Associate Dean of Graduate School who has the responsibility for admitting, dismissing, and placing students on probation. (For additional information, see the Graduate School Catalog:

<http://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies.html>)

DEPARTMENT OF SOCIAL WORK

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.

In 2023, the MSW Program reformed the curriculum and converted from a face-face format to an online format. The MSW Program 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 MSW field manual.

THE ADVANCED GENERALIST PRACTICE MODEL

The advanced generalist model of practice, introduced during the generalist year, provides a firm basis for accomplishing the mission of expanding services to deaf and hard of hearing persons. Students acquire the Generalist skills of understanding and working with systems of various sizes. Students continue to build on generalist principles during the specialized 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.

Deaf and Hard of Hearing (DHH) Specialized 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 DHH specialized curriculum, advanced 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.

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

MISSION STATEMENT
MSW Program
Gallaudet University

E.P. 1.0: Program Mission

The Master of Social Work Program at Gallaudet University prepares its graduates to become culturally and linguistically proficient, advanced generalist, social work professionals committed to service, social justice, 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. The MSW program fosters the development of social work practitioners who deeply identify with the social work profession, apply unwavering ethical principles and bilingual language approaches, and excel in critical thinking. With a foundational commitment to diversity in practice, the program equips graduates to recognize, support, and amplify the strengths and resilience of all individuals, especially within and in partnership with deaf and hard of hearing communities. The MSW program ensures that graduates remain at the forefront of evidence-based solutions, emphasizing scientific inquiry and the adoption of best practices, especially related to research with deaf and hard of hearing people. We also instill in our graduates the importance of being proactive in responding to the impact of context on professional practice with deaf and hard of hearing people.

Program Goals:

The MSW Program prepares graduates to:

1. Recognize diversity within the deaf populations and develop practice skills to promote social justice, well-being, and cultural humility.
2. Engage in social work practice that promotes well-being and is responsive 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 communities.
4. Affirm the complexity of the deaf experience by challenging psychological and social constructs of deaf and hard of hearing as inferior, focusing on strengths and resiliency

in deaf communities, and engaging in diversity, equity and inclusion practices with deaf communities.

5. Demonstrate an ability to impact multiple levels of practice within the deaf communities using various strategies, including the use of policy formulation and analysis, practice assessment, practice intervention, research, 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 multiple modalities and languages, especially American Sign Language and English.
8. Deeply identify with the social work profession, apply unwavering ethical principles, and excel in critical thinking.
9. Strive towards cultural and linguistic proficiency in social work practice.

Values

The program curriculum uses a advanced 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.

To achieve the MSW program learning outcomes (CSWE competencies), the program is organized into Generalist curriculum and DHH specialized curriculum. The Generalist curriculum concentrates on generalist social work practice, and the DHH specialized 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 Generalist year student learning outcomes and the DHH specialized year student learning outcomes that are derived from the program learning outcomes (CSWE competencies) and is consistent with the 2015 Educational Policy.

Generalist Program Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- GB1: 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;
- GB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- GB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- GB4: use technology ethically and appropriately to facilitate practice outcomes; and
- GB5: use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- GB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- GB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- GB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- GB9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- GB10: engage in practices that advance social, economic, and environmental justice.

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

- GB11: use practice experience and theory to inform scientific inquiry and research;
- GB12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- GB13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- GB14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- GB15: assess how social welfare and economic policies impact the delivery of and access to

social services;

- GB16: 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

- GB17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- GB18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- GB19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- GB20: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- GB21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- GB22: 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

- GB23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- GB24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- GB25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- GB26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- GB27: facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- GB28: select and use appropriate methods for evaluation of outcomes;
- GB29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the

evaluation of outcomes;

- GB30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- GB31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The DHH specialized year builds on Generalist year as described in Value, adapting and extending the social work competencies for social work practice with Deaf and Hard of Hearing populations.

Deaf and Hard of Hearing Specialized Program Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- SB1: 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.
- SB2: 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

- SB3: 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.
- SB4: 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

- SB5: understand the forms and mechanisms of oppression and discrimination impacting deaf and hard of hearing populations.
- SB6: 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

- SB7: Integrate practice experience to inform scientific inquiry in designing and implementing research studies with deaf and hard of hearing populations.
- SB8: apply research findings to support evidenced-based practices with deaf and hard of hearing populations.

Competency 5: Engage in Policy Practice

- SB9: 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

- SB10: 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

- SB11: 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.
- SB12: 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

- SB13: 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

- SB14: 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.
- SB15: 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.

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 Master of Social Work Program. The University requirements include a bachelor's degree from an accredited institution; minimum of a GPA score (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 a signed (ASL) video 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 MSW Program requires MSW students to have completed 30 hours of liberal arts courses. Students must also demonstrate sign language skills before being admitted to classes because all courses are taught in American Sign Language including providing an ASL-based video personal essay for admission to the program. An ASLPI rating of 2 is required at the end of the Generalist year. The ASLPI interview is administered by the ASLPI Office. An ASLPI score of 2+ is required prior to graduation.

The Admissions Committee within the MSW Program reviews all complete applications and makes recommendations for admission that go through the office of 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 field placements. The Generalist year placement consists of two days per week (12-16 hours) for the full academic year (at least 450 hours). The DHH Specialized year internship is considered a capstone learning experience of 24-32 hours (4 days)

per week (at least 450 hours for traditional 2 or 3 year students and 500 hours for advanced standing students). It is expected that students will integrate all previous coursework into this final, concentrated practicum experience. ASLPI rating of 2 is required at the end of the Generalist year.

Three or Four-Year Program

The three or four-year or 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. This is important in line with our diversity and inclusion model of student engagement. Both designs are structured to ensure continuity of learning. For these students, the generalist 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.

Advanced Standing Program

Students enrolled in the advanced standing program are required to have 9 credit hours of advanced internship practicum experience. ASLPI rating of 2+ is required for the admission.

Advanced Standing Requirements

- 1) 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 if applying within 5 years of BSW graduation from a CSWE accredited institution.
- 2) Students graduated from a baccalaureate program in social work accredited by the Council on Social Work Education for more than 5 years ago (but no more than 10 years) and who meet other eligibility requirements may qualify for Advanced Standing status. Students must submit a letter of recommendation from your current/former clinical supervisor or other evidence documenting experience in social work practice.
- 3) Overall GPA 3.2 or above.
- 4) Students on academic probation or dismissed from social work accredited programs are not eligible to apply.
- 5) 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.
- 6) Students who are eligible for Advanced Standing may not be required, with program approval, from taking the following generalist courses (equivalent to a two-semester full time load):
 - a) **HBSE courses:**
 - i) SWK705: Human Behavior in the Social Environment I (3)
 - ii) SWK706: Human Behavior in the Social Environment II (3)
 - b) **Practice courses:**
 - i) SWK741: Social Work Practice I (3)
 - ii) SWK742: Social Work Practice II (3)

- iii) SWK744: Social Work Practice with Families and Groups (2)
 - c) **Policy course:** SWK711: Social Policy and Social Services (3)
 - d) **Research courses:**
 - i) SWK755: Qualitative Social Work Research (3)
 - ii) SWK756: Quantitative Social Work Research (3)
 - e) **Field Practicum courses:**
 - i) SWK771: Generalist Field Practicum I (4)
 - ii) SWK772: Generalist Field Practicum II (4)
- 7) Students who are *not eligible* for Advanced Standing may apply for individual course waivers or course substitutions in the generalist-year program course sequence if they achieved a grade of A in their undergraduate or graduate program, or approval by the Director of the MSW Program in consultation with the MSW faculty. The maximum number of credits that can be substituted is 9 credit hours total.
 - 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 must be submitted to the Director of the MSW Program to evaluate the equivalency of the course.
- 8) 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.

General Course Substitution Policy

Students without a BSW degree may also apply for individual course substitutions in the generalist-year program course sequence if they achieved a grade of A in their undergraduate or graduate program, or approval by the Director of the MSW Program in consultation with the MSW faculty. The maximum number of credits that can be substituted is 9 credit hours total.

Transfer Credit

Students may transfer credit for graduate courses in the Generalist curriculum in social work taken at other CSWE-accredited social work programs. Graduate-level courses completed during a student's undergraduate career and beyond the minimum number of credits needed to graduate may be considered transfer credits towards the graduate degree. Approval for such transfers will be made by the Director of the MSW Program in consultation with the faculty who teach in the content area of the proposed transfer. Decisions are based on the 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 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 83% (B) or better is required in each course.

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
- b. pass each course with an 83% (B) or better at the end of the semester; and
- c. achieve an overall GPA of 3.0 or higher.

Once satisfying the above criteria, a written letter from the Program Director will be provided and the "condition" removed from the student's department file. A student cannot remain on conditional status for more than one semester.

Students who are admitted with ASL conditional status during the first semester must:

- d. take American Sign Language courses
- e. pass each course with an 83% (B) or better at the end of the semester; and
- f. take ASLPI examination.

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.

Advising

The MSW 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 Faculty 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. Academic advisors counsel students about academic needs and professional (CSWE) standards. 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 the course curriculum.

Comprehensive Examination

Consistent with Graduate School policy, the MSW Program requires students to pass a comprehensive examination upon completion of the 31 credits of the generalist curriculum (the equivalent of two semesters of full time study not including elective courses). The comprehensive examination is taken online following the final examination period of the spring semester. No oral examination will be offered. Students must pass the comprehensive examination prior to entrance into the specialized year.

The written examination is designed to evaluate the student's ability to synthesize the areas of human behavior and the social environment, human diversity, social work theory and practice, social welfare policies and services, social and economic justice, populations-at-risk, research, and social work values and ethics. It is further expected that this synthesis will reflect mastery of generalist social work practice, the Generalist upon which the advanced DHH specialized curriculum is built.

The comprehensive examination is rated on a 10-anchor scale. Students demonstrating mastery of content areas are rated 8 or above (Passed), which means that they are not required to make further clarification. Students having substantial mastery of content are rated 7.9 or below, which means that they may be asked to redo portions of the examination. The student must respond in writing to areas of the examination identified by faculty of sequence (HBSE, policy, practice, field, and research) as needing further work. The student must satisfactorily complete this additional writing before a grade of pass can be awarded. Students who fail the comprehensive examination must retake it within two days but may not proceed to the advanced DHH Specialized curriculum until achieving a grade of pass. The comprehensive examination

cannot be taken more than twice. The plan of action in the case of a failed examination will be discussed in a meeting with the student, program director, the academic advisor, and/or the chair of the department. A student will have to follow the plan of action to demonstrate learning processes during the summer.

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 ASLPI Office . The contact information is as follows:

Videophone: [\(202\) 250-2394](tel:(202)250-2394)

Voice: [\(202\) 651-5222](tel:(202)651-5222)

Fax: [\(202\) 651-5880](tel:(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 generalist curriculum, and prior to admission into the DHH Specialized curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the ASLPI Office early in the fall semester of their first year in the program. ASLPI scheduling at the ASLPI Office 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 Mastert of Social Work Program 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 forms 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 MSW Program 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 WF, 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.

<https://iq3.smartcatalogiq.com/en/Catalogs/Gallaudet-University/Current/Graduate-Catalog/Registration-and-Policies/Graduate-Policies/Graduate-Student-Classifications>

Grade	GPA Value	Definitions
A+	4.0	Outstanding
A	4.0	

A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	
C+	2.3	Unsatisfactory
C	2.0	
F	0.0	
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

<https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/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 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; student is informed;
2. MSW Program Director, review the documentation and if they are in agreement make the recommendation through the office of the Dean of Graduate School then student is informed;
3. The Associate 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 MSW Program Director reviews the performance with the School Leader. If in agreement, the MSW Program Director then notifies the Associate Dean of Graduate School 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.

Academic Integrity, Professional Conduct and Probation or Dismissal

The MSW Program requires students to abide by professional ethical behavior, as specified in the Code of Ethics of the National Association of Social Workers. Behavior which is not consistent with the Code of Ethics may lead to probation or dismissal from the program.

Violations of professional conduct include missing courses and/or internship (i.e. attendance issues), not submitting work in courses, inappropriate/unethical behavior with clients, faculty, peers, or other community members, and other issues as described below.

There are a number of professional (e.g., 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. After review of the recommendations and documentation, the MSW Program Director will convey his/her decision in writing to the School Director, student, and faculty. If the recommendation is for probation or dismissal, the recommendation will be sent through the office of the Associate Dean of the Graduate School for his/her review and action. The decision of the Associate Dean of Graduate School will be conveyed in writing to the student, to the School Director and to the Director of the MSW Program.

The procedure for probation and/or dismissal for professional misconduct:

1. Student is identified to the MSW Program and Field Director as having engaged in professional misconduct (i.e. dismissal from internship for professional misconduct or other identification of behavioral/ethical violations by MSW faculty or field instructor).
2. Professional Conduct Review committee (ad hoc) is convened within the department including student, academic advisor, field director, and MSW program director to review the misconduct and development plan.
3. Student development plan is reviewed by the Professional Conduct Review Committee monthly during the academic semester. If improvement is not documented, the official disciplinary action process begins.
4. Recommendation of academic probation or dismissal made by faculty or Field Director to MSW Program Director; student is informed;
5. MSW Program Director reviews the documentation and if they are in agreement make the recommendation through the office of the Associate Dean of Graduate School then student is informed;
6. The Associate Dean of Graduate School reviews the documentation and, if in agreement, places the student on academic probation or academic dismissal; student is informed.

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 School Director. If the MSW Program director is the instructor for the course, the student may appeal directly to the School Director. 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 Associate Dean of Graduate School

If all efforts to resolve the issue at the instructor, program, school, 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.

<https://www.gallaudet.edu/academic-catalog/registration-and-policies/graduate-policies/appeals-procedures>

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. If the grievance cannot be resolved at the Program level, the student may file the grievance through the Office of the School of Civic Leadership, Business, and Social Change to the Associate Dean of Graduate School.

Application for Candidacy

Formal application to the MSW Program Director for admission to candidacy for the Master of Social Work degree is required at the completion of Generalist-year courses and before entering the Deaf and Hard of Hearing Specialized courses. 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 ASLPI Office)
4. A GPA of 3.0.

Candidacy applications are reviewed by the student's advisor who makes a recommendation to the Director of the MSW Program. The Director of the MSW Program will review the application and make a recommendation to the Associate 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 coursework, 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:

Generalist content courses (including 8 credit hours of field practicum):	31 credits
	DHH
	Specialized
	content
	courses
	(including 9
	credit hours of
	field
	practicum)
	:
	21
	credits
Electives	9 credits

American Sign Language Proficiency Interview - score of 2+

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 MSW Program 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 professional and timely 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 the program. The Student Advisory Committee in the MSW Program provides specific opportunities for students to provide input into curriculum, policies, and procedures.

The MSW Program also believes it is important for students to participate fully in the learning opportunities offered by the program. This includes regular attendance and participation in classes as well as attendance at professional workshops, symposia, and other special events arranged or sponsored by the program. 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 program (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 program, and through representatives to the program'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, 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

Based on Gallaudet University Graduate degree requirements, all students have five (5) 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 Associate Dean of the Graduate School upon the recommendation of the Program Director, the School Leader, and the Dean of Faculty.

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 submitted to the MSW Program Director in writing. The request is then considered and then forwarded through the office of the Associate 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 Associate Dean of Graduate School. 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.

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 program, for example, has the prerogative NOT to submit an exception-to-march petition because the student has not completed ALL degree requirements.

The program 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.

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.

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.

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.

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 program 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 program seeks to prepare graduates who recognize the lifelong 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 overarching model guiding the Generalist-year curriculum and the Deaf and Hard of Hearing Specialized-year 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 Generalist 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 Generalist 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 Deaf and Hard of Hearing specialized curriculum is a DHH Specialized 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 DHH Specialized 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.

COURSE PLAN

Two-Year Course Plan

Generalist Year Curriculum: Generalist Practice

*Three elective courses 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
SWK755	Qualitative Social Work Research	3
SWK771 **	Generalist Field Practicum I	4

Total: 16 credits

Semester II - Spring

CODE	TITLE	CREDITS
SWK706	Human Behavioral and the Social Environment II	3
SWK742	Social Work Practice II	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK756	Quantitative Social Work Research	3

SWK772 ** Generalist Field Practicum II

4

-End of Spring Semester- Students must take MSW Comprehensive Examination

-Clinical Supervision required- internship site or enrollment in Supervision Seminar

Total: 15 credits

Specialized Year Curriculum: Deaf and Hard of Hearing Populations

Note: Advanced standing students must take one 3 credit elective in the DHH Specialized 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

Total: 9 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

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 Generalist Field Practicum I; SWK772 Generalist Field Practicum II; and SWK783 Advanced Field Practicum: Deaf and Hard of Hearing Populations.

Three-Year Course Plan

Generalist Year Curriculum: Generalist Practice

*Three elective courses 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
SWK706	Human Behavioral and the Social Environment II	3
SWK756	Quantitative Social Work Research	3

Total: 6 credits

Year Two

Generalist Year Curriculum: Generalist Practice

Semester III - Fall

CODE	TITLE	CREDITS
SWK741 **	Social Work Practice I: Individuals	3
SWK771 **	Generalist Field Practicum I	4

Total: 7 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK742	Social Work Practice II	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK772 **	Generalist Field Practicum II	4

-End of Spring Semester- Students must take MSW Comprehensive Examination

-Clinical Supervision required- internship site or enrollment in Supervision Seminar

Total: 9 credits

Year Three

Specialized Year Curriculum: Deaf and Hard of Hearing Populations

Semester V - Fall

CODE	TITLE	CREDITS
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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

Total: 9 credits

Semester VI - Spring

CODE	TITLE	CREDITS
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK 783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 12 credits

Grand Total: 61 credits

Four-Year Course Plan

Generalist Year Curriculum: Generalist Practice

*Three elective courses 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
SWK706	Human Behavioral and the Social Environment II	3
SWK756	Quantitative Social Work Research	3

Total: 6 credits

Year Two

Generalist Year Curriculum: Generalist Practice

Semester III - Fall

CODE	TITLE	CREDITS
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SWK741 **	Social Work Practice I: Individuals	3
SWK771 **	Generalist Field Practicum I	4

Total: 7 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK742	Social Work Practice II	3
SWK744 **	Social Work Practice with Families and Small Groups	2
SWK772 **	Generalist Field Practicum II	4

-End of Spring Semester- Students must take MSW Comprehensive Examination

-Clinical Supervision required- internship site or enrollment in Supervision Seminar

Total: 9 credits

Year Three

Specialized Year Curriculum: Deaf and Hard of Hearing Populations

Semester V - Fall

CODE	TITLE	CREDITS
SWK713 **	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
Elective		3

Total: 6 credits

Semester VI - Spring

CODE	TITLE	CREDITS
Elective		3
Elective		3

Total: 6 credits

Semester VII - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3

Total: 6 credits

Semester VIII - Spring

CODE	TITLE	CREDITS
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK 783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 12 credits

Grand Total: 61 credits

Advanced Standing Course Plan

Specialized Year Curriculum: Deaf and Hard of Hearing Populations

Note: Advanced standing students must take three electives in the DHH Specialized year

Semester I - 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

Total: 9 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 12 credits

Grand Total: 30 credits

Two-Year Advanced Standing Course Plan

Note: Advanced standing students must take three electives in the DHH Specialized year

Specialized Year Curriculum: Deaf and Hard of Hearing Populations

Semester I - Fall

CODE	TITLE	CREDITS
SWK713 **	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
Elective		3

Total: 6 credits

Semester II - Spring

CODE	TITLE	CREDITS
Elective		3
Elective		3

Total: 6 credits

Semester III - Fall

CODE	TITLE	CREDITS
SWK709 **	Social Work Perspectives on Dysfunction	3
SWK751 **	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3

Total: 6 credits

Semester IV - Spring

CODE	TITLE	CREDITS
SWK752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK 783 **	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 12 credits

Grand Total: 30 credits

Social Work Course Descriptions

SWK 595 Special Topics (1-3)

SWK 601 Child Welfare (3)

This course introduces the student to the field of child welfare and provides an overview of child welfare policy, theory, research, and practice issues. It looks at child abuse and neglect in all its forms (physical, sexual, emotional) in an ecological context (individual, familial, social, and cultural forces that interact with one another to cause abuse). Students are introduced to the historical context of child maltreatment, the current social policies that are in place that affect the protection of children, and the role of the social worker in child protection. Controversial issues and opposing viewpoints are considered such as imprisonment of abusers, effectiveness of prevention programs, foster care, and proposed policy changes designed to reduce violence and harm to children.

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 Generalist 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 Generalist 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 DHH Specialized 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 Generalist 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 Generalist 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 Generalist 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 Generalist 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 DHH Specialized. 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 DHH Specialized (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 DHH Specialized 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 Generalist 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 Generalist 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 Generalist 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 771 Generalist Field Practicum I (4)

Generalist Field Practicum comprises a semester-long 16 - 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 Generalist 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 placed 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 field practicum is in an agency or school carefully selected to promote learning in the DHH Specialized 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 hearing populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values culturally competent practice approaches, and ongoing assessment of the effectiveness of each social work intervention.

Prerequisite: SWK 771 and SWK 772

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.

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 Program'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 (DHH Specialized) 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.

A sampling of internship sites which have been used by the Department include:

MSW Generalist Year
Alexandria City Public Schools, VA
Arlington County Public Schools, VA
Arundel Lodge, Edgewater, MD
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 Specialized 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
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 Generalist 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.

G. Arlene Gavin Award
Rosemary Parker- 2023
Ronald Ognane- 2023
Townsend Janny- 2022
Jaemi Hagen- 2021
Marlyn Calderon- 2020
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

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
Jimel Wright- 2023
Nicholas Vineyard- 2023
Elizabeth Reza- 2022
Kaniel McDonald-Dodd- 2021
Richard Watkins-2020
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

MSW Chat

The MSW Chat 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 Generalist year class, DHH Specialized 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 frequency of the meetings is twice a year.

MSW PROGRAM 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.

- a. Graduate Assistantship. This is awarded by the Office of the Associate Dean of Graduate School on recommendation of the MSW program. It pays \$6,000 plus tuition costs and is awarded to students in exchange for approximately 10 hours of work a week in the program primarily as a research or teaching assistant. The specific assignment is discussed with the student by the MSW Program Director and an individual job description is developed.
- b. Tuition Scholarship. This is awarded by the Office of the Associate Dean of Graduate School on the basis of recommendations from the program. It covers tuition costs and has no work requirement attached to it.

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 MSW program. In such situations there is no net gain for the student and program money is then not used to its greatest

advantage. In view of this, the program 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.

MSW Program Director review student requests for tuition assistance and submit recommendations to the Associate 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 program for a period beyond one semester require the student to be in good academic standing as defined by the MSW Program:

Cumulative GPA of 3.0

Semester GPA of 3.0

No grade in social work courses below B.

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 to 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 Generalist year and DHH Specialized 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 through 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](tel:202-779-9478)), voice phone ([202-651-5217](tel: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 program 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 the 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](#)

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 a 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 the 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](#).

Jennie Sivak, Title IX Coordinator
Gallaudet University College Hall B18
800 Florida Avenue, NE Washington DC, 20002
V/VP: 202.759.1734
Fax: 202.651.5344
Email: titleix@gallaudet.edu
<https://www.gallaudet.edu/title-ix>

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

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.