

2024-25



GSSWSR

HANDBOOK
and
CATALOG

GRADUATE SCHOOL
OF SOCIAL WORK AND
SOCIAL RESEARCH

OF
BRYN MAWR
COLLEGE

Last updated August 2024

GSSWSR

HANDBOOK

and

CATALOG

EQUALITY OF OPPORTUNITY

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer (ooo@brynmawr.edu or 610-526-7630) and Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7630), who administer the College's procedures.

All information in this catalog is subject to change without notice.

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GSSWSR CONTACT AND WEBSITE INFORMATION

Campus Safety/Emergency Contact Information

From an on-campus phone line or phone box: x7911

Off-campus: (610) 526-7911

If off-campus and police assistance is required, dial 911

Mailing Address

Bryn Mawr College

Graduate School of Social Work and Social Research

300 Airdale Road, Bryn Mawr, PA 19010-1646

Telephones

(610) 520-2600 (Main)

(610) 520-2601 (Field Education)

(610) 520-2602 (Professional Development, School Social Worker and Home and School Visitor Certificate Programs)

(610) 520-2603 (Dean's Office)

School's website

www.brynmawr.edu/socialwork

Website Information

- Academic calendars, course offerings and descriptions, registration procedures: www.brynmawr.edu/socialwork/academics/calendars-academic-information
- Accommodations for students with disabilities: <https://www.brynmawr.edu/inside/offices-services/access-services>
- Admissions : <https://www.brynmawr.edu/socialwork/admissions-aid>
- Career Services : <https://www.brynmawr.edu/socialwork/after-bryn-mawr/career-services>
- Computers, labs, and technological resources: www.brynmawr.edu/socialwork/current-students/student-services/technology-support-services
- Field Education: www.brynmawr.edu/socialwork/academics/field-education
- Financial aid, student billing, refunds, and student loans: www.brynmawr.edu/inside/offices-services/financial-aid/graduate-students
- Health Center and health insurance: www.brynmawr.edu/inside/offices-services/health-wellness-center
- Libraries and special collections: www.brynmawr.edu/inside/offices-services/library-information-technology-services/libraries-collections
- Professional Development: <https://www.brynmawr.edu/socialwork/professional-development>

Other Resources

Bryn Mawr College Switchboard: (610) 526-5000

Bryn Mawr College Website: www.brynmawr.edu

Accreditation

Bryn Mawr College Graduate School of Social Work and Social Research remains fully accredited by the Council on Social Work Education (CSWE), receiving reaccreditation from June 2016 – June 2024. CSWE is the nonprofit national association of social work education programs that establishes curricular and administrative criteria for undergraduate and graduate programs in social work, recognized by the Commission on Recognition of Postsecondary Accreditation.

ABOUT OUR BRYN MAWR COLLEGE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

Like Bryn Mawr College as a whole, the GSSWSR is distinctive for its dedication to fine teaching, attentiveness to individual students, and high academic standards within a liberal arts tradition. Founded in 1915, the GSSWSR has from inception embraced scholarship, practice, and collaboration within a broad construction of social work and social welfare.

Vision

The GSSWSR aspires to promote social justice and wellbeing through a variety of trans-disciplinary approaches to scholarship and practice, appropriate to the complexity of social work and social welfare in the United States and internationally.

Mission

The mission of our GSSWSR is to “strengthen the social fabric of society by training and preparing a dynamic, diverse, and culturally responsive workforce committed to diversity, equity, inclusion, social justice, and anti-racism. We prepare diverse students to apply person-in-environment and strengths perspectives to the promotion of well-being and the support of human rights with diverse individuals, groups, organizations, and communities. Students in our program learn about innovative and research informed approaches to practice in current and emerging contexts. Throughout, we are committed to social, economic, racial and environmental justice, to trauma-awareness, and to the development and implementation of anti-racist and anti-oppressive models of teaching and practice. Our generalist and advanced specialization courses prepare students to work across disciplinary boundaries and to apply their knowledge and skills across a wide range of settings. Within the context of a liberal arts college, and intricately connected to the city of Philadelphia, we are committed to critical thinking in education, and to community-placed research that each contribute to more just and effective systems of care at the local, national, and international levels”.

A Proud History for a Distinctive Future

Social Work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, the College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. In fact, the Bryn Mawr College Graduate School of Social Work and Social Research was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (over \$18 million in today's dollars) was the largest gift the College had received at that time and was made so that others would be prepared to engage in social work; the then new field to which Carola Woerishoffer had committed herself.

The school opened in 1915 as the Department of Social Economy and Social Research. As part of the Bryn Mawr College academic community, the department's faculty, staff, and students came to place great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to democratic principles of social justice. The department was the first social work program affiliated with an accredited college or university in the United States.

In 1919, the department became one of the six charter members of the American Association of Schools of Social Work, the predecessor accrediting body to the Council on Social Work Education and has been accredited on a continuous basis since that time. In 1920, Bryn Mawr College became the first institution of higher education in the United States to award a PhD in social work. Then President of Bryn Mawr, M. Carey Thomas, was definitive in her thinking that graduate education in social work belonged at the College. She determined that the Department would train leaders and investigators educated with conceptual tools and theoretical knowledge based on research that would enable them to improve social work practice. In 1970, after decades of growth, the department became a professional school, our Graduate School of Social Work and Social Research (GSSWSR).

Throughout its now 100+ year history, the GSSWSR has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare master and doctoral graduates to be clinicians, administrators, policy analysts, advocates, and educators. Faculty, students, staff, and alumni remain committed to addressing the needs of individuals, families, organizations, and communities with an emphasis on social and economic justice for the enhancement of individual, societal, and global well-being.

Over the last four decades in particular, this spirit of innovation was to soar again as seen in the following highlights:

In 1976, the Master of Law and Social Policy joint degree program was established, and later transitioned to a Social Work and Law (SWL) Certificate Program. It prepared students to examine the legal process, its relationship to the delivery of human services, and their own roles in shaping policy. The MLSP was the first and only master's degree program of its kind at a graduate school of social work. The SWL certificate is no longer offered.

In 1986, a career development office was established within the School, becoming one of the very first social work programs to have on-site career development staff. Our office of career development serves both current GSSWSR students and alumni.

In 1987, our first continuing education program was offered. Renamed in 2009 as The Center for Professional Development, "Pro Dev" now attracts over 400 attendees each year.

Since 1998, GSSWSR has been accredited by the Pennsylvania Department of Education (PDE) to provide coursework leading to the Home and School Visitor (HSV) Certification. The HSV program is open to current students, alumni, and community professionals.

In 2002, the Center for Child and Family Well-Being was created to foster a multidisciplinary focus on a broad range of issues and challenges facing children and families across the life cycle, and in 2012 started its "Junior Fellows Program" for qualified students to deepen their knowledge and skills in this area.

In 2003, we created the "Introduction to Social Work Education Series." Now known as our "Career Changers Program," this seminar series is designed for individuals from a range of professional and life experiences to explore a career change to social work.

In 2004, the school founded the Nonprofit Executive Leadership Institute (NELI) in direct response to a call from social and human service leaders in the community to establish a high-level, specialized leadership training program tailored to meet their individual and agency needs. NELI has continued to enroll 23-25 senior leaders annually from the nonprofit and public sectors, and in 2011 began a program for middle managers as well.

In 2007, the School initiated an Advanced Standing program for students who have received a bachelor's degree within the past five years of application to our School and have a high academic standing from an accredited social work program.

In 2010, a Certificate in Organizational Behavior and Management was established to focus on the role of individuals with organizational leadership responsibilities, emphasize the close relationship between organizational behavior and the practice of management, and deepen students' knowledge and skills in addressing micro-to-macro issues facing all who serve in organizations. This certificate is no longer offered, but key aspects of its content are addressed in MSS classes and in ProDev offerings.

In 2012, the school announced the new dual degree MSS/MPH program with Thomas Jefferson University's School of Population Health. This collaboration provides both current students and alumni (within five years of graduation) the opportunity to broaden their understanding of the connections among an individual's 'emotions, mind, and body.'

In 2015, the school celebrated its 100th birthday of "professional graduate education for purposeful action"!

In 2018, the GSSWSR announced a transformative gift to support the development of a trauma informed curriculum. This gift supports the development of required and elective courses for MSS students, as well as research opportunities.

In 2021, the GSSWSR received a transformative gift to develop a Center for Student Success and Social Sector Leadership. This gift supports the development of robust student support services and opportunities for leadership education for the non-profit sector.

The GSSWSR is proud of its rich traditions, and we look forward to continuing in the spirit of our predecessors for generations to come! We know that innovative thinking when joined by strategic action is essential to retaining our ability to best prepare Social Work professionals for lives of service to individuals, organizations, and communities in our country and throughout the world.

In 2024, the GSSWSR was accredited by the Pennsylvania Department of Education (PDE) to provide coursework leading to the School Social Worker Certification. The SSWC program is open to current students, alumni, and community professionals.

Our Students

Our GSSWSR students come from a wide variety of educational, occupational, and personal backgrounds. Moreover, while most students come to our School from the east coast of the United States, increasingly more students are joining us from other states, as well as other countries. Please see our website for more detailed information about the demographics of the incoming 2024-25 class.

ADMISSIONS AND APPLICATION INFORMATION

Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) offers a Master of Social Service (MSS) degree, including an Advanced Standing MSS program, and a PhD degree. GSSWSR also offers a dual degree, Master of Social Service and Master of Public Health (MSS/MPH), in conjunction with Thomas Jefferson University's College of Population Health.

For information about the admissions and application processes, please contact:

Bryn Mawr College Graduate Admissions Office: 610.526.5100

Email: gradadmissions@brynmawr.edu

Web: www.brynmawr.edu/socialwork/admissions-aid

GSSWSR Information Days

The Graduate School of Social Work and Social Research (GSSWSR) works with our College Admissions Office to host a series of Saturday Information Days for prospective students. Administration, faculty, and current students are available to answer questions about the curriculum, field placements, the application and admissions processes, and financial aid. A list of dates is published on the social work admissions website: www.brynmawr.edu/socialwork/admissions-aid/visit-school.

Career Changers Program for Prospective MSS Students

The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) Career Changers non-credit program is a half-day workshop that provides an overview of our graduate program. This workshop is designed for those considering 'changing careers' or returning to school to pursue social work education and training.

Prospective students may have some work or volunteer experience in a social service field and want to learn how their education and interests can prepare them for graduate social work education. Others may have no prior experience but believe that their future is "in people" and wish to discover more about the field of social work.

The Career Changers Program provides an overview of our graduate program in Social Work. This workshop is designed to give participants a chance to meet faculty and to learn about the multiple ways that people can use advanced education in Social Work. It uses a "case study" and interactive discussion approach as its format.

Upcoming dates are posted on our web site:

www.brynmawr.edu/socialwork/admissions-aid/are-you-career-changer

International Students

The GSSWSR welcomes applications to all of its programs from qualified international students. If English is not the applicant's native language, the TOEFL examination is required. Bryn Mawr College has an Office of International Programs that facilitates the transition and integration of enrolled international students into the Bryn Mawr community by providing resources on matters of particular interest to international students. International students may obtain advice on U.S. immigration issues enabling them to assume personal responsibility for remaining in compliance with the regulatory requirements governing their stay in the United States. More information can be found on the web by visiting www.brynmawr.edu/inside/offices-services/pensby-center/international-advising.

Yellow Ribbon Program

Bryn Mawr College participates in the Department of Veterans Affairs' Yellow Ribbon Program at the maximum level. The Yellow Ribbon program greatly expands veterans' higher-education benefits.

Eligible students admitted to degree programs in Bryn Mawr's Graduate School of Social Work and Social Research, Graduate School of Arts and Sciences, and undergraduate college, are able to take advantage of this benefit. Students applying to Bryn Mawr may also be eligible for additional aid beyond the VA benefit. For more information about the program see: www.brynmawr.edu/inside/offices-services/financial-aid/graduate-students/types-aid.

Transfer Credit (Incoming Students Only)

In the MSS program, it is possible to obtain transfer credit for graduate courses taken at accredited colleges or universities if those courses meet Bryn Mawr's degree requirements.

Students entering the MSS program who have completed graduate level courses may be granted transfer credit for two foundation courses and one elective for a total of three transfer credits. Students who are transferring to the MSS program from another accredited MSS/MSW program may receive up to one year of transfer credits.

Students who have graduated from a CSWE accredited BSW program, and plan to apply to the Advanced Standing program, will receive eight transfer credits if all application requirements are met. Once approved, students will be notified by the Director of Graduate Admissions about their eligible transfer credits. The Advanced Standing program will then require the completion of ten course credits at the GSSWSR.

To receive transfer credit, courses must have been taken within the last five years and a grade of "B" or better must have been earned. Students should initiate review of courses for transfer credit upon being admitted to Bryn Mawr. Once a student begins classes at the GSSWSR, transfer courses/credit from other institutions will not be accepted. An exception to this rule is when a student enrolls under the reciprocal plan with the University of Pennsylvania (see more details under the Academic Policies and Procedures section in this Catalog).

Transfer credit for the PhD program must be approved by the Dean and by the doctoral faculty for the PhD program.

All students requesting transfer credit for either program must specify the courses for which transfer credit is being requested and provide an official transcript and a syllabus. Students may also be required to submit any other related materials needed for an assessment to be made by faculty teaching the comparable Bryn Mawr course, or over the summer, by the faculty's designated representative. Transfer credit will be granted after the student has successfully completed one semester in the program.

Please note that the GSSWSR policy is that the GSSWSR does not grant academic course or field education credit for life or previous work experience.

Waiver Examinations (MSS Program Only)

It is possible for students to waive certain required courses by written examination. In some cases, when students do not meet the requirements for obtaining transfer credit, they may be eligible to take a waiver exam. Examples include:

- When a course was completed at another institution, but a grade of B or higher was not earned
- When a course was completed over five years from the time of application to the GSSWSR
- When a course was completed at a non-accredited program/institution

Students must have satisfactorily completed undergraduate or graduate course work in the area(s) in which they plan to take the waiver exam(s). This coursework must be supported by an official transcript. For each waiver exam, the student must provide the course number, title and institution at which the course with similar content was taken. Students may also be required to submit further documentation such as: course descriptions and/or course syllabi.

Information about waiver examinations is made available to newly enrolled MSS students prior to the start of their first semester in the School's MSS program. The courses that may be waived by examination are Research Informed Practice I and II; Theoretical Perspectives in SW I; and Social Policy Foundations. The following courses may not be waived: Field Education; Foundation Practice I and II; Clinical SW Practice I and II; Community Practice, Policy & Advocacy I and II; Assessment and Psychopathology; Community Strategies and Assessment: Advocacy and Action; Power, Privilege and Oppression and Trauma Informed Social Work.

Students receive one course unit of credit for any waiver exam that they pass, and each course waived through the passage of a waiver exam will reduce by one the number of course units required for the MSS degree. Credit will be awarded upon satisfactory completion of one semester in the program.

It is strongly suggested that graduates of BSW and related programs take appropriate waiver exams. Waiver exam failures are not noted on the student's academic record.

All waiver examinations for first semester courses must be taken prior to the beginning of the first semester; the waiver exam for Research Informed Practice II, a second semester course, must be taken by the date specified by the Dean's Office. Each exam may be taken only once and must be scheduled through the Dean's Office. Please refer to Moodle for specific dates for this academic year.

MSS Application Information

Application Requirements: MSS Program

To be eligible for the MSS degree program, you must possess a bachelor's degree from an Accredited College or University.

(Note: Undergraduates completing their senior year of college may also apply. Accepted students must furnish an official transcript before the start of classes.)

Early Application Option

Applicants who submit their completed application packet by December 1 will be notified of their admission status through the initial review on or before March 1. Early applicants often have better access to financial aid and receive priority for assignment of field placements and course registration. For a small number of early applicants, additional information may be required and requested. For these applicants, a final decision may not be available until after March 1.

For the Regular Application Plan, all application materials are due by April 15. Rolling review of applications will continue until July 1 for full-time applicants.

MSS Application Checklist:

- Application
- Essay/Personal Statement
- Three letters of recommendation are required. If you have been out of school for 5 years or less, two must be academic references.
- An official transcript is required from all colleges and universities attended.
- Students are required to schedule an interview by calling the Office of Admissions at 610-526-5152, or plan to visit the school by completing an on-line form: www.brynmawr.edu/socialwork/admissions-aid/visit-school. Interviews may also be scheduled in Slate.

Application Requirements: MSS Advanced Standing Program

To be eligible for the Advanced Standing Program, you must possess:

- A BSW from a CSWE-accredited program within five years of application
- A minimum overall G.P.A. of 3.0

All application materials for the MSS Advanced Standing program are due by February 1.

Advanced Standing Program Application Checklist:

- Application
- An official transcript from all colleges and universities attended.
- Essay/Personal Statement
- Three Letters of Recommendation from the following: BSW Program Director, a field instructor, and a faculty member.
- Admissions Interview: Students may schedule an interview in Slate, or by calling the Office of Admissions at 610-526-5152. Students may plan to visit the school by completing an on-line form: www.brynmawr.edu/socialwork/admissions-aid/visit-school.

Application Requirements: MSS/MPH Dual Degree Program

Dual degree program is with Thomas Jefferson University College of Population Health (JCPH) (for Current Students and Alumni within five years of graduation)

GSSWSR to JCPH:

- Completed application form through SOPHAS (a centralized online application service for public health).
- Official college/university transcripts from all institutions attended. Minimum grade of B or equivalent for all GSSWSR MSS coursework, completed or in progress.
- International students: evaluation of foreign transcripts by the World Education Service (WES) or comparable agency if GSSWSR has not previously undertaken such a review.
- Completion or satisfactory academic progress toward completion of all designated coursework.
- Application fee (a portion of the application fee is waived upon acceptance into the program).
- Three letters of recommendation: Letters of recommendation should speak directly to the student's ability to perform academic work at the graduate level as well as address the student's motivation, leadership capabilities, and relevant work and/or community experiences. Letters may be from an instructor, employer, volunteer coordinator/supervisor or other qualified individual.
- Personal statement/essay of 300-500 words describing your interest in the program. Include your personal experiences and how they relate to your goals and expectations for the program.
- GSSWSR students applying to JCPH must show sincere interest and readiness to matriculate into the MPH degree program as demonstrated by personal statement and interview.
- Interview by JCPH personnel.

JCPH to GSSWSR:

Bryn Mawr College Graduate School of Social Work and Social Research seeks applicants who have earned bachelor's degrees from accredited colleges and universities and who have the following qualities:

- An unusually high commitment to social service and social justice.
- An acceptance of the many aspects of diversity.
- A demonstrated ability to think clearly, creatively, and independently.
- A well-developed "sense of self".
- The emotional maturity needed to sustain a challenging career devoted to helping and working with others.
- Completed online admissions application.
- Application deadline - The GSSWSR is on rolling admission. Students may apply to the program between August 1st and April 15th for fall admission.
- Application fee.
- Interviews are required. Students will be contacted to schedule an admissions interview once their application materials have been submitted.
- Personal Statement and CV, including information on volunteering and community service activities.
- Three letters of recommendation are required. For students who have been out of school for 5 years or less, two must be academic references.
- An official transcript from all colleges and universities attended. Completion of all Designated Coursework at JCPH. Minimum grade point average of B for all MPH coursework completed at JCPH.
- JCPH students applying to GSSWSR must show sincere interest and readiness to matriculate into the MSS degree program as demonstrated by personal statement and interview.

For more information about the MSS/MPH dual degree program, please contact:

Bryn Mawr College Admissions, Phone: 610-526-5152

E-mail: gradadmissions@brynmawr.edu

Web: www.brynmawr.edu/socialwork/admissions-financial-aid

Jefferson College of Population Health, Phone: 215-503-0174

E-mail: jcphadmissions@jefferson.edu

Web: www.jefferson.edu/university/population-health

Application Requirements: Doctoral Program

To be eligible for the Doctoral Program, you must possess:

- A master's degree in social work from an accredited university, or a Master's degree in a related field
- An undergraduate grade point average of 3.0 or higher
- A graduate grade point average of 3.5 or higher
- Additionally, two years of post-MSW work experience is recommended, but not required.

(NOTE: Applicants for the PhD program must speak with the Chair of the Doctoral Program, or a faculty member, prior to submitting the application for admission. Please contact the admissions office at 610-526-5152 for available times and dates.)

Doctoral Candidate Application Checklist:

- Application with personal statement describing an applicant's reasons for choosing to pursue doctoral education in social work and social welfare. Applicants are required as well to analyze a social problem, identifying factors that must be considered in developing a policy or program to address the problem, and the social work practice issues implied by the analysis.
- An official transcript from all colleges and universities attended.
- Interviews are required.
- Three Letters of Recommendation are required from three individuals capable of assessing the applicant's ability to engage successfully in doctoral study. Two of these should be academic references.

PROGRAM DESCRIPTIONS

Master of Social Service (MSS program)

Overview

Effective Social Work leadership remains much needed, whether in service to individuals, families, organizations, or entire communities, and is shaped by the knowledge and level of skill and practice experience brought into the field by its professionally prepared graduates. The Master of Social Service (MSS) program at Bryn Mawr's Graduate School of Social Work and Social Research responds to this need through a carefully balanced curriculum designed to explore the array of opportunities available to social workers, equipping them with the flexibility essential to continual growth in a changing world.

The MSS program goals:

1. Students will understand and apply social work ethics to decision making in practice across systems levels.
2. Students will understand, apply, and evaluate the knowledge, values, skills, and cognitive/affective processes for effective and culturally responsive social work practice.
3. Students will understand and apply skills and strategies to promote inclusion, equity and social, racial, environmental, and economic justice.
4. To create and sustain a learning environment that is challenging, interdisciplinary and supportive.
5. Students will understand and analyze the dynamics of power, privilege, and oppression, and apply this understanding to affirmative and trauma informed models of practice across systems levels.
6. Students will engage in critical thinking, creativity, and collaboration as key tools for addressing complex social issues.
7. To foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally.
8. Students will understand and can engage in, and evaluate, ethical research-informed practice and the use of evidence informed approaches to increase the effectiveness of practice across systems levels.

Bryn Mawr College's Graduate School of Social Work and Social Research (GSSWSR) MSS degree is equivalent in both licensure and use to the MSW degree.

Program Information

The Bryn Mawr College GSSWSR offers a full-time, 2-year program and a part-time, 3-year program to meet the individual's life circumstances. The admissions requirements and procedures are the same for all students. All students begin their course of study in the fall semester except for Advanced Standing students who begin in the summer. It is possible to complete the MSS degree through taking courses scheduled during the fall, spring, and optional summer sessions. In addition, some selected generalist practice courses and electives may be offered on Saturdays in the fall and spring semesters. The School offers two advanced specializations: Clinical Social Work Practice, and Communities, Organizations, Policy, and Advocacy.

While students are not required to enroll in courses during the summer sessions, many take advantage of this opportunity to spread out their course load.

In the fall and spring semesters, classes meet once a week over a 14-week period. Students should plan to be at the school at least two days per week. During the five-week summer sessions, classes generally meet twice a week. Some courses require time in the computer lab.

Course units for the MSS degree must total 18 including 4 units of field education. Students may not take fewer than two courses per semester.

Full-Time (2-Year) Plan of Study

The full-time plan of study generally allows students to complete the program in two years. This plan requires that five courses per semester, including field education, be taken in the first year and that four courses per semester, including field education, be taken in the second year. Students have the option of taking two of the courses offered in the summer between their first and second year. The MSS program's concurrent model requires students to be enrolled in a practice class and field education at the same time.

Part-Time (3-Year) Plan of Study

Students enrolled in the part-time program usually complete their courses over a three-year period. Required courses have sections offered in the evening at GSSWSR and on the weekend. Occasionally some courses may be offered in a hybrid format that would include a combination of on-site instruction and self-paced online work. Students will need to take some summer courses between their second and third year to complete the program. Generalist courses are taken during the first and second years of the part-time plan; foundation practice and field education are added in the second year; and advanced specialization, field education, and electives are taken during the second and third years. Practice courses and concurrent field education must be taken in consecutive years.

All MSS students have a maximum of 4 years to complete all program requirements.

MSS Advanced Standing

Overview

The Graduate School of Social Work and Social Research (GSSWSR) Advanced Standing MSS program is designed for individuals who have completed a BSW degree within the last five years from a Council on Social Work Education (CSWE) accredited school of social work. Graduate social work education enables students to deepen and expand the foundational knowledge and skills gained at the undergraduate level. Students in the MSS program are challenged to think broadly about the synergy of research, policy, and practice, and given the necessary tools to work as a promoter of social justice within a context that recognizes the importance of sociocultural diversity and the development of professional self-awareness.

Program Information

The Advanced Standing MSS program begins in the summer and must be undertaken on a full-time basis if the student is planning to graduate the following May. Advanced Standing students who choose to attend part-time are expected to graduate by the following September.

During the summer sessions, classes meet twice a week over 5-week periods. In the fall and spring semesters, classes meet once a week over a 14-week period. Field Education begins in the fall semester. Students should keep in mind that some courses require time in the computer lab.

Financial aid is available through a combination of Bryn Mawr College grants and subsidized and unsubsidized loans.

Transferable Courses for Advanced Standing Students

Students who are admitted to the Advanced Standing program will receive eight transfer credits if all application requirements are met. The program will then require the completion of ten course credits at the GSSWSR.

MSS Curriculum

The Master of Social Service curriculum includes generalist courses, practice courses, field education, and elective courses. The program for the MSS degree provides advanced specialization study in two areas of social work practice along the client continuum: Clinical Social Work Practice, or Communities, Organizations, Policy, and Advocacy. Students select one area of specialization that is supported by a set of required courses that are common to the field as a whole. Candidates must complete a minimum of eighteen course units, including four course units of field education, to receive the MSS degree.

Generalist Courses

Through a series of commonly required courses in addition to two units of field education, students are introduced to the knowledge, skills, and values essential to practice with individuals, families, groups, communities, and organizations. These generalist courses provide students with the framework for more specialized practice skills. The generalist courses are designed to introduce all students to the range of social and behavioral science theories, social policies, analytical methods, and values that form the context of social work practice.

Students generally complete these common requirements during the first year of the full-time plan of study. Students enrolled in the part-time plan of study complete these same requirements, except for practice (501 and 502) and field education (521 and 522) during the first year. In addition, all students must take the required course Power, Privilege and Oppression (595) as well as Trauma Informed Social Work (594). This course is offered in the summer session as well as the spring semester in the academic year 2024-2025.

Practice classes and field education are taken concurrently in four consecutive semesters. After completing Foundation Practice, I and II, students move into an advanced specialization, either in Clinical Social Work Practice, or Communities, Organizations, Policy, and Advocacy.

Clinical Social Work Practice Specialization

The advanced specialization in clinical social work includes 5 required courses and three advanced electives. The required courses include two advanced practice courses (Clinical Social Work I and Clinical Social Work II), a specialization course in assessment (Assessment and Psychopathology) and two semesters of Field Education taken concurrently with Clinical Social I and Clinical Social Work II. In addition, students are required to take 3 elective courses but may choose these courses autonomously. Elective courses are structured to bridge micro- and macro- levels of practice. While a given course, such as Trauma Informed Social Work with Children and Adolescents, may center a particular concentration (e.g., Clinical Social Work), every effort is made to move across systems levels by addressing relating to policy, and both organizational and community context.

The advanced specialization in clinical social work builds on generalist practice as defined in EP 2.0 by adapting and extending the 9 social work competencies delineated in the 2015 EPAS. Please see Table X for a summary of how the advanced specialization in clinical social work relates to and builds on generalist practice.

Clinical social work is an advanced specialization focused on practice with individuals, families and groups. Grounded in the history of the social work profession, this advanced specialization emphasizes practice within the profession's code of ethics, and with special regard for social, economic, racial and environmental justice. Across the courses that comprise the clinical social work advanced specialization, students learn how scientific inquiry and evidence is used to inform practice, and how practice experiences can be used to raise new questions. The two core practice classes in this advanced specialization are set within a biopsychosocial spiritual framework, the person-in-environment model, and a strengths perspective. Students build on the generalist introduction to practice and deepen their capacity to employ the cognitive and affective processes of critical thinking, creativity, and self-reflection. Students utilize a risk and protective factor framework and an understanding of a developmentally informed approach to social work practice. Emphasis is placed on the knowledge, values, and skills required for effective practice. Students are expected to extend their understanding of the helping process gained in the generalist curriculum and show a higher level of competency attainment in all phases of the helping process including engagement, assessment, intervention planning, ending process, and practice evaluation. Throughout the clinical social work specialization, courses emphasis diversity and difference in practice. Students who satisfactorily complete the clinical social work advanced specialization can compare and contrast, from a critical theory perspective, multiple theoretical frameworks, including psychodynamic, cognitive-behavioral, social-constructionist and integrative frameworks.

Our definition of clinical social work is expansive, based on scientific inquiry and best practices, and builds upon the generalist practice competencies mastered in the foundational year of the program. Grounded in a strong understanding of social work values and ethics, the clinical social work specialization extends the knowledge, values, skills and cognitive and affective processes associated with social work practice at the generalist level, to learn more advanced knowledge and skills such as: 1) Providing psychotherapy-consisting of collaborative assessment, diagnosis and treatment related work, 2) Supportive counseling-emphasizing the clinician's work to bolster a client's functioning through a difficult experience of period, or in support of other forms of treatment (e.g. medical intervention), and 3) Clinically informed case management-the clinician's work to collaboratively assess a client's needs, to connect the client with resources and services, and to work with clients to address conflicts an gaps in care and community connection and support.

Reflecting the base provided by the generalist practice curriculum, this advanced specialization is framed by a biopsychosocial spiritual framework that encompasses the person-in-environment, trauma-informed, culturally responsive, and strengths perspectives. Further, the advanced specialization in clinical social work

reflects the importance of diversity and difference in practice, as well as an understanding of the dynamics of power, privilege, and oppression. Courses in this advanced specialization are informed by an understanding of risk and protective factors with regard to human behavior and development, and build on the theoretical paradigms, such as person-in-environment, that were introduced at the generalist level of practice. As is true in generalist practice, students in the advanced specialization of clinical social work undertake field education placements in a range of practice settings with individuals, families, and/or groups. Across the advanced specialization in clinical social work, students build on the generalist practice introduction to research informed practice, to further their competency in utilizing research to inform practice and to consider how practice experiences can also inform new research questions. Having learned to critically analyze theories of human behavior in the generalist practice curriculum, students in the advanced specialization in clinical social work are able to compare theoretical underpinnings of modalities and models of clinical practice, especially about their utility in understanding diverse life experiences and approaches to intervention.

Communities, Organizations, Policy, and Advocacy” (COPA)

The advanced specialization for macro practice is titled “Communities, Organizations, Policy, and Advocacy” (COPA). COPA prepares students for professional social work that integrates multiple levels of practice by focusing on understanding and aligning with the priorities of individuals, organizations, and communities to create culturally responsive, asset- and strengths-based, socially just programs and policies. We use an intersectional lens, nurturing a holistic perspective that allows students to bridge micro and macro practice through deep analyses of power, positionality, and structural oppression. This advanced specialization stresses the critical analysis of current trends in relationship to policy, advocacy, and activism. Along with innovative, macro-practice field placements, the advanced specialization courses prepare students with the knowledge, values, and skills required to understand the social, political, and economic context of social work. In addition, students are required to take 3 elective courses but may choose these courses autonomously. Elective courses are structured to bridge micro- and macro- levels of practice. While a given course, such as Organizational Behavior, may center a particular concentration (e.g., Community, Organizations, Policy, and Advocacy), every effort is made to move across systems levels by addressing, for example, issues relating to individual wellbeing in the context of organizations.

The advanced specialization in “Community, Organizations, Policy, Practice and Advocacy” (COPA) includes 5 required courses and three advanced electives. The required courses include two advanced practice courses (COPA I and COPA II), a specialization course in assessment (Community Assessment) and two semesters of Field Education taken concurrently with COPA I and COPA II.

COPA: The advanced specialization in COPA builds on generalist practice as defined in EP 2.0 by adapting and extending the 9 social work competencies delineated in the 2015 EPAS. Please see Table X for a summary of how the advanced specialization in clinical social work relates to and builds on generalist practice.

This specialization reflects an expansion from our past macro curriculum in that we now include more content relating to the organizational context of social work practice. The COPA advanced specialization builds on many aspects of the foundational content in the generalist practice curriculum. The advanced specialization in COPA highlights the sociocultural context of social work practice and the ways institutional practices and oppression impact groups differentially, requiring specific priorities related to consciousness raising, advocacy, and transformative practice. In line with the radical traditions of our profession that seek to discover and disrupt the ways that oppression creates barriers to well-being, our concentration emphasizes a systems and community-based orientation to practice, focusing on anti-oppressive engagement; community-led and directed assessment, analysis, and program development and evaluation, community education, and progressive frameworks for policy analysis and activism.

Equipped for macro social work careers, students in this advanced specialization emerge well-posed for positions of leadership, with keen understandings of organizational and community dynamics. In addition, graduates from this advanced specialization are knowledgeable about how to evaluate, grow, and sustain programs, organizations, and strategic alliances. Students actively draw on multiple theories and frameworks with community and organizational engagement, assessment, intervention, and evaluation, including organizational and systems theories; theories of change; theories of community development and organizational behavior; theories of policy advocacy; and legal process, reasoning, and analysis. Students are encouraged to take the social work licensure exam and to bring their macro perspective to all levels of social work practices.

Conducted in a highly interactive and dialogical approach, students learn to demonstrate critical thinking and effective leadership, and are equipped with the knowledge and skills needed for collaborative efforts within community and organizational development, engagement, assessment, intervention, and evaluation. Students show competency in many areas of applied practice including policy advocacy, community organizing, distributive leadership, process facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of organizational processes and services, task groups, program planning and implementation, grant writing, budgeting, and fund-raising.

Building on the generalist level understanding of the person-in-environment and strengths perspective, this specialization emphasizes multiple and evidence-informed approaches to community organization and development, community needs assessment, organizational development and behavior, frameworks for policy analysis and implementation and program development and evaluation. Within this advanced specialization, students learn to apply and extend generalist practice knowledge, values, and skills from courses such as Foundation Practice I and II, Research Informed Practice I and II, Social Policy and Power, Privilege and Oppression, to interrogate more advanced questions such as: 1) How are social problems and issues defined? 2) How do we understand the needs of organizations and communities in different and diverse contexts? and 3) How do we utilize and critique scientific inquiry to integrate evidence-informed approaches to our work? This advanced specialization prepares students to promote social change and wellbeing via the capacity to partner with communities and organizations to advocate in ways that improve the lives of vulnerable and at-risk people, organizations, and communities. Reflecting a liberal arts perspective, this specialization stresses the importance of critical analysis of current trends in relationship to policy, advocacy, and activism, paying particular attention to sociocultural context, trauma informed organizations and systems, anti-oppressive models of practice and social disparities regarding the differential impact of policies and programs on specific communities and groups.

MSS Electives

Based on the belief that direct service practitioners, policy analysts, advocates, and administrators all need breadth and depth for effective practice and leadership in a rapidly changing world, our electives have been designed to build on generalist content and support and enhance the two specializations. All MSS students must take three elective courses (three units). The elective courses provide an opportunity for specialization and depth as students prepare for professional careers at the master's level. They also offer students the opportunity to explore a variety of roles taken by social workers, and thus encourage flexibility for further growth during the student's entire career.

MSS SAMPLE PLANS OF STUDY

NOTE: All incoming first year MSS students are required to participate in CONNECT, a cohort-based program designed to facilitate peer support while sharing information, resources, and skills relevant to a social work education and career. CONNECT is a non-fee, non-credit, experience.

MSS Sample Plan of Study: Full-time plan with summer study option

For students beginning the program with 5 courses each semester in the first year; summer study between first and second year.

NOTE: Summer classes are offered during two 5-week sessions and meet two times per week. Courses typically offered are: Research Informed Practice I & II; Power, Privilege and Oppression; and Electives. In order to qualify for federal loans, students must enroll in at least two courses in the summer.

First Year

Fall Semester

- B500-A CONNECT
- B501 Foundation Practice I
- B503 Research Informed Practice I
- B505 Theoretical Perspectives in Social Work I
- B517 Social Policy Foundations
- B521 Field Education I

NOTE: All MSS students enrolled in Foundation Practice I must take the ½ day seminar (required for graduation), B555 Ethics in Social Work, which is only offered in January during winter break.

Spring Semester

- B500-B CONNECT
- B502 Foundation Practice II
- B522 Field Education II
- B504 Research Informed Practice II
- B506 Assessment and Psychopathology (Clinical specialization) OR B508 Community Strategies & Assessment: Advocacy & Action (COPA specialization)
- B595 Power, Privilege and Oppression

Summer Session

- Two Electives

Second Year

Fall Semester

- B535 Clinical Social Work Practice I OR B531 Community Practice, Policy, and Advocacy I
- B541 Field Education III
- B594 Trauma Informed Social Work

Spring Semester

- B536 Clinical Social Work Practice II OR B532 Community Practice, Policy, and Advocacy II
- B542 Field Education IV
- Elective

MSS Sample Plan of Study: Full-time plan without summer study option

For students beginning the program with 5 courses each semester in the first year, 4 courses each semester in the second year.

First Year

Fall Semester

- B500-A CONNECT
- B501 Foundation Practice I
- B503 Research Informed Practice I
- B505 Theoretical Perspectives in Social Work I
- B517 Social Policy Foundations
- B521 Field Education I

NOTE: All MSS students enrolled in Foundation Practice I must take the ½ day seminar (required for graduation), B555 Ethics in Social Work, which is only offered in January over winter break.

Spring Semester

- B500-B CONNECT
- B502 Foundation Practice II
- B504 Research Informed Practice II
- B506 Assessment and Psychopathology (Clinical specialization) OR B508 Community Strategies & Assessment: Advocacy & Action (COPA specialization)
- B522 Field Education II
- B595 Power, Privilege and Oppression

Second Year

Fall Semester

- B535 Clinical Social Work Practice I OR B531 Community Practice, Policy, and Advocacy I
- B541 Field Education III
- B594 Trauma Informed Social Work
- One Elective

Spring Semester

- B536 Clinical Social Work Practice II OR B532 Community Practice, Policy, and Advocacy II
- B542 Field Education IV
- 2 Electives

MSS Sample Plan of Study: Full-time plan with summer study option (Graduate in September)

For students beginning the program with 4 courses each semester in the first year (summer study first and second year). NOTE: Summer classes are offered for two 5-week sessions and meet two times per week. Courses typically offered are RIP I & II; PPO, and Electives. To qualify for federal loans, students must enroll in at least two courses in the summer.

First Year

Fall Semester

- B500-A CONNECT
- B501 Foundation Practice I
- B505 Theoretical Perspectives in Social Work I
- B517 Social Policy Foundations
- B521 Field Education I

NOTE: All MSS students enrolled in Foundation Practice I must take the 1/2-day seminar (required for graduation), B555 Ethics in Social

Spring Semester

- B500-B CONNECT
- B502 Foundation Practice II
- B506 Assessment and Psychopathology (Clinical specialization) OR B508 Community Strategies & Assessment: Advocacy & Action (COPA specialization)
- B522 Field Education II
- B595 Power, Privilege and Oppression

Summer Session

- B503 Research Informed Practice I
- B504 Research Informed Practice II

Second Year

Fall Semester

- B535 Clinical Social Work Practice I OR B531 Community Practice, Policy & Advocacy
- B541 Field Education III
- B594 Trauma Informed Social Work

Spring Semester

- B536 Clinical Social Work Practice II OR B532 Community Practice, Policy & Advocacy II
- B542 Field Education IV
- One Elective

Summer Session

- Two Electives

MSS Sample Plan of Study: Full-time plan with summer study option (Graduate in May)

For students taking 4 courses each semester

NOTE: Summer classes are offered during two 5-week sessions and meet two times per week. Courses typically offered are: Research Informed Practice I & II; Power, Privilege and Oppression; and Electives. To qualify for federal loans, students must enroll in at least two courses in the summer.

First Year:

Fall Semester

- B500-A CONNECT
- B501 Foundation Practice I
- B505 Theoretical Perspectives in Social Work I
- B517 Social Policy Foundations
- B521 Field Education I

NOTE: All MSS students enrolled in Foundation Practice I must take the ½ day seminar (required for graduation), B555 Ethics in Social Work, which is offered in January during the winter break.

Spring Semester

- B500-B CONNECT
- B502 Foundation Practice II
- B506 Assessment/Psychopathology (Clinical Specialization) OR B508 Community Strategies and Assessment (COPA Specialization)
- B522 Field Education II
- B595 Power, Privilege and Oppression

Summer Session

- B503 Research Informed Practice I
- B504 Research Informed Practice II

Second Year

Fall Semester

- B535 Clinical Social Work Practice I OR B531 Community Practice, Policy & Advocacy I
- B541 Field Education III
- B594 Trauma Informed Social Work
- One Elective

Spring Semester

- B536 Clinical Social Work Practice II OR B532 Community Practice, Policy & Advocacy II
- B542 Field Education IV
- Two Electives

MSS Sample Plan of Study: Part-Time MSS Program

Overview:

- 2 Courses each, fall and spring semester in the first year.
- Field Education/Internship is added in years two and three.
 - Evening and weekend placements may be available but cannot be guaranteed. For students employed in human service organizations, work-site placements may be possible if approved by the Field Education office.
 - Advanced specialization year field placements may also be undertaken 2 days/week over an extended number of weeks instead of undertaken 3 days/week.
- The required courses have sections available in the evening at Bryn Mawr and on Saturday. Occasionally some courses may be offered in a hybrid format that will include a combination of hybrid/on-line courses and on-site instruction.
- Students will need to take summer courses between the second and third year to complete the program. These may be a combination of required and elective content. Summer courses meet two times per week. Each summer session (Summer I and Summer II) is five weeks long.

Part-time sample plan of study: Year 1

Fall Semester	Spring Semester	Summer I and Summer II
CONNECT	CONNECT	
Research Informed Practice I	Research Informed Practice II	
Social Policy Foundations	Power, Privilege and Oppression	

Year 2

Fall Semester	Spring Semester	Summer I and Summer II
Foundation Practice I	Foundation Practice II	Two Electives*
Theoretical Perspectives in Social Work	Assessment/Psychopathology <i>or</i> Community Assessment	
Field Placement I	Field Placement II	

Year 3

Fall Semester	Spring Semester	Summer I and Summer II
Advanced Practice I	Advanced Practice II	
Trauma Informed Social Work	Elective*	
Field Placement III	Field Placement IV	

**All MSS students must take 3 electives to complete the program*

Notes:

Should part-time students have availability during the day, they are able to enroll in day-time courses at the GSSWSR.

Students in the part-time program will be able to complete all program requirements but may not have access to all the elective content offered at the GSSWSR.

Financial Aid considerations require that students take at least two courses/term to be eligible for financial aid. Summer I and Summer II, together, equal "one term."

MSS Sample Plan of Study: For Advanced Standing Students only

One year full-time/two-year part-time MSS Program for students who have completed a BSW degree within the last five years from a Council on Social Work Education (CSWE) accredited School of Social Work.

Students who are admitted to the Advanced Standing program will receive eight transfer credits if all application requirements are met. The Advanced Standing program will then require the completion of ten course credits at the GSSWSR.

All students are required to take three electives to complete the MSS degree requirements.

Summer Session II

- B506 Assessment/Psychopathology (Clinical specialization students only) OR
- B595 Power, Privilege and Oppression (Required for all AS/MSS students, also offered spring semester)
AND
- One Elective

Fall Semester*

- B535 Clinical Social Work Practice I (Clinical specialization) OR
- B531 Community Practice, Policy, and Advocacy I (COPA specialization)
- B541 Field Education III
- B594 Trauma Informed Social Work
- One elective

Spring Semester*

- B506 Assessment and Psychopathology (Clinical specialization - if not successfully completed in summer session) OR
- B508 Community Assessment (COPA specialization – only offered in spring semester)
- B536 Clinical Social Work Practice II (Clinical specialization) OR
- B532 Community Practice, Policy, and Advocacy II (COPA specialization)
- B595 Power, Privilege and Oppression (if not successfully completed in summer session)
- B542 Field Education IV
- Elective

*Students should also take any required Foundation class for which transfer credit was not granted (see list above).

FIELD EDUCATION

Overview

Field Education is an integral part of the Graduate School of Social Work and Social Research Master of Social Service (MSS) program. The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional Social Work practice. All details regarding student roles and responsibilities in the field, and policies and procedures pertaining to the field placement process, evaluation of the field experience, interrupted field placements, time requirements, agency holidays, field education attendance, field assignments, and other related information is listed in the Field Education Manual, 2024-2025.

Field Education Course and Structure

Students have two different field placements, one in each of their two years in the field. Generalist Year (Field Education I and II) and Advanced Specialization Year (Field Education III and IV) field placements are to be in different agencies (or, sometimes, different programs within a larger agency, dependent on Director of Field Education approval), with different field instructors. To be approved, field placements must meet the school's and accrediting body (CSWE) standards, and demonstrate compatibility of the School's mission and philosophy of service, with the values and ethics of the social work profession and the capacity to provide opportunities for students to achieve competency in all practice behaviors associated with their respective program year and/or specialization under professional supervision.

Field Education courses are taken concurrently with Foundation Practice I and II in the first year in field, and Clinical Social Work or Community Practice Policy and Advocacy Practice I and II in the second year in field. Generalist Practice-Year field placements expose students to a generalist experience with a broad range of client needs and populations. Advanced Specialization Year field placements are coordinated with a student's choice of specialization (i.e., Clinical Social Work Practice or Communities, Organizations, Policy, and Advocacy).

Student Readiness

Students admitted to the Graduate School of Social Work and Social Research (GSSWSR) will have demonstrated academic preparedness. Students must also be able to perform the essential duties required in agency-based field settings. Prior to placement in the field, newly enrolled students will be interviewed for field placement readiness by a member of the Field Education Office. A delay in field placement may be recommended for students who may not have the necessary experience, abilities, or skill-level to perform successfully in social service agencies with clients.

Assignment of Students

In assigning field placements, the GSSWSR considers the student's previous experiences, interests, academic and professional goals, along with the GSSWSR's knowledge of agency resources and appropriate learning opportunities. It is GSSWSR's policy that all potential field placements are to be investigated, negotiated, and arranged by the Field Education Office.

All field placements must be approved by the Field Education Office and must meet all our requirements. Student field placements and arrangements are made by the school. Students do not arrange their own placements and agencies do not interview students in advance of contact with the Field Education Office.

Students have an opportunity to list specific learning goals and interests as they relate to both agency services and professional standards. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process. These factors include, but are not limited to, the agency's application and/or interviewing process, a student's prior experience working in human service agency settings with clients, and a student's interviewing and professional skills.

Students are referred to only one potential field agency at a time. Once a student accepts a placement offer, the student is making an agreement with the agency to begin a placement with them in the fall (or designated) semester. The placement cannot be changed without field advising consultation with the Director or Assistant

Director of Field Education. If a decision is made to change a student's field placement after it has already been confirmed, the student must inform the Field Education Office in writing of their decision to relinquish the confirmed field placement, and the previously confirmed agency must be notified of this before the Field Education Office begins the process of identifying a new potential field placement.

Worksite

In some cases, students may use a current employment site as a field education setting, subject to approval by the Field Office. Students must submit a proposal to the Field Office, using guidelines as set forth in the Field Education Manual. In these instances, the GSSWSR works closely with the agency and student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced learning opportunities for the student to apply the principles, knowledge, and practice skills learned in courses. Students are encouraged to have a non-worksite field placement for one of the two years. Students must have been employed at the worksite agency for a minimum of 6 months, and be past the probation period, prior to the submission of a proposal for a worksite field placement.

Required Time in Field

All students are required to be in the field the equivalent of 2 full (usually 8-hour) agency workdays/ week per semester in the Generalist, or first year, and the equivalent of 3 full (usually 8-hour) agency workdays per week/per semester in the Advanced Specialization, or second year. Advanced Standing students are in the field the equivalent of 3 full (usually 8-hour) agency workdays per week/per semester throughout the field placement. Part-time students may elect to carry out 2 days/week throughout their first- and second-year field placements ending at the end of June in the first year and beginning in early August in the second year.

It is expected that at least one full (8-hour) day of field will occur on a weekday (M-F) during regular daytime hours (between 8:30 am and 5:00 pm). All students must be available to accommodate this schedule. The field office cannot guarantee the availability of placements on evenings or weekends.

Clearances

Agencies may require students to apply for clearances and/or background checks as a requirement of the practicum. Some agencies, especially those serving children or serving individuals in health care settings, require child abuse, and/or criminal history, including state and FBI clearances. In some instances, agencies also require physicals, specific immunizations, and drug screenings. Students must be aware that having criminal backgrounds or negative findings on screenings may delay the start of placement or prevent them from being placed in agency settings. This may also impact their ability to obtain licensure as a professional social worker. The student is responsible for all costs associated with these clearances and tests.

Withdrawal from Field

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine in consultation with the Dean if the student will be given another placement or be referred to the Committee on Academic Progress and Support to review the student's program and performance. If the student is again removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused a field placement, the student will not be placed again until the Committee on Academic Progress and Support meets and reviews the student's program and performance. The purpose of this meeting is to make recommendations. These recommendations may include but are not limited to: rearrangement of student's program to complete field placement at a later time; having the student seek additional experiences outside of the School to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program.

ADDITIONAL ACADEMIC OPPORTUNITIES FOR MSS STUDENTS

The Center for Child and Family Well-Being

Children and families are faced with a complex set of sociocultural, economic, and political challenges and practitioners, researchers, advocates, and policy analysts must be trained to synthesize a rapidly developing knowledge base to effectively address the needs of this population. The Center for Child and Family Well-Being (CFWB) was initiated by the Graduate School of Social Work and Social Research in the 2002 academic year to respond to evolving needs for leadership and training in the broad area of child and family well-being across the life cycle. A primary goal of the Center is to foster a multidisciplinary perspective that reflects both the historic mission of social work practice and the current reality of the multi-determined nature of the many problems facing today's children and families. The accompanying emphasis on the integration of practice, policy, and research not only provides a comprehensive understanding of these social problems, but also promotes a capacity to respond flexibly and inclusively to changing needs and diverse populations and contexts. The Center, with its strong emphasis on training and its commitment to the advancement of knowledge and the application of theory and research to practice and policy, is strategically positioned to forge a leadership role in promoting strong and innovative initiatives related to child and family well-being. Its lecture and conference series serve to advance the knowledge, value, and skill base required for work with this population.

Center for Child and Family Well-Being Junior Fellows Program (For MSS Students)

The Junior Fellows program is open to all MSS students interested in further exploration of research, policy, and practice relevant to the wellbeing of children and their families. Full-time and part-time students can apply to the fellowship program. Students who complete two years as a Junior Fellow will receive a certificate of achievement, and have this milestone noted on their academic transcript. Applications to the Junior Fellows program can be completed once students are accepted into the MSS program.

The Junior Fellows program offers a unique training opportunity and a way to form a cohort with other students who have similar interests and career goals. Junior Fellows participate in an integrative seminar that meets five times during the academic year. Each of the integrative seminars is three hours and held on Saturdays. The integrative seminar is an activity of the CFWB and not a course offered as part of the MSS curriculum. These seminars focus on the integration of research, policy, and practice about primary social indicators of child and family well-being. These seminars offer additional opportunities to connect field learning experiences with academic work in the broad area of child and family well-being.

In addition to participation in the integrative seminar, Junior Fellows also attend the G. Mildred and A. Foster Scott Lecture Series, an externally funded program that each year brings a diverse range of speakers to the GSSWSR to address issues relevant to practice, policy, research, and advocacy. Junior Fellows will share written reflections on their experiences in the integrative seminar in the area of child and family well-being that is designed to deepen their understanding of this specialized area of work. The cost of the Fellowship in Child and Family Well-Being is \$150 per academic year.

A primary mission of the Center for Child and Family Well-Being is to foster collaboration within the Graduate School of Social Work and Social Research, with other departments at Bryn Mawr College, and with organizations and professionals within the wider community. To this end, the G. Mildred and A. Foster Scott lectures and the Seminars for Reflection and Action are free and open to the public and provide valuable opportunities for students, faculty members, and community-based professionals to build connections and relationships with others who share common interests in the well-being of children and families.

School Social Worker Certificate (for Current MSS and Post MSS/MSW Students)

The School Social Worker Certificate (SSWC) is required by Pennsylvania public school districts for individuals who work as part of the supportive personnel team in providing school social work services to students in grades K-12. Bryn Mawr's SSWC program is approved by the Pennsylvania Department of Education (PDE) to fulfill the educational requirements for certification as a School Social Worker Education Specialist PK-12 (CSPG-87).

The SSWC curriculum includes coursework in education law, public education issues for school social workers, and clinical social work practice in primary and secondary schools. Other SSWC program academic requirements include an elective pertaining to the treatment of children and/or adolescents; a school-based field practicum work with students and their families as well as teachers and support staff; a non-credit integrative seminar; and Professional Development workshops pertaining to English language learners, expanded education law; and psychological testing for school social workers.

SSWC Eligibility

Applicants to the School Social Worker Certificate Program must be either:

- Students enrolled in the GSSWSR Master of Social Service (MSS) degree program, or
- Post-master's with a MSS or related degree from Bryn Mawr or another CSWE accredited institution.

For More Information, please email probinson@brynmawr.edu

Home and School Visitor Certificate (for Current MSS and Post MSS/MSW Students)

The Home and School Visitor (HSV) Certificate is required by most Pennsylvania school districts for individuals who work as part of the supportive personnel team that provides a variety of services to students in grades K-12. Bryn Mawr's HSV program is approved by the Pennsylvania Department of Education (PDE) to fulfill the educational requirements for certification as a Home and School Visitor Educational Specialist PK-12 (CSPG-77).

The HSV curriculum includes coursework in education law, public education issues for school social workers, and perspectives in special education. Other HSV program academic requirements include an elective pertaining to the treatment of children and/or adolescents; a school-based practicum working with students and their families as well as teachers and support staff; a non-credit integrative seminar; and Professional Development workshops pertaining to English language learners; expanded education law; and psychological testing for school social workers.

HSV Eligibility

Applicants to the Home and School Visitor Certificate Program must be either:

- Students enrolled in the GSSWSR Master of Social Service (MSS) degree program, or
- Post-master's with a MSS or related degree from Bryn Mawr or another CSWE accredited institution.

For More Information, please visit the GSSWSR website: <https://www.brynmawr.edu/socialwork/stories/home-school-visitor-certificate-program>

Child Welfare Education for Leadership (CWEL)

The Child Welfare Education for Leadership (CWEL) program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Human Services, the Pennsylvania Child and Youth Administrators and twelve accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities at the graduate level for public child welfare personnel. Qualified persons who are admitted to any of the approved schools on either a full-time or part-time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies.

Any employee of a Pennsylvania county child welfare agency may apply provided the applicant has the prerequisite academic degree from an accredited institution of higher education; has been employed by the same agency for a minimum of two years; has at least satisfactory performance evaluations; and (if applying for full-time study) is granted an educational leave by the employing agency for the purpose of enrolling in the CWEL program. Those who have already started a graduate Social Work program in a CWEL school may also apply, so long as they are in good academic standing, and they do not have any outstanding debts to the school in which they are enrolled. Persons in default of federal educational loans are ineligible. Caseworkers, supervisors, and administrative personnel are all eligible to participate.

CWEL Course Requirements at GSSWSR

- SOWK B566 A, B, C, D - Child and Family Integrative Seminar (non-credit - 4 semesters)

All CWEL students must choose two of the three elective courses required for the MSS degree from among those listed below:

- SOWK B559 Family Therapy: Theory and Practice
- SOWK B565 Clinical Social Work Practice with Children and Adolescents
- SOWK B567 Social Work with Substance Use Disorders
- SOWK B574 Child Welfare Policy, Practice, and Research
- SOWK B583 The Queering of SW for Practice with LGBTQIA+ People (And Everyone)
- SOWK B586-D Special Topic: Trauma Informed Social Work with Children and Adolescents

Additionally, 1 elective may be chosen from among any master's level elective courses.

Dual Degree MSS/MPH Program

Overview

In the spring of 2012, the GSSWSR and Thomas Jefferson University's College of Population Health (JCPH) confirmed an agreement to offer a dual master's degree program: A Master of Social Service and a Master of Public Health (MSS/MPH).

Eligibility

This dual degree program is open to GSSWSR students who graduated with their MSS within five years of application to the MPH program, to current full-time MSS students, and to current students in the MPH program at JCPH. Eligible GSSWSR students can receive up to 9 credits (three courses) toward the MPH degree for coursework taken as part of the MSS degree program. Similarly, eligible JCPH students can receive up to 9 credits (three courses) toward the MSS degree for coursework taken as part of the MPH program.

For full-time MSS students at the GSSWSR, it is possible to earn both degrees within three academic years. Full-time MSS students take a leave of absence from GSSWSR between their first and second year. During their leave from GSSWSR, they complete their MPH course work at Jefferson. The following academic year, students return to GSSWSR to complete the second year of their MSS program, as well as their MPH Capstone project, and earn both degrees that spring.

Transferable Courses

From the GSSWSR to the JCPH

The GSSWSR courses designated below, completed in their entirety with the equivalent grade of "B" or higher in fulfillment of requirements for the MSS degree, may be applied to fulfill nine (9) credits required for the MPH degree:

B503 Research Informed Practice I (transfers for PBH 510 Health Research Methods)

B504 Research Informed Practice II (transfers for PBH 504 Fundamentals of Statistics or an elective)

B595 Power, Privilege, and Oppression [formerly titled "Multiculturalism and Diversity"] (transfers for an elective)

To satisfy the PBH 651 MPH Clerkship-Applied Practice requirement, the MSS Field Education Practicum (B541/B542) must include at least 120 hours in a community-based initiative and the student must submit the required PBH 651 paperwork. JCPH will review the suitability of the placement, but the GSSWSR will secure the placements and provide field instructors for them.

The GSSWSR may add additional courses to the above list by submitting course descriptions to the JCPH for review and approval.

From JCPH to the GSSWSR

Any three (3) of the MPH courses designated below, completed in their entirety with the equivalent grade of “B” or higher in fulfillment of requirements for the MPH degree, may be applied to fulfill three (3) courses required for the MSS degree:

PBH 510 Health Research Methods (transfers for B503 Research Informed Practice I)

PBH 504 Fundamentals of Statistics for Research (transfers for B504 Research Informed Practice II)

PBH 505 Fundamentals of Statistics for Practice (transfers for B504 Research Informed Practice II)

PBH 509 Foundations of Policy & Advocacy (transfers for an elective)

PBH 501 Foundations of Public Health (transfers for an elective)

PBH 502 Society, Behavior & the Environment (transfers for an elective)

The JCPH may add additional courses to the above list by submitting course descriptions to GSSWSR for review and approval.

How to Apply

Current full-time MSS students must first discuss their application to this degree program with their Academic Advisor and be recommended to the Dean for eligibility to apply no later than the end of the first week of Semester II classes. The number of applicants eligible to apply is limited. Eligible MSS students must apply to Jefferson by July 1 for fall admission and November 1 for spring admission and must also apply for financial aid through Jefferson. Each academic year, JCPH will make available a partial merit scholarship to an eligible GSSWSR student or recent alumnus who is accepted into the JCPH MPH program and meets established criteria for the award.

For more information about the MSS/MPH dual degree program, please contact:

Bryn Mawr College Admissions, Phone: (610) 526-5152

E-mail: gradadmissions@brynmawr.edu

Web: www.brynmawr.edu/socialwork/admissions-financial-aid

Jefferson College of Population Health, Phone: (215) 503-5305

E-mail: jcphadmissions@jefferson.edu

Web: <https://www.jefferson.edu/academics/colleges-schools-institutes/population-health/degrees-programs/public-health/Pathways/dual-degrees/MSSMPH.html>

MSS Fellowship Funds

Every year, GSSWSR MSS students meeting the criteria below may apply for a GSSWSR fellowship grant to help defray costs associated with participation in activities to enhance their social work education. These activities include: The GSSWSR spring policy trips (to DC, Harrisburg, SW Day at the UN, etc.) and/or participation in a GSSWSR Professional Development workshop during the fall and spring semesters. A limited number of fellowships are available and will be granted on a first-come-first-serve basis.

Each student may request funds for one event per academic year. These funds may not be used for membership fees for organizations, or for conferences and events outside of the GSSWSR (except for our Policy trips).

Eligible students may request up to \$100.00 total for the academic year (except for students attending the SW on the Hill [policy trip] who are eligible for up to \$250.00). The request must be made prior to the activity via an email to the Dean and/or the Administrative Assistant to the Dean. Please include the title, date, the estimated cost, and a brief statement of the enhancement you will receive by participating.

Students must meet the following criteria:

- PRIOR to attending, students must email the Dean and request use of fellowship funds
- Be currently enrolled in the GSSWSR MSS program.
- Be in good academic standing.
- Received approval from field instructor or course instructor for any absences associated with your attendance at any event.

Other important information:

- All expenses must be paid by the student up front.
- The Request for Fellowship Funds form is to be submitted with original receipts within 3 weeks after attending the event to Sue Witherite, Administrative Assistant to the Dean.
- All receipts must include itemized detail (i.e., a restaurant receipt must list items purchased by the student — excluding alcohol).
- Meals will be reimbursed at the actual cost including up to a 20% tip but must be within a reasonable amount for the geographic region of the event.
- Alcohol is not a reimbursable expense.
- No bank statements will be accepted as receipts.

Please note the following two exceptions:

1. If the program you attended was within the last month of spring semester, you **MUST** submit your receipts no later than May 9, 2025.
2. If you are graduating on May 16, 2025, you must submit your expenses no later than May 9, 2025. A W-9 may be needed. No reimbursements will be processed after this deadline.

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MSS Fellowship Form – AY 2024-25

Please complete this form and submit it with original receipts and written approval from Dean Shapiro within 3 weeks after the event to Sue Witherite, Administrative Assistant to the Dean.

Deadline: The third Monday of the month.

If you are graduating on May 16, 2025, you must submit your expenses no later than May 9, 2025. No reimbursements will be processed after this deadline.

Student Name _____

BMC ID# _____

Home Mailing Address _____

<input type="checkbox"/> GSSWSR ProDev Training	<input type="checkbox"/> SW Policy Trip	<input type="checkbox"/> SW Day at UN
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Name of Program _____

Location _____

Date of Program _____

GSSWSR Travel Expense Summary

	Date	Date	Date
Transportation: airfare, bus, rail			
Parking/tolls			
Mileage (.67/mile) IRS standards			
Lodging			
Meals			
Conf registration			
Total			

For Office use only:

Received (date) _____

Approved (date) _____

Not Approved and Why _____

Named Scholar Opportunities

A large portion of the GSSWSR's institutional financial aid funding (our "discount rate") comes from scholarships established by alumnae/i, friends, parents, corporations, and foundations. Students may be eligible to become a Named Scholar at the GSSWSR based on criteria specified by the donors, such as home state/region, course of study, and special areas of interest. This is not an opportunity for increased funding but being a "Named Scholar" is something that could be placed on your resume and helps us to provide donors with information about how students are benefitting from donor philanthropic giving.

To be considered, students will need to provide information to help connect them to available opportunities for becoming a "Named Scholar." All information is confidential. Watch for an email communication in January.

Please note some of the "Named Scholars" are based on specific criteria and/or areas of interest. Please be sure to indicate if you are a single parent, or have interests in Gerontology, LGBTQ, Social Justice, and Inclusion, and/or Child Mental Health.

DOCTOR OF PHILOSOPHY IN SOCIAL WORK (PHD)

Overview

The doctoral program at the Graduate School of Social Work and Social Research (GSSWSR) of Bryn Mawr College is designed to support the development of leaders in social work education and research. Effective leaders must be skilled at knowing how to ask the right questions, gather evidence systematically, and interpret it critically and with sophistication. In addition, they must communicate effectively, presenting ideas persuasively for a variety of audiences. At the GSSWSR, doctoral education in social work focuses on the development of these skills in the context of a rigorous examination of social and behavioral theory, as well as both qualitative and quantitative methodologies.

Founded during the tumult of Progressive Era reform, the program has a long and distinguished record. Indeed, the very first doctoral degree in Social Work awarded by a college or university in the United States was awarded at Bryn Mawr in 1920.

Doctoral education at Bryn Mawr is demanding; it is also rewarding. The school has a productive, multidisciplinary faculty whose members work closely with students in small classes. Additionally, doctoral students have many opportunities to work with faculty and graduate students in other departments at Bryn Mawr College. While admission is highly selective, the environment is friendly and supportive. The concern with strengthening a caring society is reflected in a caring community at Bryn Mawr in which people value each other yet insist on intellectual growth and critical exchange. The curriculum reflects GSSWSR's commitment to academic rigor, innovation, and leadership. Sophisticated training in behavioral and social theory, research methodology, and data analysis has been present since the school's founding. Bryn Mawr was among the first doctoral programs in social work to offer formal instruction in clinical research.

Today, in addition, training in qualitative analysis complements multivariate statistical instruction. A faculty of renowned scholars bring intellectual excitement to the classroom as well as a commitment to addressing the pressing questions, problems, and dilemmas confronting the United States and the international community. Doctoral students come from all over the world and have been awarded national and international fellowships, including those from foundations, the Council of Social Work Education, as well as Fulbright, Doris Duke, and Woodrow Wilson Fellowships.

However, with its emphasis on theory and method, the curriculum is designed to promote the development of a strong foundation for research and teaching. Successful completion of the GSSWSR PhD presumes the demonstration of scholarly abilities to pursue knowledge, engage in abstract and logical thinking, and critically evaluate ideas and evidence.

Program Information

Bryn Mawr admits a small group of students (3-4) to the PhD program for either full-time or part-time study. Part-time study entails enrollment in at least two courses per semester. Full-time study entails enrollment in three courses per semester. Tuition costs for up to six courses per year are awarded to each student while the student is in coursework. Enrollment in four courses in each semester is considered an overload and requires advisor approval. A minimum of four semesters of class work is required for the degree. Students have a maximum of eight years to finish the doctoral program inclusive of the dissertation process. Within this timeframe, particular guidelines have been set for the completion of each phase of the program (coursework, comprehensive exams, preliminary paper, dissertation proposal, and dissertation). Please consult the operating procedures for the PhD program for further details.

Curriculum

The PhD curriculum emphasizes theory and an unbiased approach to methods and seeks to integrate the domains of social work and social welfare. PhD students must complete a total of 12 courses including ten required courses and two electives. The required courses are designed to balance theoretical training, training in data collection methods, and quantitative and qualitative analysis. Required courses ensure that each candidate leaves Bryn Mawr with the intellectual preparation essential to beginning a successful scholarly career in social work and social welfare. Electives provide opportunities for advanced study. Doctoral students may complete the electives requirement by taking courses in the Graduate School of Arts and Sciences at Bryn Mawr and at the University of Pennsylvania, adapting a GSSWSR MSS course for doctoral credit, and/or arranging for tutorials with individual faculty members.

The 10 required courses are:

- B517 Social Policy (adapted for PhD students)
- B676 Pedagogy
- B680 Developmental Theory and Translational Research in Social Work
- B681 Social Theory
- B682 Data Analysis I
- B683 Data Analysis II
- B684 Qualitative Methods
- B685 Research Methodology I
- B686 Research Methodology II
- B694 Qualitative Analysis

In consultation with a faculty advisor, each doctoral student builds on the foundation established by the required courses. Electives provide opportunities for advanced study.

Foreign Language Requirement

There is no foreign language requirement.

Comprehensive Exams

Students must take and pass their comprehensive exams in August following the completion of the sequence of classes for the exam. In the August following the completion of the sets of courses listed below, comprehensive exams will be given:

- Data Analysis I (SW 682) and Data Analysis II (SW 683)
- Research Methods I (SW 685) and Research Methods II (SW 686)
- Qualitative Methods (SW 684) and Qualitative Analysis (SW 694)

Students must receive a “satisfactory” grade on each of these comprehensive exams to continue in the program.

Admission to Candidacy

When course requirements are nearly completed, students apply to the Doctoral Faculty for formal admission to candidacy for the degree. A Supervising Committee is then formed to evaluate the student’s performance on the comprehensive examinations and to guide work toward the dissertation. The Supervising Committee consists of a Director of Work plus two additional faculty members and an outside Chair, who is a member of Bryn Mawr College’s faculty. Please consult the operating procedures of the PhD program for more details regarding comprehensive examinations and the formation of supervising committees.

Preliminary Paper

The preliminary examination paper takes the form of a lengthy essay/paper. This paper is designed to allow students to demonstrate scholarly independence in the student’s anticipated substantive area. A primary goal of the preliminary exam paper is to afford students the opportunity to develop a clear conceptual framework in an area of substantive interest and to utilize this framework to inform practice, research and/or policy in this area of work. Students are advised to use the preliminary exam paper as a basis for their dissertation work, although this is not a requirement.

This preliminary exam paper may be no longer than 30 pages, double-spaced, must comply with the most recent APA guidelines, and must include an abstract. The 30 pages include reference pages, titles, and all other written work.

Dissertation Proposal

Before proceeding to the actual dissertation work, students meet with their Supervising Committee to review a proposal summarizing the scope of the proposed research and the method(s) to be followed. Well in advance of the meeting, the student distributes the proposal to committee members. Before scheduling a meeting, and in consultation with the Director of Work, the student will ascertain the opinion of committee members regarding whether the proposal is ready for discussion. The Director of Work then sets the meeting time after consulting with committee members regarding their schedules. Once a dissertation proposal is approved by the Supervising Committee, students are expected to keep committee members informed of all substantial changes.

All dissertation proposals must undergo review by the College's Institutional Review Board for the Protection of Human Subjects.

Submission of Dissertation

One semester prior to the anticipated defense, the student must meet with their supervising committee for a dissertation review.

Dissertations must be submitted by a specific date to qualify for the award of May or December degrees. These dates are stated annually on the Academic Calendar and may vary from one year to another. After the dissertation has been received by members of the Supervising Committee, it is either accepted or rejected with recommendations for revision. Once a dissertation is accepted by the committee, the student proceeds to the oral Final Examination on the content of the dissertation. Additional information about degree requirements will be found in the PhD Operating Procedures Manual. Questions may be referred to faculty advisors, to the Director of the PhD Program, or to the Dean.

Enrolled PhD students are expected to refer to the PhD Operating Procedures Manual for detailed information on the program. This document can be found on the web site: <https://www.brynmawr.edu/socialwork/academics/doctoral-program-social-work-phd>

PhD Fellowships Funds

For academic year 2024/25 (beginning June 1, 2024, and ending May 31, 2025), \$800.00 of fellowship money is available for each PhD student. The offer of fellowship monies expires upon the student's graduation date.

This fellowship money may be used toward attending conferences, seminars, and/or professional development and membership fees when required to attend a conference. The PhD student may be serving on a discussion panel, presenting a poster or a paper, speaking at a session, or attending a program related to their dissertation topic for professional development.

PRIOR to attending the conference/program, the PhD student must get permission from the Dean to apply for the fellowship fund. This may be done by way of sending the Dean an email, providing the Dean with the name of the program/conference, location, date/time, and their involvement in the conference.

All expenses must be paid by the PhD student first. After the conference students complete a request for reimbursement form and submit it to the Dean's Administrative Assistant (Sue Edgerton) along with all original receipts and a copy of the permission from the Dean approving the student's reimbursement.

- The receipts for credit cards must include itemized details (i.e., a restaurant receipt must have a list of beverage and food items purchased) in addition to the credit card receipt in which you may have added a tip. Thus, restaurant receipts charged on a credit card must have both receipts.
- Meals will be reimbursed at the actual cost, including up to a 20% tip. The meal must be within a reasonable amount for the location of travel.
- Alcohol is a non-reimbursable expense.
- No bank statements will be accepted as receipts.
- If you shared a hotel room, you must submit a receipt for your portion of the hotel room only and it must have your name on the receipt. Please have the hotel prepare separate receipts for each person in the room, Hotels will do this upon request.

All requests for reimbursement must be submitted within 3 weeks after returning from the conference. Do not delay. Materials must be submitted by the 3rd Monday of each month to receive reimbursement the following month.

Reimbursement checks are sent to the student's mailing address as indicated on the PhD Reimbursement Form.

Should you have any questions about the process, please contact the Dean's Administrative Assistant, Sue Witherite, at switherite@brynmawr.edu or (610) 520-2611.

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Ph.D. Reimbursement Form: AY 2024–25

Please complete this form. Attach all original receipts and a copy of your permission from Dean Shapiro approving your conference reimbursement. All requests must be submitted within three weeks after returning from the conference. Do not delay.

Student Name _____

BMC ID# _____

Mailing Address _____

Name of Event _____

Location _____

Date _____

GSSWSR Travel Expense Summary

Date								
Airfare								
Taxi/Shuttle								
Rail/bus/subway								
Parking/tolls								
Mielage (0.67/mile) IRS Standard								
Lodging								
Total meals for self -Breakfast -Lunch -Dinner								
Conference registration fee								
Other								
Total Expenses								

Student Signature _____ Date _____

Deadline: The third Monday of the month.

STUDENT EXPECTATIONS, RIGHTS AND RESPONSIBILITIES

Equal Opportunity

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff, and student body. Bryn Mawr College does not discriminate based on race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate based on sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding non-discrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-7630) or the Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7630), who administer the College's procedures.

Standards of Professional Behavior for All Contributing Members of the GSSWSR Community

Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of Social Work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large. Attention to these standards is part of the official evaluation of students undertaken by Faculty, Field Instructors, and Field Liaisons and are markers of excellence for all in our community.

- **Accountability:** Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are in compliance with institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession's code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed, and in written work properly attribute all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior. Students demonstrate a willingness to fully utilize supervision and feedback to enhance their professional development and when having difficulties seek appropriate support to ensure success in completing course and field placement requirements.
- **Respect:** Members of the GSSWSR community treat all those with whom they meet dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR community members are active listeners and strive to use positive and nonjudgmental language.

Confidentiality: Personal information about any member of the GSSWSR community or client is held as confidential, respecting as privileged any personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.

Interpersonal Skills

- **Self-Awareness:** GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships.
- As professional Social Workers, everyone must be willing to examine and change their behavior when it interferes with work with colleagues, clients, and others, and are able to work effectively with those in supervisee positions as well as with those in authority.

- Empathy: GSSWSR Community members strive to comprehend another individual's way of life and values, both in the field and in the classroom. All members can communicate empathy and support as a basis for productive professional relationships.
- Objectivity: Social Work students must be sufficiently objective to evaluate client systems systematically in an unbiased, factual way.

Professional Commitment to Ethical Behavior

The GSSWSR Social Worker must have a strong commitment to the standards and ethics of the Social Work profession. As such, GSSWSR community members commit to the basic and essential Social Work values, which include respecting the dignity and worth of every individual and the individual's right to a just share of society's resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, community members' values and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR community recognize, accept, and benefit from constructive feedback.

Honoring of Differences and Recognition of Similarities: In accordance with Social Work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual's age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender identity and expression, sexual and gender identity and expression identities and orientation, ability, and value system.

Ethics

All new students are given a copy of the National Association of Social Work (NASW) Code of Ethics and return a form verifying that they have read it. This document is used frequently, especially in MSS Practice classes.

To fulfill a graduation requirement, all MSS students must attend a non-credit workshop, Ethics in Social Work Practice (except Advanced Standing Students who are exempt from taking). This workshop is typically held in early January during Winter Break and is offered on several days at varying times to accommodate students' schedules. All MSS students enrolled in Foundation Practice are required to attend one workshop.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202-5920, concerning alleged failures by the institution to comply with the act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the College's Registrar's Office.

Directory Information

Bryn Mawr College designates the following categories of student information as public or "directory" information. Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, dates of attendance, class, current enrollment status, electronic mail address
- Category II: Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred.
- Category III: Date of birth
- Category IV: Telephone number
- Category V: Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Registrar's Office by August 15. Forms requesting the withholding of directory information are available in the Registrar's Office. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

Communication

All students are issued a Bryn Mawr College email account. Incoming students receive their passwords and instructions for using their Bryn Mawr email prior to beginning classes. The Graduate School of Social Work and Social Research faculty and administrators communicate important information to students via their Bryn Mawr College email. College email addresses are listed in the on-line Directory, so students may also use them to communicate with each other.

All students are responsible for making sure their Bryn Mawr email is functioning and for frequently checking incoming mail to that account. Students should not forward their Bryn Mawr email to another account as other email providers may block mail from Bryn Mawr.

Students are expected to inform the Dean's Office of any changes in their phone numbers and addresses and to update this information via self-service in the College's on-line administrative system, Bionic.brynmawr.edu.

Attendance Policy

Students are expected to attend all classes at the graduate level. A significant amount of material is missed when they are unable to attend class. However, when sickness or other circumstances arise that prevent a student from attending class, the instructor must be notified as soon as possible. If a student has three absences in a 14-week class, the instructor will report this to the student's Academic Advisor and to the Student Services Coordinator. Three or more absences automatically result in the student appearing before the Committee on Academic Progress and Support. The student's grade in the class may result in a U. For Summer Sessions and 7- week classes, the instructor will report two absences to the Academic Advisor and the Student Services Coordinator, and the student will be referred to the Committee on Academic Progress and Support.

In Field Education, lack of a field placement assignment for more than six weeks of the academic semester may be grounds for referral to the Committee on Academic Progress and Support and may result in the recommendation of withdrawal from the Field Education and corresponding Practice courses.

The method by which each instructor has chosen to record attendance will be reviewed during the first class. This method (roll call, sign-up sheet, etc.) is the official attendance record for that course.

If class is cancelled due to instructor illness, bad weather, etc., it is the responsibility of the instructor to determine how the missed course content will be covered (e.g., attend an additional class, add extra hours to existing course hours).

Class Communication

Each class should develop an agreed upon means of communication so that faculty can contact students when a class must be canceled because of emergencies or bad weather.

CLASS CANCELLATION POLICY AND PROCEDURES

Bad Weather Procedure

The Graduate School of Social Work and Social Research uses the services of radio station KYW 1060 AM (kywschools.com) and CBS 3 Eyewitness News to alert you as to whether classes will be held. If classes have been canceled, the school's emergency weather closing number – 415 in Montgomery County – will be read on the radio. Community members outside of KYW's range may call the College's Snow Closing Hotline for information at (610) 526-7310; the information on the Snow Closing Hotline is updated hourly. Students may also check <https://alert.brynmawr.edu/> for weather updates. Please note that the Graduate School of Social Work and Social Research may close even when the College remains open.

School Policy on Observation of Religious Holidays

Occasionally, students in the Graduate School of Social Work and Social Research miss class to observe religious holidays not recognized in our present College calendar. The following accommodations should be made whenever possible, either singly or in combination, depending on student needs and circumstances:

- In the case of a multi-section course, arrangements may be made for the student(s) to attend a section that meets on a different day.
- If recording is an accepted practice in a given class, arrangements may be made for another student to record the class for the absent student(s) and/or to share class notes.
- Faculty may share instructional notes with absent student(s).
- Faculty may meet with the absent student(s) at an agreed-upon date and time to discuss material presented during the missed class.
- If many students in a class will be absent in order to observe a specific religious holiday, and if the instructor and all class members come to a consensus about rescheduling, the class may be rescheduled. It is the responsibility of the instructor to inform the Dean's Office of all rescheduled classes.

These accommodations are not considered requirements; faculty and students are encouraged to consider alternative accommodations as appropriate. Students are responsible for communicating with their instructors in a timely manner about any upcoming absence related to religious holiday observance. Faculty are responsible for discussing possible accommodations with students who plan to miss class to observe religious holidays, and for helping them develop a plan that fits the situation.

STUDENT ORGANIZATIONS AT GSSWSR

Graduate Student Association (GSA) and GSA Executive Committee (GSAEC)

The Graduate Student Association (GSA) of GSSWSR consists of the entire MSS student body. It is how students participate in many aspects of the school's governance and is the best opportunity to participate in the school community beyond the classroom's boundaries.

GSA Leadership Council

The GSA Leadership Council is a three-seat committee elected by the MSS student body. The GSA Leadership Council works with GSSWSR administration to represent student voice in decision-making at all levels. The GSA Leadership Council works closely with Student & Career Services to consult on programming and other elements of implicit curriculum for students.

The GSA Executive Committee (GSAEC)

The purpose of the GSAEC is to coordinate graduate student initiatives, share relevant information from committees with the student body, promote the visibility of the GSSWSR both within and outside the College, and provide an open forum for discussion of issues related to graduate student life at the GSSWSR.

GSAEC meetings are held quarterly, or more frequently, as needed. The GSAEC is comprised of all representatives to faculty committees and one representative from every existing student organization or affinity group in a given academic year. Any student can attend a GSAEC meeting with permission from the Convener (the Student Services Coordinator). The Convener schedules GSAEC meetings, communicates scheduling with students, and takes and disseminates meeting notes. All GSAEC members in attendance receive a copy of the meeting notes.

The GSA works best when most students participate. To enable the maximum number of students to hold leadership positions, students may only hold one such position at a time, unless special permission is granted from the Student Services Coordinator.

Association of Black Social Workers (ABSW)

ABSW is the Bryn Mawr student chapter of the National Association of Black Social Workers (NABSW). The NABSW was formed in 1968 during the Civil Rights Movement, initially as an advocacy group to address social issues and concerns of the Black community. Specifically, it advocates for social change, works toward eliminating racism in the social welfare system and advocates for the inclusion of people of African descent at the decision and policy-making levels. It functions as a change agent in social work education, practice, and research.

The Bryn Mawr student chapter was founded in 1983 and maintains an ongoing connection with its parent chapter, the Alliance of Black Social Workers, Inc., the Philadelphia Chapter. Amongst other things, it seeks to disseminate and exchange information regarding minority concerns in the field of Social Work in and around Bryn Mawr College and its surrounding communities. Activities of the Bryn Mawr Chapter of ABSW are dependent each year on student, faculty, and/or staff participation. If there is sufficient participation, the following processes will be observed:

Officers are elected annually, in April, to serve for the following academic year. Meetings are generally held monthly to discuss various fundraising and service opportunities supported by ABSW. Participation in the annual NABSW conference is encouraged and partially supported by ABSW funds and fellowships from GSSWSR. Each September, as per the policies of the NABSW, students who identify as being of Black/African descent are invited to become members.

Forming Student Organizations and Affinity Groups

While the GSA provides many opportunities for active involvement, a group of students may wish to create a student organization or an affinity group to address a specific interest that is beyond the focus of the GSA. An affinity group is a sub-group of the Graduate Student Association. They do not receive independent funding from the school but can apply for a small amount of funds each year for relevant activities.

Applications for forming a new affinity group are made available and reviewed in the fall and spring semesters only by the Student Services Coordinator. Students are encouraged to explore the activities of the GSA and/or ABSW and any group already in existence at GSSWSR before applying to start a new affinity group. If a student finds that these organizations are not able to focus on their area of interest, and they can identify at least 5 like-minded peers, they can choose to apply to create an affinity group. However, the affinity group must be different than any already existing at GSSWSR.

Applications for forming an affinity group are accepted in the beginning of the fall (September 1- October 30) and spring (January) semesters only. Any new group requires at least five members.

New affinity groups should submit the Application Form (included below) during the specified times. The members listed as contact persons for the group will be notified via email whether their group has been approved, or if anything needs to be clarified.

If funding is desired, the new affinity group must submit a written request to the Student Services Coordinator for review. All requests for funding are subject to approval by the GSA Leadership Council and Student Services Coordinator and the availability of funds.

GRADUATE SCHOOL OF SOCIAL WORK
AND SOCIAL RESEARCH
OF
BRYN MAWR
COLLEGE

GSSWSR Student Affinity Group Application Form

Students interested in petitioning to form a student affinity group at GSSWSR must submit this form to John Edwards, Student Services Coordinator.

Name of student submitting form

First

Last

Email

Student ID# (required)

Name of Affinity Group _____

Statement of Purpose: Please describe in detail the group's decision-making process (majority consensus, etc.)

Primary Contact

First

Last

Email

Secondary Contact

First

Last

Email

Email completed forms to Marcy Nyachogo at mnyachogo@brynmawr.edu

Student Participation on Committees

At Bryn Mawr, faculty, staff, and students value each other as colleagues. There are student members on the following GSSWSR standing committees: The Committee on Policy, The Committee on the master's Curriculum, The Field Education Advisory Committee, and any constituted Search committees. In addition, there is GSSWSR student representation at the monthly meetings of the full-time Faculty, on the School's Board of Advisors, Bryn Mawr College Board of Trustees, the College Ad Hoc Commencement Committee, and the College Budget Committee. GSSWSR workgroups and ad hoc committees may also have student representation.

The Committee on Policy includes one returning MSS student and one returning PhD student; the Committee on the master's Curriculum includes two returning MSS students; Faculty Search committees include one returning MSS student and one returning PhD student. Every fall, opportunities to serve on all committees are emailed to all students and interested students may sign up by emailing the Student Services Coordinator. The final selection of MSS student representatives may be made in collaboration with the GSA Leadership Council. Student members of the various committees report back to the GSA and on some occasions, survey the student body or facilitate focus groups on various curricular or policy issues.

STUDENT SUPPORT

Access Services

Bryn Mawr College welcomes the full participation of individuals with different abilities in all aspects of campus life. The Access Services office in Guild Hall provides support and reasonable accommodations for eligible students, employees, and guests with disabilities. Individuals who think they may need accommodations because of a learning, physical, or psychological disability are encouraged to contact the Coordinator of Access Services as early as possible to discuss their concerns.

Like other services at Bryn Mawr, Access Services strives to respond to each person's concerns individually. Reasonable accommodations are provided, when necessary, to minimize a disability's impact in the campus environment as much as possible and ensure equal access to our programs, services, activities, and employment opportunities. They include the elimination of physical barriers to campus buildings and facilities whenever possible, as well as appropriate academic and workplace adjustments. Current relevant documentation from a qualified professional is required to support a request for accommodations. We will protect the confidentiality of any information shared.

For additional information, contact:

Access Services

Bryn Mawr College
Eugenia Chase Guild Hall
101 N. Merion Avenue
Bryn Mawr, PA 19010

Contact Deb Alder, Coordinator, at dalder@brynmawr.edu, or by phone: 610-526-7351.

Advising

At the beginning of each student's course of study, students are assigned an Academic Advisor through the Dean's office. Students may have the same advisor throughout the MSS program, but factors such as faculty leaves may require students be reassigned to another advisor during the MSS program. Advisors help in orienting the student to the School and College, its curriculum, and its policies, providing educational guidance in the selection of a student's course of study, identifying resources for resolving problems that may be interfering with the student's educational performance, and discussing and evaluating career goals.

In the master's program, advisors are responsible for reviewing the academic performance of students during and at the end of each semester. Advisors may discuss any performance issues with advisees and inform the Assistant Dean, who oversees advisement, when performance concerns place a student in academic jeopardy. If a student is referred to the Committee on Academic Progress and Support, their advisor is asked to join the student at the meeting.

Incoming MSS students are expected to meet with their advisor during the first part of their first semester at the GSSWSR. During the mid-semester advising period, students are also expected to meet individually with their advisor to discuss preliminary career goals, future courses, a tentative plan of study, and performance in class and field.

Returning students in the master's program are also required to meet with their advisors during the mid-semester advising period. During that meeting, students may wish to discuss performance in class and in field, the past semester's evaluations, any difficulties, or matters affecting performance in class or field, and a plan of study for the spring semester. Students will find their assigned Academic Advisor by logging into their Bionic account. If a faculty member goes on leave, students will be reassigned to another advisor at the beginning of the semester in which the leave is taking place.

It is the student's responsibility to make an appointment with their assigned advisor during the advising period. If, after meeting with the advisor, a student feels that there are issues needing further clarification, the student can make an appointment to meet with the Student Services Coordinator.

In the Doctoral Program, advisors are responsible for reviewing their advisees' progress at the end of each semester and reporting to the Doctoral Faculty any student in academic jeopardy.

The advisor recommends a student for candidacy upon completion of course requirements. A more detailed discussion of doctoral program matters can be found in the GSSWSR Operating Procedures Manual of the PhD program.

Students Bringing Guests to Meetings

If a student wishes to bring another individual to a scheduled meeting with faculty or staff, the student is expected to inform the person who has called the meeting beforehand, with the understanding that this individual would attend in a supportive role as observer and not to engage as a participant in the conversation.

Career Development Services at GSSWSR

Mindful of the profession's unique partnership between academic and practice settings, the school offers students and alumni the resources and expertise of specialized career development services. At the GSSWSR, Social Work careers are conceptualized as a developmental process, beginning prior to graduate study and extending indefinitely over a career. The school's on-site Director of Student & Career Services along with Academic Advisors and the Bryn Mawr Alumnae/i Network, provide support, training, and individual assistance with career-related issues and place an emphasis on professional networking and development of lifelong career skills. In addition to personal and confidential career counseling, coaching on resume writing, cover letter writing, job search and interviewing strategies are integral to the service model for current GSSWSR students and alumni.

Career Workshops

Planned conveniently during students' class breaks throughout the fall and spring semesters, GSSWSR Student & Career Services offers workshops developed according to student needs and in alignment with CSWE practice behaviors and core competencies for personal and professional growth as a Social Worker. Workshops address social work specific career development topics such as: earning a license in Pennsylvania, resume and cover letter format and content, interviewing skills, and job search strategies. The schedule of career workshops will be distributed weekly in the Student Digest and posted throughout the building.

Business Cards

Every fall, all incoming students are offered a set of free Bryn Mawr College business cards, personalized with their name, degree, specialization, and contact information. Useful in field placement, conferences, interview and training settings, the calling-cards are immediately useful to promote a professional presentation for networking and other outreach endeavors.

Employment Opportunity Job Boards

Through the year, the GSSWSR learns of jobs from many employers via multiple sources including alumnae/i in various agencies. These jobs are forwarded to an online board. The job board offers full and part-time

job listings for master's and PhD prepared social work professionals across a wide spectrum of categories. Access this resource from the GSSWSR website (<https://www.brynmawr.edu/socialwork/after-bryn-mawr/career-services/job-board-fellowships>).

Virtual Career Fair

The annual GSSWSR Virtual Career Fair held each spring break hosts local and national employers who are interested in connecting with Bryn Mawr's Social Work students; many with job openings for graduating students. GSSWSR alumni are also invited to attend.

Membership in Professional Organizations

Students are urged to join one or more related professional organizations, such as the National Association of Social Workers, Council on Social Work Education, Association of Black Social Workers, Clinical Social Work Association, the National Network for Social Work Managers, the Association for Community Organization and Social Administration, the Pennsylvania Society for Clinical Social Work, American Public Welfare Association, Child Welfare League of America, and the Gerontological Society.

These organizations give students an immediate opportunity to participate in professional activities and thereby influence the future of social work as well as the opportunity to work with leaders in the field. Many organizations offer reduced rates for students and provide many benefits, including publications and insurance programs.

Professional Liability Coverage

All students enrolled in Field Education are covered by professional liability insurance. This insurance protects students for duties performed as part of their field placement during hours required toward the MSS degree. The school does not assume liability for injury to, or caused by, the student when in their field placement. If students are expected to use their own automobiles as part of their field placement, the student should check with the agency to learn about their policy regarding reimbursement and insurance coverage.

Student Health Insurance

All graduate students are required to have health insurance and complete the online insurance registration process (<https://www.brynmawr.edu/inside/offices-services/health-wellness-center/insurance-information>). During the process, students will be asked to provide information on their current medical insurance coverage or to confirm enrollment in the College-sponsored Graduate Student Health Insurance Plan.

If the registration process is not completed by the deadline, students will be automatically enrolled in the College's Insurance Plan and obliged to pay its costs. All students must either accept or waive the College insurance. After the deadline, if you have not waived it, your automatic enrollment in the College Plan is final and cannot be changed whether you have obtained other insurance.

The cost of health insurance premiums will be billed to students by Bryn Mawr and will be payable to Bryn Mawr College. A charge will be automatically billed to your student account each semester.

Graduate and Professional School Program (GPS)

The Graduate School of Social Work and Social Research offers a unique non-credit Summer Graduate School Transition Workshop Program to all newly enrolled students entering the GSSWSR in the fall. The program also welcomes currently enrolled students. The program focuses on developing skills in addressing assignments, writing, research, classroom participation, time management, and APA style basics.

This program is especially helpful to newly enrolled students who:

- Will be balancing work and family responsibilities along with education.
- Have not been involved in higher education for five years or more.
- Have had little experience in academic writing in APA.

Note: Writing coaching is available during the academic year for all enrolled MSS students through the Student & Career Services team.

Writing Support

Writing Coaching is available to support GSSWSR students who wish to sharpen their writing skills to perform at appropriate academic and professional levels. Practice in the usage of Standard English grammar, instruction in scholarly writing relative to sentence and paragraph construction and discussion of APA style and plagiarism are included. Schedule an appointment for Writing Coaching at 610-520-2626 or via Calendly: <https://calendly.com/mnyachogo/30min>.

Center for Professional Development (ProDev)

The Center for Professional Development (The Center) at Bryn Mawr College Graduate School of Social Work and Social Research seeks to enhance the career-long learning objectives of licensed professional social workers, counselors, marriage and family therapists, and social sector leaders.

The Center faculty are experienced professionals that employ both didactic and experiential teaching methods in the programs.

In response to the GSSWSR Student Success and Social Sector Leadership Initiative, The Center's mission is to support our students and individuals serving in the social sector in every phase of their academic and professional career journey.

Continuing Education (CEUs)

As a CSWE accredited program, The Center for Professional Development can provide Continuing Education Units (CEUs) which satisfy requirements for LSW/LCSW, LPC, and LMFT biennial license renewal. Our trainings offer opportunities for personal reflection and enrichment in areas ranging from ethical principles that guide professional practice to dimensions of diversity that characterize and shape the human experience. Social and economic justice are addressed through a trauma-informed lens in half and full-day workshops.

Certificate programs combine knowledge with essential skills so that professionals are equipped with tools that may be applied to their mission of enhancing clients' personal capacities to resolve life's challenges.

The Center offers a limited number of co-sponsorship agreements with non-profit organizations within the region who wish to provide CEU trainings for their employees.

Act 48 Credit

The Center for Professional Development is a Pennsylvania Department of Education approved Act 48 credit provider.

Social Sector Leadership Programs

As part of the Center, the Nonprofit Executive Leadership Institute (NELI) provides leadership development programs that support social sector leaders in becoming more effective agents of change. These programs provide a balance between cultivating growth as a leader and strengthening skills in organizational capacity building.

Post-Graduate Certificate/Intensive Programs Offered through the Center for Professional Development

- Leading with Impact: Nonprofit Executive Certificate
- Psychodynamic Psychotherapy Clinical Certificate
- Set Your Sights on Organizational Leadership
- Attachment and Affect Regulation Theory: Clinical Applications
- Certificate in Cognitive Behavioral Therapy
- Certificate in Trauma Informed Practice
- Core Principles of Group Psychotherapy
- Certificate in Home and School Visitor
- School Social Worker Certificate

For information, contact the Center for Professional Development at (610) 520-2602 or visit the website at <https://www.brynmawr.edu/socialwork/professional-development>

Licensure

Each state has its own licensure requirements. To receive a LSW in Pennsylvania, one must hold a master's in social work (MSS/MSW) degree from a Council on Social Work Education (CSWE) accredited school, apply to the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors and be approved to sit for and pass the Association of Social Work Boards (ASWB) Master's Examination.

The advanced Clinical Social Worker license (LCSW) may be earned after acquiring the LSW. It requires completing 3,000 supervised clinical hours and applying to the State Board to take the clinical-level exam.

Licensure requirements for other states can be found on the ASWB website at www.aswb.org and/or at www.socialworklicensure.org/.

It is the responsibility of the student to learn the requirements and maintenance of licensure in the state in which the student intends to practice. The GSSWSR Career Counselor can assist GSSWSR students/alumni in gathering information about their state requirements.

Meeting Licensure Renewal Requirements

Pennsylvania, and most other states, require Continuing Education (CE) credits for license renewal. PA Licensees must complete 30 hours of continuing education in acceptable courses and programs in social work offered by approved providers. The 30 hours must include 2 hours of the mandated Act 31 Child Abuse Reporter Training, 3 hours in ethics and 1 hour in suicide prevention training.

The GSSWSR Center for Professional Development is an approved CEU provider and offers a range of offerings to meet license renewal requirements. CE programs are open to alumni and the wider community.

Social Work License Exam Preparation

The GSSWSR Center for Professional Development offers a license preparation course designed to prepare individuals for the LSW and LCSW examinations. The course is offered multiple times throughout the year and is open to students, alumni, and graduates of other schools of social work. The course gives special attention to practice theory, social work terminology, therapeutic treatment, practice procedure, ethics, DSM 5, psychopharmacology, as well as diversity sensitive practice. A study guide is included in the cost of the course.

Professional Liability Coverage

All students enrolled in Field Education are covered by professional liability insurance. This insurance protects students for duties performed as part of their field placement during hours required toward the MSS degree. The school does not assume liability for injury to, or caused by, the student when in their field placement. If students are expected to use their own automobiles as part of their field placement, the student should check with the agency to learn about their policy regarding reimbursement and insurance coverage.

Student Health Insurance

All graduate students are required to have health insurance and complete the online insurance registration process (<https://www.brynmawr.edu/inside/offices-services/health-wellness-center/insurance-information>). During the process, students will be asked to provide either information on their current medical insurance coverage, or to confirm enrollment in the College-sponsored Graduate Student Health Insurance Plan.

If the registration process is not completed by the deadline, students will be automatically enrolled in the College's Insurance Plan and obliged to pay its costs. All students must either accept or waive the College insurance. After the deadline, if you have not waived it, your automatic enrollment in the College Plan is final and cannot be changed, whether you have obtained other insurance.

The cost of health insurance premiums will be billed to students by Bryn Mawr and will be payable to Bryn Mawr College. A charge will be automatically billed to your student account each semester.

ADDITIONAL SCHOOL AND COLLEGE RESOURCES

Campus Safety

Emergency Contact Information

From an on-campus phone line or phone box: x7911. Off-campus: (610) 526-7911. If off-campus and police assistance is required: dial 911.

Clery Act and Higher Education Opportunity Act

Bryn Mawr College is committed to assisting all members of the community in providing for their own safety and security. The website for the Department of Campus Safety (<https://www.brynmawr.edu/inside/offices-services/campus-safety>) contains information regarding campus security and personal safety. The Commonwealth of Pennsylvania enacted the College and University Security Act in 1988 (Clery Act) and the Higher Education Opportunity Act in 2008. These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use. These acts also require that this information be available to prospective students and employees upon request. Should you have questions please contact the Department of Campus Safety at (610) 526-7911 or go to <https://www.brynmawr.edu/inside/offices-services/campus-safety>.

Student ID Cards

All newly enrolled GSSWSR students are required to obtain a College identification card called OneCard. OneCard provides easy and direct access to various College resources, including building access to the GSSWSR. More information can be found on the web (<https://www.brynmawr.edu/inside/offices-services/onecard>).

Parking

All members of the College community who wish to park on campus, including the Graduate School of Social Work and Social Research, must register their vehicles with the Department of Campus Safety and purchase a parking permit. Parking permits must be renewed each academic year. GSSWSR students should use the Commuter Student Parking Application: <https://www.brynmawr.edu/inside/offices-services/campus-safety/parking/commuter-student-parking-application>.

Purchase of a parking permit does not guarantee a parking space. Fees for the parking decal(s) that you request will be billed to your Bryn Mawr account. Should you have any other questions pertaining to parking rules and regulations, please go to <https://www.brynmawr.edu/inside/offices-services/campus-safety>.

Safe Rides

The College partners with a local cab company to ensure the safe return of students to campus if they are not able to return to campus on their own. Students wishing to use the service must contact Campus Safety to request transport, and Campus Safety will contact the cab company on behalf of the student. The cab fare is charged to the student's account.

The Department of Campus Safety provides a free shuttle service to and from local train lines and various campus locations. Students can request a ride by contacting Campus Safety.

The College provides free bus transportation to and from nearby Haverford College regularly throughout the day and evening. Students wishing to attend a party or event at Haverford College can do so without using personal transportation.

Lost and Found

Lost items (i.e., car keys, books, purses, wallets) can be reported, and found items brought to the Dean's Administrative Office (room 102). After hours, any urgent queries regarding lost or found items should be directed to the Campus Safety Department at (610) 526-7911.

Libraries

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the College's holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is in the Old Library building and houses the collections in Classical and Near Eastern Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the Sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are freely accessible to students.

Tripod

(<https://tripod.brynmawr.edu/>), the online public access catalog, provides information about the more than three million books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. A large percentage of the Tri-College holdings are accessible online.

Bryn Mawr students may use the Haverford and Swarthmore libraries and may also have material transferred from either of the other two campuses for pickup or use at Bryn Mawr, usually in less than 24 hours. Through the Library's home page (<https://www.brynmawr.edu/inside/offices-services/library-information-technology-services/libraries-collections>), students may connect to Tripod; explore more than 200 subject-specific research databases; and tap into other library services and resources such as reference services, research consultation, reserve readings, interlibrary loan, etc.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortia EZ-Borrow system, students can borrow materials from more than 30 academic libraries in the mid-Atlantic region. Students may also request items from libraries across North America through interlibrary loan.

Additional information about Bryn Mawr's libraries and services may be accessed on the Web through the library home page at <https://www.brynmawr.edu/inside/offices-services/library-information-technology-services/libraries-collections>.

Special Collections

The Special Collections Department, based in Canaday Library, houses extensive holdings of art, artifacts, archival materials, rare books, and manuscripts. Objects held in all of these collections are available to students for individual research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students and faculty. The collection of late medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th century printed books. Other important focuses of the collection are travel and exploration, women writers and women's lives, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementary to the rare books are collections of original letters, diaries, and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women's rights movement; the experiences of women, primarily Bryn Mawr graduates, travelling and working overseas; the papers of playwrights, writers, and scholars; and extensive collections of the letters, diaries, and scholarly works of Bryn Mawr faculty and alumnae.

The College Archives contains the historical records of Bryn Mawr, including the papers of the Presidents, and an extensive photographic collection that documents the social, intellectual, administrative, and personal aspects of campus activities and student life.

The Art and Artifacts collection includes objects of interest to students of anthropology, archaeology, the fine and decorative arts, geology, and related inter- and multi-disciplinary courses of study. The Anthropology collections include objects from around the world, with the largest portion of these collections originating from North America, South America and Africa. These collections comprise numerous categories of objects:

African and Oceanic works, Southwest pottery and Native American ritual, functional, and decorative objects, and Pre-Columbian ceramics and textiles from present-day Peru, among many others. The Archaeology collections include an extensive group of Greek and Roman objects, especially vases, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests of Bryn Mawr faculty from the beginnings of the college to the present day.

The Fine Art collections include important holdings of prints, drawings, photographs, paintings, and sculpture. The painting collection of approximately 250 works is primarily composed of 19th- and 20th- century American and European works; a highlight is an 1899 portrait by John Singer Sargent. The print collection illustrates the history of Western printmaking from the 15th through the mid-20th centuries and includes Old Master prints, art prints, and examples of 19th-century book illustrations. The collection also includes Japanese ukiyo-e woodblock prints, works in a wide range of media by contemporary women artists, Chinese paintings and calligraphy, and early, modern, and contemporary photography.

Special Research Resources

The Rhys Carpenter Library houses the new Digital Media and Collaboration Lab in the Visual Resources Center, which provides technologically enabled spaces for collaborative work and individual workstations with scanners. Assistance is available for video and image editing. The VRC also supports instruction by providing access to visual media and by facilitating the use of digital tools. Carpenter staff also work with faculty, staff, and students on building digital collections and publishing digital scholarships.

Information Technology

Students have access to a high-speed wireless Internet connection in all residence halls, libraries (which contain public computers), and classrooms throughout the campus. Online course materials, registration, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges are accessible from a Web browser - many of these are available from off-campus as well. Each new Bryn Mawr student receives their own e-mail and Network file storage accounts upon matriculation (typically late spring).

Professional staff are available to students, faculty and staff for consultation and assistance with their technology needs.

Help Desk

Located on the main floor of Canaday Library and is available during building hours for walk-up help, email, and telephone assistance. The Canaday Media Lab, located on Canaday's A Floor just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio, and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings:

- Canaday (1st Floor and A Floor)
- Carpenter (B floor)
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

Campus Center

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, the College post office and the Bookshop. The College offices of Career Development and Conferences and Events are also located here. Students, faculty, and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

Language Learning Center

The Language Learning Center (LLC) provides audio-visual and computing resources for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to explore a foreign culture through film, CDs, DVDs, software programs, the internet or international satellite television.

The Language Learning Center maintains a collection of more than 800 foreign films and has individual and group viewing rooms. The lab is permanently equipped with computers and an instructor workstation to accommodate classes in the center. The LLC supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

The Bern Schwartz Fitness and Athletic Center

The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room which houses everything from broad offerings of physical education classes, Bryn Mawr Fit Club classes, and strength and conditioning sessions for student athletes. The fitness center has over 100 different workout options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

The Class of 1958 Gymnasium is home to the College's intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the art eight lane swimming pool, athletic training room, locker rooms, a conference smart room, and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information, please consult <https://gobrynmawr.com/information/facilities/index>.

The outdoor athletics and recreation facilities include Applebee Field, Shillingford Field, seven tennis courts, a recreational and club sport field at the Graduate School of Social Work, and an outdoor track and field practice area. The Applebee Field named for Constance M. K. Applebee, the first director of physical education at the College and credited for bringing field hockey to the United States, was renovated in August 2012. The field was converted from natural grass to a synthetic field, and expanded to meet the NCAA requirements for lacrosse, soccer, and field hockey.

ACADEMIC POLICIES AND PROCEDURES

Registration

Incoming students enroll in fall courses during the summer preceding their first semester. Questions regarding initial course registration will be handled by the Assistant Dean for Administration and the Student Services Coordinator.

Spring semester registration materials are available for all returning students by the end of October. Students in their second- or third-year register online for elective courses. All students are pre-enrolled in continuing required courses (all generalist courses, practice specialization courses, and field education). In March and April, returning students receive registration materials and register online for the subsequent summer and fall semesters.

Enrollment in all classes is limited and subject to the availability of openings in the course. Online registration dates and add/drop deadlines are also listed on the School's Academic Calendar (<https://www.brynmawr.edu/socialwork/academics/calendars-academic-information>).

MSS courses are typically offered on Tuesdays, Wednesdays and Saturdays to allow ample time for field placements. Students are strongly advised not to schedule all of their courses on the same day.

BIONIC: All students are issued an account and password for using BIONIC (<https://bionic.brynmawr.edu>). Students use BIONIC for a variety of processes and information, including registering for classes, viewing their transcript and their student account, requesting an official transcript, and viewing their paycheck if they are employed on campus. Complete instructions for using BIONIC are on the school's website.

Special Courses: Independent Study, master's Papers, master's students taking doctoral courses, and University of Pennsylvania courses all require prior permission of the Academic Advisor and the instructor. These courses may not be available on BIONIC. Procedures for enrolling in these courses are included below. Before enrolling in these courses students must document appropriate permission. All these courses are billed the same as regular GSSWSR courses.

PhD Faculty members will offer tutorials only after consultation with the GSSWSR Dean on the availability of teaching time and School policies.

University of Pennsylvania Reciprocal Plan

Under the Reciprocal Plan, elective courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students during the academic year.

(Summer courses at the University of Pennsylvania and courses at Penn's School of Social Policy and Practice are not part of the Reciprocal Plan.) The courses must be related to graduate social work education and approved by the student's Advisor. All full-time and part-time matriculated MSS students are eligible to take these electives in their advanced specialization year. PhD students may also choose to take electives under the Reciprocal Plan.

The number of courses that may be taken at the University of Pennsylvania is limited to one per semester. Students register with both Bryn Mawr College and the appropriate department at Penn. Tuition, however, is billed through Bryn Mawr College at the GSSWSR rate. Instructions for enrolling in a Penn Course during the scheduled registration period are on the Registrar's webpage <https://www.brynmawr.edu/inside/academic-information/registrar/university-pennsylvania-classes>.

Before enrollment is confirmed, the student must secure permission from their Advisor then proceed to request permission from the professor at Penn to enroll in her/his course. The student forwards a copy of those permissions (letter or email) to the GSSWSR Dean. The University of Pennsylvania charges a small general fee for the use of the library, a library deposit that is refundable, and fees for late registration.

Collaboration with the Graduate School of Social Work and Social Research and the Graduate School of Arts and Sciences

At Bryn Mawr, we embrace a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do

advanced work by participating in graduate level courses offered in several academic areas including social work. Graduate social work students may take graduate courses in the Bryn Mawr College Graduate School of Arts and Sciences (GSAS). Students interested in these opportunities should first discuss the course with their Academic Advisor, whose permission is required along with the permission of the GSAS instructor.

Add/Drop

Students may request to change their registration during the Add/Drop period specified in registration materials. Students are required to use an Add/Drop form, available on Moodle (<https://moodle.brynmawr.edu/course/view.php?id=755>). Students must also use an Add/Drop form for status changes between audit and credit prior to the beginning of classes.

The Add/Drop deadline for the Fall 2024 semester is September 11, 2024 and for the Spring 2025 semester the deadline is January 29, 2025. No enrollment may be changed between Audit and Credit status after the deadline date. Any courses dropped after the deadline will become a Permanent Withdrawal grade on the student's transcript. If students reduce the number of units per semester, the amount of their GSSWSR financial grant will be reduced proportionately. Please see the refund policy in the Fees, Billing, Payments, and Financial Aid section.

Wait Lists

Each course section has a maximum enrollment capacity. When registering for courses, if the student's preferred section has reached maximum capacity, they may add their name to a wait list in Bionic. The Dean's Office will notify students should a space become available. It is important to note that although Bionic reflects a student's "number ranking" on the wait list, this number is only one of the deciding factors used when the Dean's Office makes decisions to move a student from the wait list to enrollment in the course.

Auditing and Overload Courses

Any student wishing to audit a course can do so only by stating this intention in writing to the Dean's Office before the first day of classes. No change in status (from audit to graded or graded to audit) can be permitted after classes have begun. Students should also be forewarned that an auditor will have no official transcript of the program, i.e., there will be nothing official to indicate that the auditing student ever took a course. Auditors must still pay 1/2 of the tuition fees, and any associated fees. Auditors are expected to be fully participating members of their classes, completing all the assignments and/or exams required of every other student.

Audits are subject to availability of space. When not enrolled in the MSS program (and not on leave or withdrawn), individuals who wish to audit a course must first contact the Dean for approval.

An overload is defined as any course taken in addition to the required number of courses. Overloads are charged at the normal tuition rate. Students will be permitted to enroll in overload courses only after all students taking the course for required credit have been accommodated. Social Work grant funds may not be used for overload or audited courses.

Independent Study and Master's Papers in the MSS Program

For Credit Independent Study and master's Papers are academic credit options that may only be used to fulfill elective requirements once the student has completed all generalist year course work. Both an Independent Study and a master's Paper require supervision by a tenured or tenure-track member of the GSSWSR faculty who agrees to supervise the work.

A student may propose either of these study options in any area of social work that is not available to the student as a regular course within the timeframe of the student's expected matriculation at Bryn Mawr College. One course credit will be given after satisfactory completion of either the Independent Study or the master's Paper. An Independent Study is one semester in length. It typically is not offered during the summer sessions. A master's Paper spans the fall and spring semesters (the student registers for the master's Paper for both semesters). There is no credit given or charge incurred for the fall semester. The master's Paper is completed in the spring semester, charges are incurred, and a grade given at that time. A master's Paper will typically require the permission of two faculty members who would serve as readers, or as the result of

a research project in a particular interest area, one faculty member would serve as the instructor and the second faculty member would serve as a reader.

MSS students are required to take three electives, only one of which may include an independent study or a master's Paper. A student (receiving the approval as noted) may pursue an Independent Study over and above the required number of electives; however, this would be an "overload" and treated as such (e.g., no GSSWSR grant funds would be awarded).

Content of Proposal:

Students intending to apply for an Independent Study or a master's Paper should prepare a study proposal in consultation with the supervising faculty member(s) prior to the semester when such a study is to be initiated. The proposal should include the scope of the study, the goals to be accomplished, a preliminary reference list identifying basic texts and reading materials and a description of the process that will be used to identify additional readings/texts. In addition, the proposal must include a plan for a mid-term assessment as well as an end of semester assessment that includes a description of what the student will submit as a final project/paper. The proposal should also address why an Independent Study or a master's Paper, as opposed to an existing course at the GSSWSR, is required for the student to engage in this content.

Timing:

For spring semester independent studies, proposals must be reviewed at the December curriculum committee meeting. The Dean's office should receive the proposal at least one week prior to the December curriculum committee meeting. For fall semester independent studies, proposals must be reviewed at the May curriculum committee meeting. The Dean's office should receive the proposal at least one week prior to the May curriculum committee meeting.

Evaluating Student Performance in the Classroom

Preparation for professional social work practice requires the student to read widely, think critically, analytically, and creatively, engage in reasoned debate, and produce independent and collaborative work. To meet these requirements, the student must be present for class and ready to participate fully in the entire range of educational opportunities. Students are expected to complete all assigned readings in advance of class meetings, to attend all class sessions and submit written assignments on time. The instructor should be notified well in advance if the student expects to miss a class meeting or an assignment due date. Continued tardiness and two or more absences will result in a referral for the student to appear before the Committee on Academic Progress and Support. More than three absences may result in a grade of Unsatisfactory. Each instructor will determine the method by which attendance will be recorded, satisfactory participation, and completion of assignments for their course. These expectations are noted on the syllabus of each course.

While the School does not have a formal honor code system, students, faculty, and staff are expected to comply with the NASW Code of Ethics and GSSWSR Standards of Professional Behavior. In-class or online exams are given with the expectation that the work submitted will be the student's own. If instructions for assignments and/or tests are unclear, instructors should be asked for clarification.

Plagiarism

Plagiarism is an unethical and unacceptable act. Plagiarism occurs when someone deliberately or accidentally uses the words, ideas, or other original thoughts of someone without proper acknowledgement. Plagiarism includes copying from another source without citation, closely paraphrasing another source without citation, building closely on someone else's ideas without citation, paying for someone to write a paper, and buying, stealing, copying, or borrowing a paper and submitting it as one's own work. It is a student's responsibility to become familiar with the definition of plagiarism and the proper methods of documentation and the citation of sources. Students are encouraged to consult with any of the following whenever there is a question about possible plagiarism in one of their assignments: the most current Publication Manual of the American Psychological Association, the class instructor, or the GSSWSR Writing Coach. The consequences of plagiarism include, but are not limited to, the student being required to meet with the Committee on Academic Progress and Support, and possible dismissal from the school. If an instructor suspects that a student has

plagiarized material, the instructor will first discuss the issue with the student and will then refer the matter to the Committee on Academic Progress and Support, or to the Doctoral Faculty Committee for further evaluation and recommendation.

Grading and Mutual Accountability

Please see the GSSWSR Institutional Policy on Satisfactory Academic Progress which follows later in this catalog. It is the instructor's responsibility to provide the master's student with an evaluative grade for a course or seminar. These grades are entered into Bionic at the end of each semester. The instructor will provide a narrative "End of Semester Evaluation of Student Performance" form for any MSS student who receives a grade of S- or U. A qualitative analysis of achievement of learning objectives, oral and written presentations, examinations, and other educational outcome measures is also required. In addition, the instructor may choose to provide a written analysis of the student's performance to students who receive a grade of S as a private communication between the instructor and the student.

The PhD student receives an evaluative grade of Satisfactory, Marginal Satisfactory or Unsatisfactory on the grade sheet form; however, only a Satisfactory or Unsatisfactory grade will appear on the transcript. The policy of the School is to terminate any PhD student who receives either:

- Two "Unsatisfactory assessments"; or
- Three "Marginal Satisfactory assessments"; or
- One "Unsatisfactory" and two "Marginal Satisfactory" assessments

Decisions to terminate students will be made at the end of each semester when the Doctoral Committee meets to consider the performance of every registered student. If a decision is made to terminate a student, the student receives official notification from the Dean of the School.

Academic Advisor Role

At the beginning of each student's course of study, students are assigned to a faculty member or senior administrator for academic advisement. Students are expected to meet with their advisor during the first part of their first semester at the GSSWSR and are expected to consult with them regarding school policies, course planning, career goals and about difficulties that may be impacting their course work at GSSWSR. It is the student's responsibility to make an appointment with their assigned Advisor during the required advising periods.

Academic Advisors are notified whenever there are concerns about the academic or field performance of a student. If a student is referred to the Committee on Academic Progress and Support, the Academic Advisor helps prepare the student for this meeting and is invited to accompany the student in a supportive role. Academic Advisor assignments may be changed under certain circumstances. Please contact the Assistant Dean for Administration for more information.

Student's Evaluation of Courses and Instructors

It is the student's responsibility to (a) participate in either: an oral or written mid-term analysis and evaluation of the course or seminar, and (b) to prepare anonymously an end-of-semester evaluation of faculty performance and of the course. The student's evaluation of the course and the instructor is not made available to the latter until all grades are entered in Bionic and any required narrative grade sheets have been turned into the Dean's Office. The student evaluations of faculty performance are important to course development as well as to faculty reappointment, tenure, and promotion.

Recognizing the importance of Field Education as the "signature pedagogy" of professional Social Work schools, master's students in field placements will complete an evaluation of their field experience, including Field Agency, Field Instructor, Field Liaison, and the Field Office at the end of the academic year. Feedback is used in the development of enhanced Field Office processes and procedures, preparation of future students for field practicum experiences, and field instructor training to support field settings as quality sites for student learning. (Refer to the Field Education Manual for further details.)

Grading

Defining the Meaning of Grades

The specific standards of each course are based on the expectations of the course instructor (or instructors in the case of multiple sections of the same course). Faculty members and Field Liaisons give considerable thought to their standards, and they make every effort to apply them consistently and fairly. These standards are reported on each course syllabus and the Field Education Manual to reflect both the grading philosophy behind these standards as well as broader beliefs about the academic performance expected of a social work graduate student. All grades are based on a common expectation of satisfactory graduate-level performance (equivalent to a letter or numeric grade of “B” or “3.0” or better) and are further specified by the following performance categories:

S (Satisfactory Performance - equivalent to a B [3.0] or better: Passing)

A student has shown an adequate or superior mastery of knowledge and/or skills to be able to transpose what has been learned to other contexts and has satisfactorily fulfilled course requirements as noted in the course syllabus. For Field Education, expectations consist of the CSWE competencies and related practice behaviors reflected on the Learning Agreement and Field Evaluation.

S- (Marginal Satisfactory Performance - equivalent to a B- [2.7]: Passing)

A student has shown a level of performance in a course other than Field Education that is close to but below the standard of satisfactory. This grade may also be used to indicate only a partial fulfillment of course requirements as noted in the course syllabus. Students who receive an S- grade are expected to schedule a meeting, as soon as possible, with their Faculty Academic Advisor.

U (Unsatisfactory Performance - below the equivalent of B- [2.7]: Not Passing/No Academic Credit)

A student has not demonstrated sufficient understanding of the course material to be able to use it conceptually and/or in practice and/or has not fulfilled significant course requirements as noted in the course syllabus or the Field Manual. In Field Education this would be further indicated by ratings specifying a need for improvement and/or not meeting expectations in several practice behaviors/areas of competency on the mid-year and end of year Field Evaluation.

Consequences of cumulative deficiencies in academic performance, a grade of “S-”:

- A student who receives a grade of “S-” in any course will be required to meet with the Academic Advisor to consider what actions should be taken to mitigate future academic difficulty. The student and the Advisor will jointly prepare a brief statement describing these proposed actions. This statement will be submitted by the advisor to the Dean’s Office and will be placed in the student’s permanent file for future reference.
- A second “S-” grade requires a timely review of the student’s status by the Committee on Academic Progress and Support, and a third “S-” grade may be considered sufficient grounds for the Committee to recommend that a student be removed from the program.

A grade of “U”:

- A “U” is a failing grade, and the student does not receive credit for the course. A student will not receive GSSWSR scholarship funds for any course that is repeated because of having received a “U” grade.
- A “U” grade requires a timely review of the student’s status by the Committee on Academic Progress and Support. A required course can only be retaken once. A student who fails a required course a second time will be removed from the program. A third grade of “U” in any combination of required and elective courses will result in removal from the program. The decision to remove a student from the program based on grade deficiencies will be made by the Dean after consultation with the Committee on Academic Progress and Support.

Policies and procedures associated with grading standards.

Any grade of “S-” “I” or “U” requires a grade sheet completed by the course instructor that includes a brief narrative explaining the reason for the grade and noting any recommended action(s) that the instructor believes the student might undertake to support future academic progress. The instructor will provide a copy of the grade sheet to the student and to the Dean’s Office, and the Field Liaison will provide a copy of the grade sheet to the student and Field Education Office, by a deadline established by the Dean’s Office for the specific

grading period. The Dean's Office will place the instructor's grade sheet in the student's permanent file.

In Field Education, the mid-year and end of year evaluations for all students require the Field Instructor to include written comments when a "Does Not Meet Expectations", "Needs Improvement", "No Opportunity" rating is given for a particular practice behavior. Final evaluations are submitted through "Sonia" (Field Education database) by the Field Instructor for Field Liaison review and issuance of a final grade for the Field Education course. All students receive grade sheets for Field Education from their designated Field Liaison. Both the field evaluation and field grade sheet become a part of the student's permanent file.

In the case of a student receiving either a "S-" or "U" grade, the Dean's Office will notify the student's Academic Advisor of the grade and inform the student that a meeting with their Advisor (or a designated Advisor during the Summer Sessions) is required within a timeframe specified for that academic period.

At GSSWSR grading is the responsibility of individual faculty. If a student believes that their academic performance does not warrant an S-, U, or INC grade, they should first discuss the matter with their instructor. If they still believe that the grade they received is unjust, they should contact the Dean to request an appointment to discuss the matter. If the issue remains unresolved, the student may consult the College Provost or their designee. The decision of the College Provost or their designee shall be binding.

Attendance Policy

Students are expected to attend all classes at the graduate level as a significant amount of material is missed when they are unable to attend class. However, when sickness or other circumstances arise that prevent a student from attending class, the instructor must be notified as soon as possible.

If a student has two or more absences, the instructor will report this to the student's Academic Advisor and to the Student Services Coordinator. Three absences automatically result in the student appearing before the Committee on Academic Progress and Support. The student's grade in the class may result in a "U". For Summer Sessions and 7-week classes, the instructor will report two absences to the Academic Advisor and the Student Services Coordinator, and the student will be referred to the Committee on Academic Progress and Support. Further, in Field Education, lack of a field placement assignment for more than six weeks may be grounds for referral to the Committee on Academic Progress and Support and may result in the recommendation of withdrawal from the Field Education course.

The method by which each instructor has chosen to record attendance will be reviewed during the first class. This method (roll call, sign-up sheet, etc.) is the official attendance record for that course.

The Community Day of Learning (CDL) is held during the spring semester. All students are expected to attend. Classes at the GSSWSR are cancelled until 4 pm, in order to facilitate participation.

Extensions, Incompletes, and Withdrawal

Extensions

Students in need of extensions for written work, or alternative exam dates, must request these extensions ahead of the due date for the work from their professors. Extensions may be granted but this is at the full discretion of the instructor. Extensions must be completed and graded by the time grades are due.

Incomplete Grades: MSS Students

A grade of "I" (temporary incomplete) may be given by the instructor only when extraordinary and unforeseen circumstances prevent a student from being able to complete their work by the deadline that grades are due to the Registrar's Office at the end of a semester. Incompletes may not be granted for work that is not completed for other reasons. Incompletes may only be given to students who are in good academic standing in the course in which work is outstanding.

An incomplete grade may be converted to an S, S-, or a U, following this procedure:

- Students requesting an incomplete because of extraordinary and unforeseen circumstances must meet with their professor to create a reasonable plan and timeline for completion of the work. The plan and timeline should be documented on the MSS/PhD grade sheet. This timeline must require that work be completed such that a permanent grade is issued two weeks prior to the start of the subsequent term.

- The incomplete plan and timeline must be approved by the Dean.

If the course in which the incomplete was received is a pre-requisite for a subsequent course, the student may not progress to the next course until a final grade of S, or S- is issued to the Registrar. No degree credit will be issued for incomplete grades.

Permanent Incomplete

This grade (INC) should only be given if extraordinary and unforeseen circumstances prevent the student from being able to complete their work. If a student had been given a temporary incomplete, a permanent incomplete is given when the temporary incomplete expires and the student's remaining work has not been submitted. Two permanent incompletes will result in a student coming before the Committee on Academic Progress and Support.

PhD Students

For Doctoral Students, the grade of Incomplete is reserved for use only in respect to illness or a grave emergency. On the grade sheet, the instructor indicates the date by which the work is to be completed. Incompletes must be completed within 30 days of the end of the semester in which the Incomplete is incurred. Any Incomplete remaining after this date automatically becomes permanent and no degree credit is received. On the rare occasion of an exception to this policy, permission of the PhD Director, in consultation with the Dean, is required.

Withdrawal from a Course

The guidelines for withdrawing from a course are governed by the GSSWSR. A student who withdraws from a course past the official add/drop deadline on the GSSWSR Academic Calendar for any reason will receive a WD (Withdrawal) grade for the course that will appear on the transcript. No degree credit will be received. A student who withdraws from a course after the 60% point in the semester or summer session may receive an Unsatisfactory (U) grade. If an Unsatisfactory grade is given, the student will be referred to the Committee on Academic Progress and Support and will need to retake the class (in the case of elective classes, take another elective) without the benefit of being able to use Bryn Mawr grant funding. Academic Advisers should refer students to the Office of Financial Aid to discuss any financial implications for their Academic Plan.

Withdrawal from a Field Placement

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine in consultation with the Dean if the student will be given another placement or be referred to the Committee on Academic Progress and Support to review the student's program and performance. If the student is again removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused a field placement, the student will not be placed again until the Committee on Academic Progress and Support meets and reviews the student's program and performance. The purpose of this meeting is to make recommendations. These recommendations may include but are not limited to: rearrangement of student's program to complete field placement at a later time; having the student seek additional experiences outside of the School to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program.

Temporary Leave of Absence for Medical Reasons or Pregnancy/Parenting

Students may elect to take a temporary leave of absence from coursework, and/or fieldwork in the event of a medical need, pregnancy, or parenting. The student is entitled to a temporary leave plan guided by the following process and principles:

Temporary leave planning is to be initiated by the student by consulting first with their Academic Advisor in a timely and professional manner. In addition, if in field placement, the student should inform the field education office and the field liaison that a leave will be needed. Students should contact their Advisor, and the field office as early as possible to plan for a leave.

- A. The Academic Advisor, after consulting with the student, will engage the field education office, inclusive of the field liaison for the student if they are in a field placement, as well as the relevant faculty to begin the leave planning.
- B. The Academic Advisor, in consultation with the field office, inclusive of the field liaison, and relevant faculty will construct a temporary leave plan for field as well as coursework that ensures the student is able to make up missed work in a timely way. This planning will be guided by the following core parameters:
- 1) The temporary leave plan will make every effort to maximize concurrency of practice classes with field work.
 - 2) The temporary leave plan will encompass a maximum of 6 weeks of absence for fieldwork, and 4 weeks for coursework.
 - 3) The temporary leave plan will honor the needs and requirements of the field agency and will be acceptable to the field agency. The plan will make every effort to maintain the student's current field placement. In the instance in which an agency, because of staffing needs, modality, or overall mission, is unable to allow for temporary leave, planning for a new field placement will begin as soon as possible.
 - 4) For students enrolled in Field Education I, II, III, or IV, the temporary leave plan will allow these students to accumulate the required field hours ahead of the planned absence. However, the plan will not allow students enrolled in Field Education I to accumulate time in field prior to beginning the Foundation Practice I course. For students enrolled in Field Education II, or IV, these students may extend field work past the end of the semester in which Foundation Practice II or Advanced Practice II are taught (keeping in mind our regular policies regarding incomplete or unfinished work in the classroom or field). For students enrolled in Advanced Practice I, the plan will allow students to accumulate a maximum of 6 weeks in the field at any time preceding the beginning of the Advanced Practice I course, providing that all work for the Field Education I and II courses has been satisfactorily completed.
- C. If a plan for a temporary leave of absence needs modification after it is initiated, the Academic Advisor, field education office, field liaison and relevant faculty will formulate a revised temporary leave plan; however, this leave plan must not violate any of the guiding principles above. Students in need of a leave of greater duration than 6 weeks for fieldwork, and 4 weeks from coursework should refer to the school's policy and procedures for medical leaves of absence. Students are not permitted to be absent for more than 6 weeks from Field and 4 weeks from coursework as this may compromise the educational value of the course. In such cases students will need to adjust their plan of study and may be required to withdraw from the field education course and corresponding practice class.
- D. Temporary leave plans require the approval of the Dean of the Graduate School of Social Work and Social Research.

Leaves and Withdrawal

A student whose academic work is in good standing may apply in writing to the Dean for a leave of absence after consulting with their Academic Advisor. The Dean may ask to speak directly with the student. A leave is typically requested for no more than one academic year. If the student wishes to return to the school at the end of the leave, a letter should be written to the Dean requesting reinstatement. Availability of space in the program and length of time the student has been away from the school will be factors affecting reinstatement. A student extending a leave beyond the approved period will need to apply for readmission to the school.

The student may, on the recommendation of a physician, request a medical leave of absence for reasons of health which include maternity/parental leave or serious mental health concerns. Readmission may be granted by the Dean, upon recommendation of the treating physician and based upon evidence of the student's capacity to meet the demands of the program.

A student who has withdrawn from the school is not automatically readmitted. After a year's absence, readmission may be requested after consultation with the Dean. Students who withdraw or take a leave of absence before the end of the enrollment period must contact the Office of Financial Aid at (610) 526-5245 for an exit interview before departure from the program to ensure that the financial account is settled. Students must also meet with the Dean or the Student Services Coordinator to discuss their experiences at the school.

Participation in School Sponsored Educational Activities While on Leave

A student who is on medical leave is temporarily inactive in terms of their enrollment status. Students on leave may attend school events which are open to the public; however, they may not attend events or participate in activities designated for active students or hold officer positions in student organizations. This would include activities such as policy trips, being eligible to receive fellowship funds, etc. Students may resume participation in all GSSWSR sponsored activities upon their approved return to the school.

Exclusion

Bryn Mawr College reserves the right to exclude at any time any student whose academic standing is unsatisfactory or whose conduct violates the GSSWSR Community Standards of Professional Behavior. In such cases fees will not be remitted or refunded in whole or in part; fellowships and scholarships will be canceled. Findings regarding academic standing and conduct are made by the Committee on Academic Progress and Support, or the Doctoral Faculty, or the Dean.

GSSWSR INSTITUTIONAL POLICY ON SATISFACTORY ACADEMIC PROGRESS

Academic Probation

Students who are struggling to successfully complete their coursework may be in danger of being declared to be on academic probation. If a student is experiencing difficulties, they should first seek guidance from their instructor who may give additional instructional support or refer the student to the writing center or to a TA for additional help. The instructor may also inform the student's Academic Advisor of the student's difficulties who may then request a meeting with the student. If the student is in danger of failing a class, or is given a grade of Unsatisfactory, the Academic Advisor is notified, and the student is referred to the Committee on Academic Progress and Support. A student is considered to be on Academic Probation if they have failed to meet the academic standards of the school by receiving a grade of Unsatisfactory (U) in a class or in field education. Students on academic probation are not allowed to hold officer positions in student organizations, nor are they eligible for fellowship funding until their status has been changed to being in good standing. Students placed on academic probation may also receive a financial aid warning letter from the Office of Financial Aid if they fail to meet the Federal Satisfactory Academic Progress Policy as listed on the financial aid website. To regain good standing, the student must appear before the Committee on Academic Progress and Support and follow the recommendations outlined in the Academic Plan which is sent to them after they have met with the Committee.

Committee on Academic Progress and Support

Students whose performance in coursework and/or fieldwork places them in academic jeopardy or whose behavior raises questions about their appropriateness for the School of Social Work and Social Research may be asked to appear before the Committee on Academic Progress and Support (CAPS). The purpose of the Committee is to two-fold: assist students in identifying obstacles which may have impacted their academic performance and to develop an Academic Plan for them to move forward in the school; to ensure the school addresses and supports students facing difficulties, maintaining high standards and accountability within the program.

The CAPS is convened by the Assistant Dean for Administration and may include the Dean and the Director of Student and Career Services. The student's Academic Advisor is invited, and students may invite another person to serve as support. In the summer sessions a smaller committee may be convened.

Reasons why a student may be referred to CAPS include:

- Charge of plagiarism
- Failure in one course
- Marginal performance in more than one course. A second S- grade requires a timely review of the student's status by the Committee and a third S- grade may be considered sufficient grounds for the Committee to recommend that a student be removed from the program.
- Marginal performance in field education
- Excessive tardiness or violation of the school's attendance policy as outlined in the course syllabus.
- Failure to adhere to Standards of Professional Behavior as outlined in the document signed by all students at the beginning of their first academic year at GSSWSR.

Referral to CAPS:

After the instructor has taken all appropriate steps to assist the student to improve performance to an acceptable level and has reached the conclusion that the student is in jeopardy, the student's Academic Advisor is informed, and the Assistant Dean of Administration is notified that the student is not meeting the requirements of the course or experiencing other challenges that are impacting their academic performance. The Academic Advisor gathers information about the student's performance in other classes and the field and provides summaries to the Assistant Dean of Administration. The student is notified in writing (via email) of the meeting day, time, and location. The Academic Advisor is copied on the letter and invited to attend. If the issue is related to field education, the Director of Field Education, Field Liaison and/or Field Instructor may be asked to attend this meeting as well.

The CAPS, after discussing the issues with the student, will make recommendations to the student as to how best to proceed in the master's program. These recommendations range from repeating a failed class, to reducing course load, or taking a leave of absence. In some cases, the CAPS may determine that the student needs to withdraw from the school. It is not the purview of the CAPS to change the grade issued by a faculty member to a student.

Appeals

The decision or recommendations of the CAPS may be appealed. The student must submit a request to the College Provost, who will review the student's academic performance as well as the decision of the Committee on Academic Progress and Support. The decision of the provost or their designee shall be final. All Bryn Mawr College GSSWSR students have the right to present a formal grievance to the College Provost, after having met with the CAPS. .

Grounds for Dismissal

The Graduate School of Social Work and Social Research maintains high standards and expectations of its students, faculty, and staff. As a professional school we believe it is imperative that all honor professional standards of behavior and adhere to social work ethics and the high academic standards outlined herein. However infrequently, a student may be dismissed from the school. This would usually be a recommendation by the Committee on Academic Progress and Support but may also be a decision made by the Dean if the circumstances warrant prompt action. Grounds for dismissal may include:

- Failure to adhere to Standards of Professional Behavior
- Violation of NASW Code of Ethics
- Violation of the Bryn Mawr College Drug and Alcohol Policy
- Violation of HIPPA laws in field or school
- Three or more appearances before the Committee on Academic Progress and Support
- Receiving a grade of Unsatisfactory in two required courses
- Receiving a grade of S- in three courses
- A documented charge of plagiarism substantiated by the Committee on Academic Progress and Support
- Engaging in illegal activities in school or in placement resulting in felony charges

Appeals and Grievance Procedures

All students who believe that they have been treated unfairly have the right to be heard. The Graduate School of Social Work and Social Research has in place both policies and procedures for students to follow. The appeal procedures for the Committee on Academic Progress and Support, as well as the process to appeal a grade, are detailed earlier in the catalog. The appeal process for the doctoral program is in the PhD Operating Procedures Manual. Except for appealing decisions of the Committee on Academic Progress and Support and decisions of the Doctoral Faculty, the following procedure is to be used by all students:

In all instances where a student feels treated unfairly, the student should first discuss the issue directly with the individual involved, whether that individual is a student, member of the Faculty or Staff, Field Education Liaison, or Field Instructor.

If the issue is not resolved at those levels, the student should consult:

- the Academic Advisor when the matter involves a fellow student, a member of the faculty, or a staff member.
- the Field Education Liaison when the matter involves a Field Instructor
- the Director or Assistant Director of Field Education when the matter involves a Field Education Liaison

If the issue is not resolved at that level, the student should consult the Dean, Assistant Dean for Administration, or the Director of Student Services.

If the issue remains unresolved, the student may consult the College Provost or their designee. The decision of the College Provost or their designee shall be binding.

Completion Rate

At the end of each grading period the Assistant Dean for Administration will evaluate all students' academic progress by comparing the number of attempted courses with the courses successfully completed to date. At the end of each grading period, a student must have successfully completed a minimum of 67% of all the courses they have attempted in that grading period; if not, they are on Academic Probation and are referred to the Committee on Academic Progress and Support, and an Academic Plan is developed for the student to follow. Repeated courses are treated as credits attempted.

The program completion rate standards listed below differ between the Master of Social Service (MSS), and Doctor of Philosophy (PhD) programs, due to the different requirements for each of those programs.

MSS Program

A student in the MSS program must successfully complete a minimum of three (3) courses at the end of each academic year; however, a student may need to complete more than the minimum number in some years to meet other benchmarks. In addition, students must take certain courses in sequence. By the end of the spring semester of the student's second academic year in the program, students must have completed all 10 generalist courses (including 2 semesters of field placement), inclusive of transfer credits or successful waiver exams. No more than two generalist courses may be taken in the summer between the first and second year. MSS students who are not Advanced Standing must complete all degree requirements (18 units) within a maximum of 4 years.

Advanced Standing students may receive up to 8 transfer credits contingent upon completion of appropriate course work with a grade of B or higher, and upon review of syllabi by faculty teaching in specific curricular areas. Advanced Standing students begin the MSS program in the summer of their first academic year, and complete 2 courses during that first summer. They must enroll in advanced specialization level practice courses and field placements in their first year. They must complete the program degree requirements no later than September of the following academic year.

PhD Program

A student in the PhD program must successfully complete a minimum of three (3) courses at the end of each academic year to be considered to make satisfactory academic progress. PhD students must complete a total of 12 courses within the first 4 years in the program. Preliminary exams must be passed within 18 months after the completion of coursework. The dissertation proposal must be accepted within one year after completion of preliminary exams. The dissertation must be successfully defended within 4 years after the proposal is accepted. All degree requirements must be completed within 8 years. Thus, students can take the maximum amount of time for some requirements but cannot take the maximum time for all requirements. If a student fails to finish any given part of the program in the maximum amount of time allowed, that student will be removed from the PhD program.

MSS and PhD programs

Courses will be considered as attempted or completed as follows:

- Attempted and completed: Courses with a grade of S (Satisfactory) equivalent to a B or better; courses with a grade of S- (Marginal Satisfactory) equivalent to a B-.
- Attempted but not completed: Courses with a grade of U (Unsatisfactory), INC (Permanent Incomplete), WD (Withdrawal). Temporary incomplete grades (I) change to S, S-, U, or INC.
- Not attempted and not completed: Courses with a grade of AUD (audit) and non-credit/no fee courses.

Students who attempt but do not complete courses/degree requirements at the appropriate rate (as described above) will be placed on Warning status for the first failed term. A student on Warning status may continue to receive institutional and federal assistance for one payment period. A student who fails to meet the satisfactory academic progress standards after the Warning period must submit an appeal to continue to receive federal aid. If an appeal is submitted and approved, a student who has failed to meet satisfactory academic progress standards may enroll for another term on Probationary status. Appeals must be made in writing to the Dean.

Academic Performance

The Dean of GSSWSR (or designee) determines satisfactory academic progress for students enrolled in the GSSWSR and notifies them accordingly.

- At the end of each grading period the Dean/designated representative will determine which students have not achieved a passing grade in each course attempted. “S” (Satisfactory), is the passing grade; in the MSS program S- (Marginal Satisfactory) is also a passing grade; however, any student who receives a second S- must meet with the Committee on Academic Progress and Support.
- MSS students who attempt but do not complete a required course shall meet with the Committee on Academic Progress and Support. Except in extenuating circumstances such as family or medical emergencies, a student who attempts but does not complete a course will lose SAP status and be placed on Warning status (described above) or on Probationary status (described above). The Dean determines what constitutes extenuating circumstances.
- The student must successfully repeat a required course to re-establish SAP status. The maximum number of times that a student may repeat a course is two. Students do not receive GSSWSR scholarship funds for repeated courses, for audited courses, or for elective courses taken more than the number required for the degree; however, they may still apply for and receive federal funds as long as they are meeting federal financial aid satisfactory academic progress standards. Only one repetition of a previously failed course will be eligible for federal funds and counted toward enrollment for the term when the course is repeated.

A student who attempts but does not complete two required courses may be dismissed from the MSS program.

A student who receives Unsatisfactory grades in 2 courses or Marginal Satisfactory grades in 3 courses will be dismissed from the PhD program.

Maximum Time Frame

The maximum time frame is defined as the maximum number of years after first enrollment that a student may complete GSSWSR courses in the pursuit of a degree. After each grading period the Dean/ designated representative will evaluate whether each student can complete the program without exceeding the maximum time frame. A student must complete all requirements for their specific degree program within the maximum time frame specified below, not including time for approved leaves of absence.

Degree Program	Standard Length	Maximum Length
MSS (full time)	2 years	4 years
MSS (part time)	3 years	4 years
MSS advanced standing	1 year	2 years
Ph.D.	8 years	8 years

Federal Financial Aid Satisfactory Academic Progress Policy

The Office of Financial Aid reviews federal aid applicants at the close of each payment period (term) to determine if Federal Satisfactory Academic Progress (SAP) is being met in accordance with Federal academic standards and Federal policies. This process is independent from standards set forth by the Dean of the Graduate School of Social Work and Social Research and the Committee on Academic Progress and Support in the institutional SAP policy. Students who do not maintain federal financial aid SAP as outlined on the Office of Financial Aid website will become ineligible for Federal and State financial aid.

Each student is responsible for meeting all degree requirements as outlined by their individual programs and departments. Federal regulations require institutions to check the academic progress each payment period (term). At Bryn Mawr, students must meet the quantitative and qualitative measures to maintain eligibility for federal and state financial aid. For detailed information regarding federal financial aid policies, please visit the Official of Financial Aid’s website: <https://www.brynmawr.edu/inside/offices-services/financial-aid/graduate-students/graduate-policies>.

FEES, BILLING, PAYMENTS, AND FINANCIAL AID

Tuition and Fees: AY 2024-25

Application Fee.....	\$50
Doctoral course (per course)	\$6,900
Master's course (per course)	\$5,420
Field Education Fee.....	\$110 (\$55 per semester) for students in field placement
Materials/Student Activities Fee	\$300 (\$150 per semester)
Summer Materials/Activities Fee	\$25
Matriculation Fee.....	\$120 (Students started Summer 2020 & after)
Commencement Fee	\$60 (Students started before Fall 2020)
Ph.D. Continuing Enrollment Fee	\$720 (per semester) for Ph.D. students not enrolled in courses

Field Education is a course that earns one unit and is billed the same tuition as other MSS 1-unit courses.

Payment of Fees

It is the policy of the College that tuition is due before the first day of each semester. No credit will be given for any semester's work if any balance due remains outstanding, nor will the student be allowed to register for any subsequent semester.

Bryn Mawr's official method for sending student account billing statements is on-line by electronic billing, eBill. Our third-party on-line processor is Nelnet Business Solutions (NBS) for eBill, one-time ePayments for student accounts (QuikPAY), and eCashier for the Automatic Monthly Payment Plan accessed through bionic.brynmawr.edu. See <https://www.brynmawr.edu/inside/offices-services/student-accounts/payment-information> for instructions on how to pay your bill online.

Refund Policy for a Dropped Course

A student who drops a course before the end of the Add/Drop period will be credited 100% of the cost of the course in their student account. A student who drops a course after the end of the Add/Drop period is responsible for the total cost of the course. If a course needs to be retaken (i.e., Withdraw, Permanent Incomplete, or grade of U), the cost will not be covered by Social Work grant money. All exceptions must first receive the permission of the Dean.

Refund Policies for Withdrawing from the School

A student who has submitted a written withdrawal notice to the Dean of the Graduate School of Social Work and Social Research will receive a pro-rated refund based on the time period they were enrolled. A student receives a 100% refund if the withdrawal takes place before the first day of class.

Federal financial aid refund and repayment policies will be applied if a student receives federal financial aid funds and completely withdraws. These policies may require that a portion of the student's federal funds be returned to the federal Title IV programs.

Bryn Mawr College Financial Aid

Bryn Mawr College believes that the student has the primary responsibility for financing the costs of education. Financial aid is intended to supplement the resources of the student to meet the expenses of a Bryn Mawr education and is administered based on demonstrated eligibility. To meet your eligibility for assistance, the Office of Financial Aid uses funds from federal, institutional, and alternative sources. As stewards of these funds, the College must comply with the regulations specified by these funding sources to ensure its continued ability to participate in these programs. Financial Aid Award Notifications detail the amounts and types of aid offered to you.

Your enrollment is verified after the second week of classes. Enrollment that differs from the enrollment listed on the original award notification may require that financial aid awards be adjusted.

Detailed information may be found at <https://www.brynmawr.edu/inside/offices-services/financial-aid/graduate-students>.

COURSE DESCRIPTIONS

Required, Non-Credit, Generalist Practice or First Year Courses and Workshop

SOWK B500-A and B500-B CONNECT (meets monthly in first year)

CONNECT is a two-semester, cohort-based program required for all incoming first year MSS students. CONNECT cohorts will meet once per month for one hour in the fall and spring semesters. No preparation is required and there are no additional assignments associated with the program. CONNECT is a non-fee, non-credit experience. CONNECT is designed to facilitate peer support while sharing information, resources, and skills relevant to social work education and career. As social workers, self-and-community-care are important parts of professional development, and the CONNECT program is designed to support both.

SOWK B555 Ethics & Social Work Practice (1/2-day workshop)

Social workers are often called the “conscience” of society. Intimately involved with the details of clients’ lives, social workers practice at the highly charged intersection of ethical, moral and legal issues.

Balancing a need to be sensitive to differences in culture and a responsibility to confront oppression requires a finely nuanced ability to identify ethical dilemmas. Once identified these issues are complex to sort through. Whether acting as a therapist, a community organizer, policy or legal advocate, social workers have a responsibility to make ethical decisions that are informed by thoughtful and thorough ethical reasoning process. In establishing themselves as ethical practitioners, social workers have a responsibility to become competent in:

- fostering and maintaining their own ethical practice
- stimulating and participating in discussions about ethics with clients and colleagues
- facilitating the often-charged ethical discussions that ensue
- and then helping to bring such discussion to closure and subsequent action

The purpose of this ethics workshop is to provide a provocative look at the study of ethics. The objectives are as follows:

- Delineate different definitions of ethical practice.
- Articulate the numerous challenges to maintaining an ethical practice in the social work field.
- Apply the concept of an “ethical work-up” to analyze ethical dilemmas.

Required Courses in the MSS Program

SOWK B501 Foundation Practice I

As the first course in our Foundation Practice sequence, Foundation Practice I cover the core knowledge, values, and skills applicable to practice with individuals, families, small groups, organizations, and communities and is taken by all students in the MSS program. In conjunction with the other foundation courses, this course examines the field of social work and forms the base from which students later develop advanced knowledge and skills in our advanced specializations. We teach Foundation Practice from a generalist perspective and, as such, focus on elements of the social work knowledge base that are important and relevant to all fields of social work practice. This course explores the history and purpose of the social work profession and introduces students to the unique role of social work as a distinct field, amongst the helping professions. The mission of social work is conceptualized broadly as reflecting the person-in-environment and strengths perspectives, with emphasis on working with diverse populations at risk. This course also reflects the school’s mission, goals, and objectives of promoting a global perspective, social justice, and human wellbeing. Over the course of the semester, Foundation Practice students learn about the centrality of social work values and ethics, the critical role of helping relationships across fields of social work practice, the challenges of forming assessments of diverse populations across and within nation borders, building skills of advocacy and cultural competence the knowledge and skills for developing and analyzing policies and services, and the importance of utilizing research-based knowledge and evidence of best practices in evaluating practice effectiveness. Additionally, all students acquire knowledge and skills to formulate community, organizational and biopsychosocial assessments. Critical thinking skills are emphasized as students are taught to integrate policy, theory, and research in practice.

SOWK B502 Foundation Practice II

As the second course in our Foundation Practice sequence, Foundation Practice II extends Foundation Practice I in its continuing examination of the core knowledge, values, and skills for differential use of self; advocacy and leadership; use of evidence and best practices to guide practice behaviors, interventions and evaluation with individuals, families, small groups, organizations and communities. Taken by all students in the MSS program, Foundation Practice II specifically builds on the generalist perspectives from other generalist courses, including Foundation Practice I, emphasizing assessment to focus on students' capacities to plan and implement theory-guided interventions within systems and to move within and between micro and macro practice to help clients at these multiple levels to achieve their goals. Critical thinking skills are emphasized as students are taught to integrate policy, theory and research in practice that seeks to promote social and economic justice by examining the effects of social exclusion and oppression on individuals, families, communities, and organizations; and recognizes the importance of a global perspective. The management and delivery of services are also considered along with improving services for marginalized populations.

Together with Foundation Practice I, Foundation Practice II provides the generalist perspective on which the advanced practice concentrations will build. Across Foundation Practice I and II, there is a logical and developmental approach; working with students to build systematically from social work ethics to relationship building and formulating assessments, to goal setting and intervention planning-including culturally responsive interventions that address the needs of individuals, families, communities, groups, and organizations-to strategies for policy practice and advocacy and for evaluating the effectiveness of these interventions. Foundation Practice II follows the structure of all practice courses with class time devoted to discussion of field-based practice and experience.

SOWK B503 Research Informed Practice I

Social workers' research literacy is a social justice issue. We have a professional obligation to: 1) be informed consumers of existing research to facilitate practice decisions, based on the best research evidence available, at the client, program, community, national, and/or international level; 2) use our research expertise to critically assess the development and implementation of empirical research impacting social work services consumers; and 3) evaluate our practice and expand the research-based knowledge of our profession. Responsive to these obligations, this course facilitates the development of an understanding of the scientific method as a systematic, rigorous approach to professional knowledge building as well as to the evaluation and extension of existing knowledge at practice and the client, program, community, national and international levels. Explicit links are made between sound research and effective, evidence-based practices. Throughout, students learn to critique existing research in terms of the quality of its evidence, its relevancy to women, racial, ethnic, and other minority groups, and people from different socioeconomic classes; and to develop procedures for coping with organizational and sociopolitical issues in developing and implementing agency-based research. Practical dilemmas that arise in designing and implementing agency-based research are also presented and workable solutions suggested. Along with Research Informed Practice II, the other foundation course in the research sequence, this course enables students to incorporate empirical research into all aspects of social work practice. Students will develop the research skills necessary to evaluate interventions designed to bring about change at any system level.

SOWK B504 Research Informed Practice II

Following the prerequisite course in Research Informed Practice I (B503), this course prepares students to seek answers to fundamental questions about social work practice, social policy, and social programs through the analysis of quantitative data. Along with the course in Research Informed Practice #1, this course enables students to become critical consumers of empirical research, as well as gain an appreciation for the use of statistics in evidence-based practice. Through emphasizing the application of key statistical techniques and interpretation of results, students learn how to use statistics appropriately in their practice. Particular attention is paid to the legitimate and illegitimate use of statistical techniques and the misuses of data in support of discriminatory theories and practices toward vulnerable and at-risk populations. Familiarization with statistical methods used to examine issues related to poverty and other social and economic welfare issues assists students in examining research findings considering social work values and ethics. Existing research is critiqued in terms of its relevance and generalizability with the implication that findings for more powerful groups may not be applicable to other diverse groups. Students learn to be careful in how results are interpreted and applied specifically to women, racial, ethnic, and other minority groups, and to vulnerable and at-risk populations. This

course reinforces the ongoing requirement that students expand their technological skills from the foundation year into their area of specialization. Students learn how to empirically test theories and hypotheses, and thus apply the content of this course in their social work theory and practice-based courses.

SOWK B505 Theoretical Perspectives in SW I

This course considers major theories of human behavior and human development over the lifespan. It covers relevant biological, psychodynamic, cognitive, behavioral and ecological/systems theory that informs social work practice with diverse populations.

The course requires students to achieve mastery of the central propositions of each theory that examine the biological, psychological, social, and cultural determinants of behavior among individuals, families, communities, groups, and organizations. The course focuses on helping students integrate knowledge, find commonalities among strains of thought, and enhance critical thinking. This is accomplished by examining the strengths and limitations of each theory in explaining human behavior and in informing social work practice. Students are encouraged to appraise the goodness-of-fit between theories of human behavior and social work's principles, values, and ethics. The course examines the relationship of each theory to the professional ideals of self-determination, the promotion of social justice, human worth and dignity, understanding and valuing intersectionality and cultural diversity, and cultivation of client strengths.

The course also encourages critical appraisal of the ability of selected theories to explain human behavior embedded within varying historical, social, political, and cultural contexts. A focus of the course is to consider each theory's capacity to address issues of intersectionality and diversity such as gender identity and expression, class, race, ethnicity, sexual orientation, and physical ability. Class materials and discussion also examine the extent to which theories reflect the dominant values of a society, and in doing so, marginalize particular social groups. The course considers ways these biases perpetuate disenfranchisement of populations at risk, by portraying these populations as "abnormal." As such, the course fosters students' ability to recognize bias in theory towards racist, sexist, heterosexist, and ageist ideas.

The course complements all foundation courses and practice concentrations by contributing to students' ability to understand the complexity of human behavior, critically apply theory to policy and practice, and examine the relevance of theory to social work research.

SOWK B506 Assessment/Psychopathology

This course provides an overview of principles used in the assessment of psychopathology across the lifespan. Emphasis is placed on assessment issues, theoretical formulations, etiology, and research findings related to each diagnosis, and the clinical manifestations of these conditions will be illustrated through case examples and video presentations. In this way, this second semester course builds on content introduced in first semester courses such as "Theoretical Perspectives in Social Work" and "Research Informed Practice I". The uses, strengths, and limitations of diagnostic classification are considered through lectures, activities and assignments that foster a critical analysis of their ecological validity in different contexts. Students learn to use the DSM-5 as a diagnostic tool and to critically evaluate it as an extension of the medical model of assessing human distress. In addition, students are introduced to the person-in-environment system (P-I-E) used to address the strengths and social functioning problems experienced by clients across a range of practice settings. Psychological factors related to physical conditions are considered and cultural influences on the expression and diagnosis of mental disorders are explored. The impact on the assessment process of oppression, discrimination, and trauma, especially as they intersect with race, gender identity and expression, ethnicity, and sexual orientation, will also be examined. A strengths perspective that leads to a competence model of assessment and intervention that is compatible with social work principles and values will be emphasized.

While this course is considered the first course in the advanced specialization of clinical social work, it is placed in the 2nd semester of the first year; following "Theoretical Perspectives in Social Work" and as prelude to students' entry into their advanced specialization field placement in the advanced specialization year. This course was sequenced in this way following feedback from our field- and community agency partners who indicated that it would be helpful for our advanced year students to have a more solid grounding in multi-dimensional assessment prior to beginning the advanced specialization field placement.

This course supports the assessment skills that are emphasized in Foundation Practice I and II, which are then further development in Clinical Social Work I and II, and essential to competence in field instruction experiences, especially in the advanced placement year. Readings and discussions build on the social and behavioral theories introduced in Theoretical Perspectives in Social Work.

SOWK B508 Community Strategies and Assessment: Advocacy and Action

This course is designed for students intending to do an advanced specialization in Macro Practice: Community, Organizations, Practice, Policy, and Advocacy (COPA). Building on content in generalist practice courses such as Theoretical Perspectives in Social Work, Foundation Practice I and II, and Power, Privilege and Oppression, students in this course will further develop capacities for applying basic skills and strategies for policy advocacy and community organizing to better understand and address health (broadly defined) in holistic, collective, and critical ways. Taking this comprehensive perspective on well-being, students will be able to understand, distinguish between, and use various community assessment methods to understand individual/collective well-being. Central to this course is the use of case study methodology to enable students to plan and undertake relevant real-world assessments to examine a social issue related to their work in field education. Through this project, students will not only integrate classroom- and field-based learning but will also build on the research informed practice foundation covered in the generalist practice curriculum. Students will have the opportunity to use existing published research as well as secondary data such as census or administrative data. Students will also collect primary data (e.g., surveys, interviews, focus groups) through research with (as opposed to on) community leaders, community-based organizations, social service providers, and community residents. Students will work with engaged stakeholders to craft their plans, and to interpret and prioritize findings that suggest possible interventions. Plans, findings, and recommendations will be compiled into a final written report which students will share with their stakeholder groups/communities in oral and/or written formats. Throughout the course, emphasis is placed on the use of multi-cultural perspectives, advocacy with marginalized and at-risk populations, and practice in a diverse and global landscape. Issues of power and positionality are especially emphasized.

Key objectives of this course include that students will: 1) Acquire an understanding of the history of, techniques in, and controversies around community assessment in social work and public health practice, 2) Both generally and in terms of one's personal practice, understand and be able to discuss and navigate around factors inherent in a successful community assessment, including how to identify, anticipate and navigate common pitfalls, 3) Compare different techniques of community assessment, 4) Identify and be able to discuss ethical and cultural concerns regarding community assessment, including the role of historical trauma and collective resilience; the dynamics of insider/outsider tensions; and the practical and philosophical issues regarding cross-cultural work, 5) Collectively demonstrate skills in: planning and undertaking a community assessment, including managing group work and community based research; collecting, organizing, and analyzing both quantitative and qualitative data; preparing and presenting professional products for community agencies, and 6) Demonstrate how to take findings from a community assessment and create logical implications for interventions for both policy and direct practice (at varying levels-individual, family, community).

This course supports the assessment skills that are emphasized in Foundation Practice I and II, which are then further development in COPA I and II, and are essential to competence in field instruction experiences, especially in the advanced placement year. Readings and discussions also build on the social and behavioral theories introduced in Theoretical Perspectives in Social Work.

SOWK B517 Social Policy Foundations/Analysis

This course will examine the U.S. social and economic landscape and the effects of government policy choices, beginning from a point of examining the role of government and the political, philosophical, theoretical, and historical forces that fundamentally shape the context of social welfare. The course will provide social work students with the opportunity to examine and discuss policy that relate to issues that are of concern to social workers. Particular attention will be paid to the dynamics of inclusion and exclusion related to social citizenship and welfare, such as racial identity, class, citizenship status, sexual orientation, and gender identity and expression. Many of the issues that will be discussed relate to the causes and consequences of economic and social inequality, poverty, and low income in the U.S. (e.g., tax policy, health care policy, food, and cash assistance programs like SNAP and TANF, housing policy and education policy). The U.S. system and our various policies will be compared with those of other large countries to help us consider the underlying values and various functions of the government within various economies.

SOWK B521 Field Education I

Supervised experience in using social work skills is provided in a field setting. The field practicum courses are taken concurrently with Foundation Practice I and Foundation Practice II. Students are placed in agency environments in which Field Instructors are agency staff members. Field Instructors are responsible to facilitate students' learning across the two-semester sequence of Field Education. Field Education I and Field Education II are generalist practice field placements; designed to provide students with the opportunity to practice social work skills with the guidance and supervision of professional social workers. Connected to Foundation Practice I and Foundation Practice II, as well as to other generalist curriculum courses, students learn to apply evidence informed approaches to all phases of the helping process including engagement, assessment, intervention, and evaluation. Reflecting work in courses such as Power, Privilege and Oppression, students learn recognize intersectionality within the placement context, and to understand and address issues of privilege and social justice. Students spend two full days/week in the field during regularly scheduled hours of the assigned agency. Within the Field Education practicum, students use a variety of tools, such as the Field Learning Agreement, Process Recordings, and Reflective Journals to facilitate supervision with the Field Instructor, focused on the core competencies of generalist practice as defined in EP 2.0.

SOWK B522 Field Education II

Supervised experience in using social work skills is provided in a field setting. The field practicum courses are taken concurrently with Foundation Practice I and Foundation Practice II. Students are placed in agency environments in which Field Instructors are agency staff members. Field Instructors are responsible to facilitate students' learning across the two-semester sequence of Field Education. Field Education I and Field Education II are generalist practice field placements; designed to provide students with the opportunity to practice social work skills with the guidance and supervision of professional social workers. Connected to Foundation Practice I and Foundation Practice II, as well as to other generalist curriculum courses, students learn to apply evidence informed approaches to all phases of the helping process including engagement, assessment, intervention and evaluation. Reflecting work in courses such as Power, Privilege and Oppression, students learn recognize intersectionality within the placement context, and to understand and address issues of privilege and social justice. Students spend two full days/week in the field during regularly scheduled hours of the assigned agency. Within the Field Education practicum, students use a variety of tools, such as the Field Learning Agreement, Process Recordings, and Reflective Journals to facilitate supervision with the Field Instructor, focused on the core competencies of generalist practice as defined in EP 2.0.

SOWK B531 Community Practice, Policy & Advocacy I

This course is for students concentrating in Macro Practice: Communities, Organizations, Policy, & Advocacy. Students develop capacities to apply basic skills and strategies for policy advocacy and community organizing. Through this course, students will refine their identities as macro social workers, including not only developing deep understandings of the ethics and tensions within the field, but also developing ways to navigate the diverse landscapes of macro practice. The core tasks that students will focus on are community level engagement, assessment, intervention, and evaluation; through the three semester sequence (Community Strategies and Assessment in Spring; CPPA I and II), students will be able to demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising). Students will also be able to, among other things, actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation, including organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy; legal processes, reasoning, and analysis. Central to this course is case studies, both fictional and real life; this class works with students' experiences in field to help make sense of field and teach theories and practice skills integral to their work. Throughout the course, emphasis is placed on the use of multi-cultural perspectives and advocacy with marginalized and at-risk populations.

When students take COPA I, they are also enrolled in the required course "Trauma Informed Social Work (TISW). TISW is part of our generalist curriculum because all our students, regardless of their advanced specialization, are required to take the TISW course. The theory and concepts introduced in TISW inform

the student experience of the content in COPA I and vice-versa; deepening students' understanding of the impact of traumatic stress on the individual, familial, organizational, and community level. For example, in the TISW course, there is a separate module on "organizational trauma", and a module on "collective trauma and resilience" as each relate to the organization of community systems. Per the plan of study in Figure X, TISW is sequenced to come after students take the generalist course "Power, Privilege and Oppression" because we want students to be able to understand the core theories and concepts of TISW through the lens of these structural dynamics.

Key content and theoretical framing in COPA I include Liberation theory, affirmative models of practice, power dynamics and power assessment, program management, theories of change, logic models, evaluation, budgeting, and grant writing. Pedagogical strategies include lectures, readings, class discussion, online forums, and class assignments. Many of the assignments in COPA I offer specific opportunities for students to integrate classroom learning with their advanced specialization field practicum experiences. Each class has an extra 30 minutes, compared to non-practice classes, specifically for foster field discussion so that students can bring their field learning into the classroom for reflection and dialogue. The field liaison for the COPA students is invited to visit with the class over the course of the semester to further facilitate the field setting/classroom setting integration and transfer of knowledge, values, and skills.

SOWK B532 Community Practice, Policy & Advocacy II

This course is the last course for students in the "Community, Organizing, Practice, Policy and Advocacy" advanced specialization. In this advanced specialization, students build on the knowledge, values and skills from the generalist practice foundation and learn to apply this content for their work with community, organizations, policy advocacy and community organizing. Through this course, students will continue to build on their socialization into the profession, and the work in the generalist practice curriculum on social work values, ethics, theories, concepts, and skills for evidence-based practice. Their identities as macro social workers, including not only developing deep understandings of the ethics and tensions within the field, but also developing ways to navigate the diverse landscapes of macro practice. The core tasks that students will focus on are community level engagement, assessment, intervention, and evaluation; through the three semester sequence (Community Strategies and Assessment, COPA I, and COPA II), students will be able to demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising).

In this final, culminating course of the three semester sequence, students will use the strong theoretical and philosophical foundation built in previous courses to aid them as they build and sharpen concrete skills needed for macro social work practice-in particular, this semester, students will focus on evaluating the efficacy of programs and interventions; leadership around social movements and policy changes; policy creation and advocacy; and program and personnel supervision and management. Central to this course is the use of case studies. In this class, we work with students' field experiences to deepen understanding of the theories and practice skills that are integral to their work. Throughout the course, emphasis is placed on the use of multi-cultural perspectives, advocacy with marginalized and at-risk populations, and practice in a diverse and global landscape. Issues of power and positionality are especially emphasized.

SOWK B535 Clinical Social Work Practice I

Clinical Social Work I works in tandem with Field Education I to teach skills related to clinical assessment and conceptualization, goal setting, intervention skills, and practice evaluation. The pedagogical strategies in this course include readings, lecture, online and in-person discussion forums, case-focused student presentations and discussions, role-play, audio-visual materials, and written assignments designed to enhance knowledge and skills, and to foster the integration of classroom learning with field learning experience to create a coherent educational experience inclusive of both classroom and field learning. A key area of learning in this course is the differential and reflexive use of self. Clinical Social Work I is intended to support students in developing a reflective and collaborative stance for anti-oppressive clinical social work practice relevant to a range of types of clinical social work, including practice in mental health and medical clinics, hospitals, schools, child welfare agencies, prisons, and other applied practice settings.

This first semester, second year, course emphasizes the need for critical analysis of current health and mental health trends and their effects, and their impacts, for clients who are often confronted by serious biopsychosocialspiritual challenges, occurring in the face of system oppression, marginalization and both

personal and historical trauma. This course aims to promote continual and ongoing critical attention to the sociopolitical context of clinical social work practice and dynamics of shared and different social identities for clinician and client (gender identity and expression, identity, age, race, ethnicity, language, class, sexual orientation, abilities, and/or other aspects of social identity), as well as how conscious and unconscious agency/institutional practices treat groups differently. In addition, this course seeks to integrate awareness of the structural and system oppressive practice within micro level conceptualization and practice work. These critical perspectives are integrated with the study of the ethical principles of social work practice, including those outlined in the NASW (2021) Code of Ethics.

When students take Clinical Social I, they are also enrolled in the required course “Trauma Informed Social Work (TISW). TISW is part of our generalist curriculum because all our students, regardless of their advanced specialization, are required to take the TISW course. The theory and concepts introduced in TISW inform the student experience of the content in Clinical Social Work I and vice-versa; deepening students’ understanding of the impact of traumatic stress on the individual, familial, organizational, and community level. Per the plan of study in Figure X, TISW is sequenced to come after students take the generalist course “Power, Privilege and Oppression” because we want students to be able to understand the core theories and concepts of TISW through the lens of these structural dynamics.

Key theoretical frames and concepts from Clinical Social Work I include trauma-informed social work, anti-oppressive practice, reflective practice and supervision, telehealth and virtual practice, attachment-based and relational work, cognitive-behavioral interventions, psychodynamic approaches, multi-dimensional assessment, motivational interviewing, countertransference, reflexivity, and clinically attuned case management.

SOWK B536 Clinical Social Work Practice II

Clinical Social Work II is the second course in the clinical sequence, examining the major theoretical principles and skills of social work practice. These complimentary courses rely on a bio-psycho-social-spiritual perspective as well as eco-systemic, strengths-based, and risk-and-resilience frameworks. These courses are guided by psychodynamic, person-in-environment, liberation, and developmental theories and student fieldwork experiences for the study of case conceptualization and practice preparation across a wide range of direct practice settings.

The definition of clinical social work applied in this course is purposefully expansive as students are in multiple types of settings and working with varied client populations. It includes: 1. Providing psychotherapy—consisting of collaborative assessment, diagnosis, and treatment related work; 2. Supportive counseling—emphasizing the clinician’s work to bolster a client’s functioning through a difficult experience or period, or in support of other forms of treatment (e.g. oncology treatment); and 3. Clinically informed case management—the clinician’s work with the client to collaboratively assess their needs, to connect the client with appropriate resources and services, and to work with the client to address conflicts and gaps in care and community connection and support.

In this second semester course of the advanced specialization, a key area of learning is the differential and reflexive use of the self. This course is intended to build on concepts introduced in the fall with more focus on the application of these theoretical frameworks. As in the first semester, we remain cognizant of the socio-political, racial, and spiritual challenges occurring in the face of system oppression and marginalization. During this semester, we continue to focus on social work ethics and social justice work through all of the topics of this semester; attentive to micro-, meso-, and macro- level dynamics of power and oppression as they emerge in our clinical practice work in diverse settings. In Clinical Social Work II, we further develop practice knowledge, values and skills while mindfully attending to affective and cognitive processes in our case presentation discussion model that we initiated in Clinical social Work I.

The four modules, or units of this course, include: Deepening engagement in trauma informed relational practice, Commo frameworks for clinical practice such as CBT, ACT, DBT, mindfulness-Based and narrative approaches, Trauma-sensitive group theory and practice strategies, and Reflections and integrations.

Clinical Social Work II continues to work in tandem with the field experience to teach skills related to clinical assessment and conceptualization, goal setting, intervention skills, and practice evaluation. A key area of learning in this course is the differential and reflexive use of self. The second semester is intended to build on concepts introduced in the fall with more focus on the application of these theoretical frameworks. As in the first semester, we will remain cognizant of the socio-political, racial and spiritual challenges occurring with regard to systemic oppression and marginalization. As such, Clinical Social Work II continues to focus

on social work ethics and social justice work thought all the topics of this semester, attentive to micro, meso and macro level dynamics of power and oppression as they emerge in our clinical practice work in diverse settings. In Clinical Social Work II students will further develop practice knowledge values and skills while attending to affective and cognitive processes in all aspects of the class including discussion, readings, lectures and assignments such as the case presentation.

SOWK B541 Field Education III

Second year field education provides an opportunity for the student to focus on the further development of skills. It is taken concurrently with Clinical Social Work (B535), or Community Policy Practice and Advocacy (B531). Advanced specialization year students are assigned to a field setting for three days per week for each of the two semesters. Their work is supervised by an agency staff member who assumes responsibility for facilitating the student's learning. Supervised experience in using social work skills is provided in a field setting. Field Education III is taken concurrently with the first semester of advanced specialized practice (either Clinical Social Work I or COPA I). Field Instructors are responsible to facilitate students' learning across the two-semester sequence of Field Education. Through tools such as the field learning agreement, process recordings, journal reflections, supervision, agency site visits by field liaisons, and integration with classroom content via discussion and assignments, students develop the knowledge, values, skills, and cognitive/affective capabilities to demonstrate competency at an advanced level of specialized practice.

SOWK B542 Field Education IV

Second year field education provides an opportunity for the student to focus on the further development of skills. It is taken concurrently with Clinical Social Work II (B536), or Community Policy Practice and Advocacy II (B532). Advanced specialization year students are assigned to a field setting for three days per week for each of the two semesters. Their work is supervised by an agency staff member who assumes responsibility for facilitating the student's learning. Supervised experience in using social work skills is provided in a field setting. Field Education III is taken concurrently with the first semester of advanced specialized practice (either Clinical Social Work II or COPA II). Field Instructors are responsible to facilitate students' learning across the two-semester sequence of Field Education. Through tools such as the field learning agreement, process recordings, journal reflections, supervision, agency site visits by field liaisons, and integration with classroom content via discussion and assignments, students develop the knowledge, values, skills, and cognitive/affective capabilities to demonstrate competency at an advanced level of specialized practice.

SOWK B594 Trauma Informed Social Work

In this required course, students will address key knowledge, values and skills that support trauma-informed approaches to social work practice. Students will learn core concepts of trauma-informed social work from an EcoBioDevelopmental framework. This framework will help students understand the impact of adversity and traumatic stress on health and well-being across the lifespan. Throughout the course, we examine how risk and protective factors shape the impact of traumatic stress on individuals, families, and communities. Connected to the strategic foci of the GSSWSR, this course builds on foundation level content in our curriculum, including an emphasis on power, privilege, and oppression.

This course is comprised of six modules that are connected by key concepts of trauma-informed social work. Module 1 focuses on the definition of trauma and traumatic stress, differentiating amongst levels of stress and clarifying unique elements of traumatic stress. In this module we examine research on ACEs (Adverse Childhood Experiences) and how this work supports our understanding of how early life experiences of traumatic stress shape developmental and health outcomes across the life course. Module 2 focuses on the interrelatedness of trauma and "intersectional" identity-based oppression – the accumulation of multiple forms of related subjugation (for example, based in racism, homophobia, transphobia, other gender identity and expression-based oppression, and socioeconomic classism) that can cause and/or mediate traumatic experience. In Module 3 students will identify and explain some connections between individual and collective trauma. Module 4 prepares students to develop a grounding in assessing their field agency's trauma-informed capacity and promoting them in agency structure, policies, and in the organizational climate. Module 5 examines how cross-cultural perspectives on trauma are key to knowledge, values, and skills relevant to local and global models of social work practice. This module builds upon a perspective of trauma that moves away from its conceptualization as a natural category to embrace the cultural and ecological systems that shape human experience and model ways of coping and meaning making. Module 6 explores pathways to trauma healing and particular implications for social work practice across system levels and including Macro and Clinical Practice.

SOWK B595 Power, Privilege and Oppression

“Power, Privilege and Oppression” is a required foundational course for all MSS students and is intended to help students develop awareness of structures of inequality, systemic oppression, an individual privilege as they relate to social work service delivery. “Power, Privilege and Oppression” asks students to reflect on relevant issues in social work and social service history, as well as in the present. Students will be asked to analyze agency experience related to power and social identity and are encouraged to reflect on their own experiences of intersectional social identities in interaction with others and in context.

This course draws from theoretical models of critical race theory and social identity formation and development. Materials for this course are drawn from various disciplines including social work, psychology, sociology, anthropology, education, history, and gender identity and expression studies. This course is divided into four modules: American Racism & White Supremacy, Systemic Oppression, Intersectionality and Social Identity Development, and Modes of Resistance.

Students reflect on events, and professional and scholarly journals in their discussions and written assignments. Documentaries and film clips are used in classroom instruction and student assignments to further integrate learning and highlight topics. Students acquire knowledge from class readings, film and video screenings, class discussion, written assignments and small group and dyad work to develop a foundational understanding of structural inequality and a beginning framework for culturally informed and anti-oppressive social work practice. The working assumption of this course is that developing skills of anti-oppressive social work practice is an ongoing, lifelong process, fundamental to our profession.

Electives in the MSS Program: Available to Students Across Concentrations

Students in both advanced specializations are required to take three advanced electives in the MSS programs. Students choose electives autonomously based on their own areas of interest. The faculty work to design electives that bridge micro- and macro- perspectives, even as they may emphasize one system level over another. Students are also given opportunities, in their elective courses, to connect the course content to their field practicum experiences and are able to choose assignment areas of focus aligned with their own emerging practice and social work identities.

SOWK 554 Social Determinants of Health and Health Equity

The purpose of this course is to provide students with knowledge and an understanding of how structural factors (racism, sexism, homophobia, classism, discrimination, the built environment, poverty, working conditions, and the unequal distribution of power, income, goods, and services) contribute to racial/ ethnic and gender identity and expression disparities in health and well-being.

SOWK B556 Caring for an Aging America

The course broadly explores the biological, psychological, and social aspects of aging into middle and late adulthood for individuals, families, communities, and society at large.

This is accomplished through exploration of a.) the psychological and social developmental challenges of adulthood, b.) the core biological changes that accompany this stage of life, c.) research methodology for inquiry into aging, d.) the demands and impact on care givers and families, e.) psychopathology common in older adults, f.) social welfare policies and programs designed to ameliorate stress and promote well-being among older adults, and g.) the political, social, and academic discourse around the concept of aging successfully in the 21st century. Throughout the course, the experience of aging, and the ways in which this experience differs by race, ethnicity, gender identity and expression, class, culture, and sexual orientation are considered. This course builds on theory, knowledge, and skills of social work with older adults introduced in Foundation Practice and Theoretical Perspectives in Social Work I. This course is relevant to the clinical, management, and policy concentrations, in that it focuses on the concepts, theories, and policies central to effective assessment and intervention with older adults.

SOWK 557 Organizational Behavior: An Introduction to the Art and Science

Whether as an administrator, staff /service provider or board member, or even as a consumer, we all have multiple opportunities to interact with organizations. This course explores the 10 basic components of organizations which impact people, place, processes, and placement. In this seminar-style class, students will contribute as both teachers and learners in the study of how people, as individuals and as groups, operate within the context of change that surrounds today’s organizations.

The skills taught in this course will help students think about, advocate within, elicit change from, and lead organizations. We will use a “10-S” model of organizational practice to guide our thinking. This model champions multicultural competency and examines a number of mezzo- and macro-level influencing factors. For instance, we will consider how even an organization’s physical setting impacts the delivery of its mission. Also examined is the leadership style of organizational administrations as well as the types of staff and their skills, and the agency’s shared values, strategy, structure, systems, and the services provided to diverse stakeholders. During the semester, students will explore these organizational components, their interrelatedness, and reciprocal impacts through individual and small group presentations, self-reflection exercises, and a final paper. A particular emphasis will be placed on ways to invoke both ‘right brain’/ synthesizing and non-linear thinking with more ‘left-brain’/analytical methods to better understand the responsibilities and various styles of effective leaders. This class will be interactive, co-constructed, and provide foundational theories and practical skills.

SOWK B558 Managing the Work of Others

This course has as its focus understanding the work for which a supervisor or manager is responsible, the context of that work and the tasks into which the work can be divided. Focusing on the work to be accomplished, the course includes administrative, educational and clinical models of supervision and management. It presumes that most master’s prepared social workers will be overseeing the work of others, either as program directors, managers or supervisors. The literature for the course is drawn from social work, psychology, business, organizational development and social science.

SOWK B559 Family Therapy: Theory & Practice

This seminar considers contemporary theories of family therapy from a historical perspective. Building on approaches associated with communication, inter-actional, structural, intergenerational, feminist, symbolic and psychodynamic theories, the seminar emphasizes practitioner decision-making in family treatment. Experiential learning methods utilizing practice simulations and videotapes are used to focus on a range of social work practice issues including family developmental stages, economic strains, single parent, minority, and multi-problem families. Students who have not completed Foundation Practice and the first semester of practicum must have the instructor’s permission to take this course.

SOWK B561 Perspectives on Special Education: The Role of Social Workers

Designed as a survey course, the goal is to introduce graduate-level social work students interested in working in schools to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners, especially those considered to have special learning needs. The field of ‘Special Education’ is vast, thus the nature of a survey course; however, through the assignments students will have an opportunity to narrow their area of interest through a research paper by developing a comprehensive learning profile or IEP for a specific student. Throughout the course federal and state legislation, and rules and regulations governing educational law specific to special education populations will be referenced to guide the discussion. However, the emphasis will be on clinical material and examples to help students develop a greater understanding of the populations they will encounter, and how best to work with them and their families.

SOWK B563 Global Public Health

This course is open to graduate and undergraduate students and has relevance for students in Praxis, field education, study abroad and various internships (although these practice experiences are not required for the course). Globalization increasingly dictates the availability of social and economic resources as well as access to them, and at the same time presents a shared set of problems such as violence (particularly against women and children), unemployment, HIV- AIDS, poverty and starvation, threats to indigenous populations, and environmental destruction, among others. Changes from globalization require new ways to conceptualize and implement the welfare state and an envisioning of social justice that crosses borders. A domestic perspective and the lens of cultural context are no longer adequate; they require expansion to include geographic context as well as ideas and practices to address troubles shared by nations (such as assimilation) and by populations crossing borders (into areas not always welcoming of them).

SOWK B564 Group Treatment

This seminar explores the group dynamics, theory and processes that are applicable to all groups and explores the specific techniques of group therapies. There is an experiential component of this course. A portion of the time will be devoted to examining our own group’s functioning. Readings and discussions will focus on the major theories of groups and interventions. Topics include leadership skills, client selection, sub-grouping, group conflicts and clinical management of beginning, maintaining and termination stages of groups. Concurrent practice with groups is desirable.

SOWK B565 Clinical SW Practice with Children/Adolescents

The purpose of this course is to introduce students to some of the theoretical and practice issues related to adapting the clinical social work process to work with children and adolescents. Work in the course will concentrate on a social work framework that stresses the complexity of the person-environment transactions and emphasizes strengths and competencies.

SOWK B567 Social Work with Substance Use Disorders

This course reviews the major theoretical approaches to understanding substance use disorders and to assessment and treatment with individuals, families, groups and communities. The pharmacology of drugs and alcohol and the nature of addiction are included, as are the influence of culture, ethnicity, gender identity and expression, the peer group, and social deviance. The principles of self-help and therapeutic communities are applied.

SOWK B570D Public Ed Issues-School SW (7 weeks)

This course is designed to prepare the students to integrate the practice of social work into the unique context of the public educational system. The students will examine the various roles and responsibilities of school social workers. By also examining the hierarchy of the educational and legal systems in the United States, the student will gain an understanding of the organizations that school social workers work within and the implications of educational laws and regulations on their work.

SOWK B571D HSV ED Law (7 weeks)

This course will provide social work students with a working knowledge of the education and related laws that relate to minors in the Commonwealth of Pennsylvania, with an emphasis on analyzing and interpreting primary legal sources. The students will learn to identify, locate and discriminate among the various sources of law, as well as understand the hierarchy of the various Federal, State and Local laws and regulations, and how that hierarchy governs their implementation. Students will also examine the complexities of the overlapping, and sometimes conflicting, responsibilities of various agencies involved in the supervision and education of Pennsylvania children, and the role of the social worker within this complex legal and educational framework.

SOWK B572 Clinical Social Work Practice in Primary and Secondary Schools

This course is the core course for the School Social Work certificate program. It presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select, and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, personal development, and school success. In keeping with the Bryn Mawr College Graduate School of Social Work and Social Research's commitment to trauma informed practice through an integrated perspective on theory, practice, policy, research, and ethics, and a commitment to advancing social and economic justice, the curriculum will focus on the skills needed to effectively practice as a school social worker to enhance student learning and achievement. The content will include social justice practice skills; models of positive behavioral supports for school wide programs and individuals; crisis prevention, planning, and intervention; school-based counseling skills with individual students, groups, and families; and mediation, conflict resolution, and collaborative problem-solving methods. Specific interventions to support students with the range of diagnostic presentations and disabilities covered under the Individuals with Disability Education Act will be addressed. Ways to promote family engagement and collaboration will be explored as well as a focus on effective measures to promote youth advocacy. Skills to enhance collaboration and consultation between teachers, families, and other school personnel will be addressed. School social worker intervention methodologies will include ways to help schools develop climates that are inviting, inclusive, and foster equity.

SOWK B574 Child Welfare Policy/Practice

This course examines social policies and interventions that address problems of child abuse, neglect, and abandonment. First, child maltreatment and dependency are considered in historical, cross-national, and political contexts. Then, theories and research on the causes and consequences of child maltreatment are studied. The legal and political structure of child welfare services in the U.S. is considered, along with the extent to which this system provides a continuum of care, copes with residual problems of other service sectors (e.g., welfare, mental health, substance abuse, and housing), and prevents or perpetuates oppression of women, children, people of color, and other disadvantaged groups. The course focuses on micro-, meso-, and macro-level practice issues and research findings in the areas of child protection, in-home services, out-of-home care, adoption, treatment, and prevention of child maltreatment. Issues of cultural sensitivity and new directions for practice are considered in each of these areas.

SOWK B583 The Queering of Social Work for Practice With LGBTQIA+ People (And Everyone)

This class will cover a wide range of psychological and social issues impacting LGBTQIA+ people seeking care and treatment as well as organizing together in response to homophobia, transphobia, and intersectional oppression and marginalization. We will examine historical and ongoing patterns of pathologizing and regulating diverse genders and sexualities in clinical practice and social policy, and ways that social workers, other care providers, and community members have engaged in clinical activism to create more affirmative models of care. As a class we will take on the following questions: What does it mean to take a developmentally-sensitive approach to gender identity and expression and sexuality with children, adolescents, adults, and older adults? How do trauma and trauma-informed approaches impact queer- and trans-affirmative social work and organizing? How has queer, trans, feminist and intersectional theory and activism impacted clinical social work practice broadly, and what are the limits of this change work? How can clinical practice and macro approaches hold space for multiple marginalized identities at once? How should we continue to change the field in response to these questions and a broader queer agenda?

SOWK B586 Special Topic: SW Trauma and the Arts

Social Work, Trauma, and the Arts provides instruction for social work students seeking to understand and apply the arts to encounters with traumatized individuals, communities, and systems. The course, which uses creative engagement and didactic strategies, is divided into three phases. In the introductory phase, participants will learn basic information about (1) the impact of trauma, (2) the consequences of trauma exposure, (3) the neurobiological implications of traumatization, and (4) best practices and common factors in trauma treatment. In the second phase, students will explore the relationship between social work, creativity, and trauma healing. Students will critically analyze (1) the concepts of creativity and destruction, (2) the role of various artistic media in facilitating trauma healing, and (3) the congruity of these arts-based practices with social work values. In the third phase, participants will consider ways to integrate the arts into both clinical and macro contexts. Students will create and share a plan for implementation of a creative, arts-based intervention in a clinical or macro social work setting.

B586A Special Topic: Social Group Work In Action: Sociometry, Psychodrama & Experiential Trauma Group Therapy

This course will introduce students to Sociometry, Psychodrama, and Group Psychotherapy while also integrating essential teachings from trauma-specific experiential models. Throughout the semester, we will learn, experience, and practice using a variety of strengths-based experiential sociometric and psychodramatic techniques while also considering their application within a multitude of social work settings with diverse client populations and treatment concerns. Upon completion of this course, students will have acquired nearly half of the 90 required hours for certification in experiential therapy (CET). The theoretical underpinnings of sociometry and psychodrama complement social work's emphasis on person-in-environment, mutual aid, the importance of human relationships, the dignity and worth of each individual, and social justice. Psychodrama's role theory, along with spontaneity-creativity theory, provides a non-pathologizing conceptualization of the individual personality and the process of change. Sociometry, which is the study of the inter-relationships of humans, allows one to examine the underlying social forces impacting the structure and functioning of a group. Sociometric tools will provide social workers with experiential methods of highlighting and strengthening connections within a group while examining the distribution of social wealth and the impact of the sociodynamic effect. Psychodramatic processes, which can be adopted for use with any content or theoretical perspective, offer social workers potent tools for creating both intrapsychic shifts and interpersonal change. Psychodrama is one of the first body-oriented forms of psychotherapy, moving beyond just words and narrative. "However important verbal behavior is, the act is prior to the word and 'includes' it" says Jacob Moreno, founder of psychodrama. Co-founder, Zerka Moreno, later states that "even when interpretation is given, action is primary. There can be no interpretation without previous action." Neuroscience research, which will be incorporated throughout the curriculum, has demonstrated that traumatic memories are stored in non-verbal parts of the brain and body, which are more accessible through creative arts therapies. This course will focus on clinical applications of action-based group work for trauma survivors, while also demonstrating how these tools can be used in any group setting.

SOWK B586-D Special Topic - Trauma Informed Social Work with Children and Adolescents

This course will introduce the core concepts of trauma informed social work practice with children and adolescents. Students will be introduced to core concepts of trauma informed practice from a biopsychosocial perspective, identifying risk and resilience factors at micro, mezzo and macro systems levels. Students will learn to combine developmental, neurobiological and social-ecological approaches to trauma informed social work practice with children and adolescents. Emerging research in child and adolescent development

has changed our understanding of childhood trauma and its impact on development over time. Building on available teaching materials from organizations such as the National Childhood Traumatic Stress Network and SAMHSA and NIMH, students will be introduced to core concepts of trauma informed practice from a biopsychosocial perspective. Research on “Brain Basics”, the stress response system and the ACES (Adverse Childhood Experiences) studies will be utilized to examine the mechanisms by which exposure to childhood trauma can affect health across the lifespan, including an analysis of social disparities in trauma exposure. From a relational perspective, this course examines the mediating role of attachment relationships for children and adolescents exposed to traumatic stress. Our emphasis will be on the connection between trauma exposure and the development of behavioral health challenges such as depression, substance abuse, eating disorders and a range of chronic health and social problems. We will also address the concepts of vulnerability and resilience and the many factors that support developmental wellbeing even in the context of adversity, including introductory content on global perspectives on child and adolescent trauma. The first section of this course examines the definition of trauma and traumatic stress, keeping in mind the developmental status of children and adolescents. A primary focus is the importance of holistic assessment of the psychosocial, biological, neurobiological, cognitive, and relational impacts of trauma on the developing child or adolescent. The second section of this course will focus on how this knowledge can be used to create trauma informed systems for social workers in multiple settings such as education, child welfare and juvenile justice. The third section of this course will address several evidence-based approaches to assessment and intervention designed to ameliorate the impact of trauma exposure on children and adolescents.

SOWK B587 Integrated Health Care and Social Work Practice

This course explores integrated health care with an emphasis on roles for social workers in multiple settings. The course focuses on integrating physical and mental health, and practice that merges micro and macro perspectives. Content will include theories and practice models focused on the effects of stress and trauma across the life course; the ways that theories of resilience can be applied to practice with diverse populations; and the strengths and challenges inherent in interdisciplinary health practice.

SOWK B593 Mindful Facilitation: Engaging Difference

Mindful Facilitation: Engaging Difference is an advanced elective course which builds on the foundational knowledge and skills gained in the required Power, Privilege and Oppression course. It is an elective designed for both clinical and CPPA concentration students, to help them further develop specific strategies and skills to engage clients, supervisors, colleagues and peers in acknowledging, discussing and working-through issues related to differences in social identities. Students will gain transferable skills applicable to social work practice in a variety of settings in the United States. Core concepts of this class derive from Critical Race Theory, Intersectionality and Mindfulness Facilitation of Cross-Cultural Dialogues. Thus, it is assumed that in the United States, social work practice is greatly influenced by race and racism and how this intersects with other forms of social oppression. It also acknowledges the need for students to acquire skills to assist people in exploring and combating forms of social oppression which may overlap with other problems of living encountered in social work practice.

SOWK B596 Cognitive Behavioral Therapy and Approaches

This course examines cognitive behavioral therapy and other cognitive approaches to social work practice, teaching skills that focus on clients' problem-solving abilities, build on client strengths, target specific thought patterns that impede clients from reaching goals, and assess outcomes in terms of changes in thinking and behavior. Cognitive behavioral approaches have considerable evidence of effectiveness for a wide array of issues and disorders, including depression, anxiety, post-traumatic stress disorder [PTSD], grief, substance use, and personality disorders. Knowledge of these approaches is especially valuable to social workers, given that they are the largest provider of mental health services in the U.S. At the same time, the cognitive behavioral model of the relationships among events, thoughts, behaviors, and emotions is applicable to numerous contexts and challenges, whether in mental health services or another type of social work practice. To best benefit from knowledge of cognitive behavioral approaches, social workers should have familiarity of applying them with individuals, children, families, and diverse cultural groups.

PhD Courses

SOWK B676 Making Space for Learning: Pedagogical Planning and Facilitation

Supported by the Teaching and Learning Institute (TLI) and a grant from The Andrew W. Mellon Foundation, this series of pedagogy workshops for graduate students may be taken in its entirety for course credit, or individual workshops may be attended as stand-alone sessions. Seven two-hour workshops focused on a variety of pedagogical issues (e.g., course design, teaching styles, creating culturally responsive classrooms, grading) are scheduled for both the fall and the spring semesters.* These are interactive workshops, some of which require the completion of reading in advance and some of which include discussion of texts during the workshops themselves, but all of which focus on active, collaborative explorations of pedagogical issues. A full list of the workshop topics is available through the Dean's Office. These workshops count toward the completion of the Dean's Certificate in Pedagogy (www.brynmawr.edu/gsas/Resources/certificate.html).

SOWK 681 Social Theory

This seminar covers a range of theories useful for understanding social structure and social process at various levels of social organization. The purpose is (1) to increase familiarity with different theoretical perspectives, and (2) to allow practice in identifying and using conceptual frameworks suitable for guiding analysis in dissertations or other professional and scholarly work. In addition to assigned readings discussed in class, students will have the opportunity to prepare and present individual papers based on original texts by one or more major social theorists of their choice.

SOWK B682 Data Analysis I

Data analysis is seen as one step in the research process. Statistical methods of analysis include descriptive and inferential statistics with major emphasis on partial and multiple correlation and regression, and analysis of variance and covariance. Knowledge of the assumptions and conditions under which statistical methods are valid, and discrimination in the selection, application, and interpretation of statistical tests are developed.

SOWK B683 Data Analysis II

Advanced training in multivariate data analysis is preceded by training in file construction on the Vax 8200 computer. Among the topics covered in this seminar are multiple factor analysis, multiple regression analysis and path analysis, time series analysis, logit probit and log linear analysis. The seminar concludes with an introduction to models used in the social sciences. Students are expected to prepare a paper based on an original multivariate data analysis of an existing database, utilizing the Bryn Mawr Vax 8200 computer and SPSSX.

SOWK B684 Qualitative Inquiry: Methods

This course is the first of a two-semester sequence in qualitative inquiry. Both semesters address the philosophical underpinnings, ethical conundrums, and the assessment of rigor within qualitative research. Course aims for the entire sequence are both conceptual and practical. These courses prepare students for qualitative research that is ethical, rigorous, reflexive, and relevant to social work practice and the enhancement of social work's evidence base. This first course in this sequence prepares students to conceptualize, design, and carry out research by providing an in-depth understanding of methods, focusing on open-ended interviews, focus groups and ethnographic observations, all designed to deepen students' understanding of qualitative inquiry and to promote sophistication in using these methods, either alone or with quantitative approaches. The first semester also covers issues such as the role qualitative approaches play in social work research and related disciplines; the development of research problems appropriate for qualitative methods; development of conceptual lens to guide inquiry; reflexivity; sampling strategies; development of interview guides, with appropriate probes; and an introduction to mixed methods. Assignments will include learning how to critique existing qualitative research studies and to plan and collect one's own data. Students will develop a small class project, consisting of either two intensive interviews or one focus group. This data will be transcribed and loaded into NVivo for analysis in the second course in this sequence, B694 Qualitative Inquiry: Analysis.

SOWK B685 Research Methodology I

This course considers major issues in the design and conduct of empirical research. Students are introduced to historical trends, landmark studies, epistemological and methodological debates, and current issues in social work research. Emphasis is on developing the knowledge and skills necessary to identify relevant and manageable research topics. Experimental and naturalistic research methods are covered, and students read and critique examples of research in these two traditions. Integration of qualitative and quantitative approaches is considered a strength in research design. Examples of faculty research are provided to illustrate applications of research methods at all levels of social work practice.

SOWK B686 Research Methodology II

This is a continuation of Research Methodology I. Survey research and secondary analysis of data are discussed and examples are examined. Important methodological details are then considered along with adaptations required for different types of research. Topics include: sampling, statistical power, measurement, data collection, data management, and the initial phases of data analysis. The course focuses on the knowledge and skills necessary to read research articles critically, plan and cost research proposals, develop research proposals, acquire funding, write research reports, and achieve publication of research findings. Protection of the rights of human subjects and other ethical concerns are taken up throughout the course.

SOWK B689 Applied Development Theory and Translational Research

Core concepts and theories of human development are critical elements of building an integrated approach to research, practice and policy, relating to various aspects of the wellbeing of individuals, families, and communities. In particular, developmental science has made important contributions to our work by increasing our understanding of the nature of human development, and processes of risk and resilience. Social work researchers interested in promoting health and wellbeing need to build capacity in the nature of translational research, and the tools needed to apply our understanding of developmental science to a broad range of social problems and issues. A social work perspective places this knowledge in the context of our understanding of poverty, the changing nature of family structure and composition, discrimination, oppression and family/community violence and stress.

SOWK B694 Qualitative Inquiry: Analysis

This course, offered in Semester II, builds on the foundation provided in Qualitative Inquiry: Methods, and is the second course in this two semester sequence in qualitative inquiry. This course prepares students to analyze and report qualitative research that is ethical, rigorous, reflexive, and relevant to social work practice and the enhancement of social work's evidence base. This class focuses on helping students explore different ways to make sense of qualitative data - how to clean and organize data; how to embark on thoughtful analysis that relies on systematic methods, ethical considerations, and assurances of rigor; and how to prepare and undertake a writing process wherein they detail findings in a credible and useful form. The course explores the philosophical assumptions and practical methodology involved in various analytic strategies for organizing and analyzing qualitative data, using NVivo, a widely used qualitative data analysis software package, supported by Bryn Mawr College. This practical, experiential course addresses various techniques and analytic practices. Students will acquire practice both with analytic depth and analytic breadth as they learn to think deeply within their data, which has been collected and transcribed in Qualitative Inquiry: Methods, as well as how to "zoom out" from their data to place findings in a broader context of scholarly work and theory on their area of focus. Throughout the semester, a focus will be on the practice of analysis and writing up of qualitative data; students should thus come prepared each week to workshop their process in a spirit of collegial critique and exploration.

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APPENDIX: COLLEGE AND SCHOOL POLICIES

Alcohol And Drug Policies

In addition to the policies here, we direct your attention to the College's Drug and Alcohol Prevention (DAAPP) webpage at www.brynmawr.edu/inside/policies-guidelines-handbooks/college-policies-guidelines/drug-alcohol-prevention.

All graduate students are responsible for acting in accordance with the College's Alcohol and Drug Policies, which are distributed to graduate students each year via the applicable Student Handbook. These policies assert that each student is responsible for conducting herself or himself in ways consistent with federal, state and local laws, and for following College policies regarding alcohol or drug use in the interest of her or his health and well-being. Impairment due to alcohol or drug use is never an excuse for misconduct. The College will not contribute to the cost of a legal defense for those who violate drug or alcohol laws and rules. Alcohol or drug policy infractions may result in disciplinary action, up to and including separation from the College.

When a student is concerned about another student's alcohol or drug use or its self-destructive potential, she or he may express that concern and, if appropriate, encourage that student to seek confidential help from one of the counselors, nurses or physicians at the College's Health Center, or from a professional off campus. A student with questions about how best to assist another student may seek guidance from a drug and alcohol counselor, or the Dean. Advice may be sought without revealing the identity of the student needing help, if that seems best.

The Alcohol Policy

The Alcohol Policy is designed to achieve the following goals:

- to remind students of the laws of the Commonwealth of Pennsylvania and the College's policies, all of which govern their behavior with respect to alcohol.
- to stress moderation, safety and individual accountability for those who choose to drink.
- to maintain a college social atmosphere that is free of coercion for those who choose not to drink and a climate in which alcohol is not the focus of parties or other social events.
- to maintain a college community in which alcohol abuse and its effects are minimal.
- to provide confidential and effective guidance for those with specific needs related to alcohol use and alcoholism; and
- to provide information and education about the effects of alcohol for all students.

All members of the College community are expected to be familiar with and abide by the principles of the Alcohol Policy.

It is the duty of all students to conduct themselves in a manner consistent with this Policy, the College's other policies, and the GSSWSR Standards of Professional Behavior. About the consumption of alcohol, students are responsible for their own well-being. Behavior that puts students at mental, physical and/or legal risk cannot be condoned.

The GSSWSR prohibits alcohol in all required classrooms and class activities. This includes end of semester celebrations held during scheduled class periods.

Alcohol Effects

Alcohol consumption causes several marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked

impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome.

These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

1. When community members lose their ability to reason and control their actions due to excessive alcohol consumption, it is threatening to them, to those around them, and ultimately to the community. Students are urged to accept responsibility for preventing themselves from ever reaching that point.
2. Inebriation shall not be seen as an acceptable or justifiable excuse for disruptive behavior and suspected inebriation will be referred to the Dean.
3. When an individual's behavior allegedly violates this Policy and/or the College's other policies, that individual will be referred to the Dean.
4. If there is a threat to the lives or safety of individuals or of damage to College or private property resulting from inebriation or a violation of the Alcohol Policy, immediate action will be taken by the College, up to and including, but not limited to, separation from the College.
5. In some cases, the Dean will consult counselors who have expertise in alcohol abuse and alcoholism if such expertise is deemed relevant. Such consultation will take place only with the knowledge of the student involved.

Students who entertain others should be aware of the responsibilities and risks to the College and to themselves as individual social hosts under the laws of the Commonwealth.

Services and Referrals

Bryn Mawr College provides services and referrals for individuals who need help with an alcohol-related problem. For confidential assistance, contact:

- Beth Kotarski, Medical Services Director, Bryn Mawr College Health Services, Student Life and Wellness Building, 225, (610) 526-7371
- Reggie Jones, LCSW, Associate Dean of Health and Wellness, Bryn Mawr College Health Services, Student Life and Wellness Building, 268, (610) 526-7360
- Alcoholics Anonymous Information Center, 311 S Juniper St., Philadelphia, (215) 545-4023
- Alcoholics Anonymous Clubhouse, 562 W. Lancaster Ave., Ardmore, (610) 527-9711

The Drug Policy

The drug policy is designed to achieve the following goals:

- to remind students that the College's policies, the federal laws and the laws of the Commonwealth of Pennsylvania do apply to their behavior with respect to the use of drugs.
- to stress individual accountability for those who choose to use illegal drugs.
- to maintain a college community where the harmful effects of drug use can be minimized.
- to inform the members of the College community of the availability of confidential and effective guidance and resources for those with questions and concerns related to drug use, dependence, and abuse; and
- to encourage all members of the College community to become familiar with the physiological, psychological, and legal aspects of drug use, dependence and abuse.

All members of the College community are expected to be familiar with and abide by the principles of the drug policy. This policy stresses prevention and concern; it charges the community with the responsibility for drug education and heightened awareness of campus resources for dealing with drug problems. It also asks us to consider the relationship between the individual and the community, and the question of responsibility to one's peers. In summary, we have a responsibility not to withdraw from the community by abusing drugs.

The illegal possession, use, sale or distribution of drugs is in violation of the law, and the College will not protect students from prosecution under federal, state or local law.

The College as an educational institution, being concerned about the harmful effects of the illegal use, possession, sale or distribution of drugs on the individual, and on the integrity, safety and security of this academic community, does not condone the illegal use, possession, sale or distribution of drugs.

The administration of Bryn Mawr College reserves the right to act when it has reason to believe that involvement with drugs is having an adverse effect upon the life and/or academic performance of students or adversely affects or legally implicates others in the academic community. College action may take such forms as education, counseling, referral to outside agencies, separation, or exclusion, depending on the situation.

Procedures

The following guidelines are not meant to cover all situations. They are intended, instead, to remind students of the variety of resources available and to reassure them about the consequences of seeking help.

When a student is concerned about another student's drug use and its self-destructive potential, he or she should express his or her concern and, if appropriate, encourage that student to seek confidential help from one of the counselors, nurses or physicians at the Health Center, or from a professional off campus. A student with questions about how best to assist another student may seek guidance from a drug and alcohol counselor, counselor or the Dean. Advice may be sought without revealing the identity of the student needing help, if that seems best.

If a student's behavior because of drug use has disturbed or harmed other individuals or the community in a more general sense, the behavior itself should be brought to the attention of the Dean. The drug use that may have caused the behavior should not be viewed as an excuse, but as a second problem for which the individual may be encouraged to seek help from a professional counselor.

If an individual's involvement with drugs is such that it, or behavior associated with it, is violent or life-threatening, or if that involvement, such as in the case of the sale or distribution of drugs, may not present immediate danger to life but may have legal implications which are administrative concerns, it should be brought to the attention of the Dean without delay by any member of the community who becomes aware of the situation.

Policy on Drug-Free Schools

The unlawful possession, use or distribution of illicit drugs and alcohol poses a threat to the health and safety of all members of the Bryn Mawr College community and is not permitted.

The sanctions for the unlawful possession, use or distribution of illicit drugs and alcohol are defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. Sections 780- 144); Controlled Substances Forfeiture (42 Pa. C.S. Sections 6801-6802); the Pennsylvania Crimes Code (18 Pa. C.S. 6307-6314); the Pennsylvania Motor Vehicle Code (75 Pa. C.S. 1546-1547; 3715, 3731); and the Lower Merion Township Code (Article IV, Section 111-4). These statutes are on file at the reference desk in Canaday Library. A summary of federal law and relevant sanctions is also on file.

The College's policies on disciplinary sanctions for graduate students are stated in the applicable Catalog. Policies on sanctions for faculty and staff are stated in the handbooks appropriate to them. This policy is instituted effective immediately, to comply with the Drug Free Schools and Communities Act of 1989 (P.L. #101-226). No institution will receive federal financial assistance of any kind after October 1, 1990, unless it has certified that it has "adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees."

The College will conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that it is consistently enforced.

Policy on a Drug-Free Workplace

The College, as an employer, and students as employees of the College have obligations under the Drug-Free Workplace Act of 1988 (41 U.S.C. Section 701). The College's statement of compliance is reproduced here.

The use of illegal drugs poses a threat to the health and safety of members of the Bryn Mawr College community. Therefore, the illegal use, possession, dispensation, distribution or manufacture of controlled substances (as defined in federal statutes) by any faculty, staff or student employees in the workplace is not permitted.

As a condition of college employment, every employee shall abide by the terms of this policy, and shall notify their supervisor of any criminal conviction for a violation occurring in the College workplace no later than five days after such conviction.

Any employee found in violation of these prohibitions and regulations may be required to participate in a drug-abuse assistance or rehabilitation program and shall be subject to disciplinary action, which action might include dismissal. Information regarding such assistance or rehabilitation is available through Human Resources and/or the Employee Assistance Program. All of the insurance programs offered to staff, faculty and students through the College provide some form of support to persons in various forms of treatment for substance-abuse problems.

This policy is instituted, effective immediately, to comply with federal laws and regulations. Federal agencies cannot legally award any contract over \$25,000 or any grant monies without certification that the College has implemented a drug-free workplace program.

The College also complies with the Drug-Free Schools and Communities Act of 1989 (P.L. #101- 226). Information on federal and state law imposing sanctions for unlawful possession, use or distribution of illicit drugs and alcohol is available at the reference desk of Canaday Library and in Human Resources.

Information on counseling, treatment and rehabilitation programs is contained in the College's drug and alcohol policies.

This Handbook's statements on policies and procedures relating to alcohol and controlled substances form part of the College's compliance with the Drug-Free Schools and Communities Act.

Health Risks Associated with the Use of Illicit Drugs

Drugs	Physical Dependence	Psychological Dependence	Possible Effects	Effects of Overdose	Withdrawal Syndrome
Narcotics					
Heroin	High	High	Euphoria Drowsiness Respiratory depression Constricted pupils Nausea	Slow and shallow breathing Clammy skin Convulsions Coma Possible death	Yawning Loss of appetite Irritability Tremors Panic Cramps Nausea Runny Nose Chills and sweating Watery eyes
Morphine	High	High			
Codeine	Moderate	Moderate			
Hydrocodone	High	High			
Hydromorphone	High	High			
Oxycodone	High	High			
Methadone, LAAM	High	High			
Fentanyl and Analogs	High	High			
Other Narcotics	High-Low	High-Low			
Depressants					
Chloral Hydrate	Moderate	Moderate	Slurred Speech Disorientation Drunken behavior without the odor of alcohol	Shallow respiration Clammy skin Dilated pupils Weak and rapid pulse Coma Possible death	Anxiety Insomnia Tremors Delirium Convulsions Possible death
Barbituates	High-Moderate	High-Moderate			
Benzodiazepines	Low	Low			
Glutethimide	High	Moderate			
Other Depressants	Moderate	Moderate			
Stimulants					
Cocaine	Possible	High	Increased alertness Euphoria Increased pulse rate and blood pressure Excitation Insomnia Loss of appetite	Agitation Increased body temperature Hallucinations Convulsions Possible death	Apathy Long periods of sleep Irritability Depression Disorientation
Amphetamine/Methamphetamine	Possible	High			
Methylphenidate	Possible	High			
Other Stimulants	Possible	High			
Cannabis					
Marijuana	Unknown	Moderate	Euphoria Relaxed inhibitions Excitation Increased appetite Disorientation	Fatigue Paranoia Possible psychosis	Occasional reports of insomnia Hyperactivity Decreased appetite
Tetrahydrocannabinol	Unknown	Moderate			
Hashish and hashish oil	Unknown	Moderate			
Hallucinogens					
LSD	None	Unknown	Illusions and hallucinations Altered perception of time and distance	Longer, more intense "trip" episodes Psychosis Possible death	Unknown
Mescaline and Peyote	None	Unknown			
Amphetamine Variants	Unknown	Unknown			
Phencyclidine and Analogs	Unknown	High			
Other Hallucinogens	None	Unknown			

Smoking and Fragrance Policy

In accordance with the Pennsylvania Clean Indoor Air Act and to enable students, faculty, staff, and visitors to avoid exposure to second-hand smoke, the College has enacted a smoking policy that prohibits smoking in all College owned and leased buildings, College athletic facilities (including fields and spectator areas), and College-owned vehicles. Smoking is also prohibited on the plazas in front of Canaday Library, the Campus Center, and the Park Science Building. This policy applies to all faculty, staff, students, contractors and visitors. In addition:

- Smoking is prohibited outdoors within 25 feet of the perimeter of any College building, including arches and covered entrances, to ensure that second-hand smoke does not enter the area through entrances, windows, or ventilation systems.
- Cigarette butts are to be extinguished and placed in appropriate outdoor receptacles. Throwing cigarette butts on the ground or pavement is considered littering.
- “Smoking” also includes the use of e-cigarettes that create a vapor.

The College is committed to assisting students, faculty and staff in making healthy lifestyle choices. Students can go to the Health Center for information and assistance. Faculty and staff who are interested in smoking cessation programs may obtain information from Human Resources. In addition, residents of Pennsylvania can access services available through the PA Free Quitline at 1-800-Quit- NOW (784-8669) or www.determinedtoquit.com/.

Penalties for violation of the College’s smoking policy shall be disciplinary action in accordance with general College provisions for misconduct.

In addition to the smoking policy above, GSSWR also asks that the use of fragrances be minimized to avoid affecting community members with allergies.

Pet Policy

Students and staff are not permitted to bring pets to work. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Bryn Mawr College will provide reasonable accommodations for individuals with disabilities when necessary to ensure equal access to our programs, services and activities.

Although animals are not allowed in college facilities, an appropriately trained service dog will be permitted if necessary to ensure access for a person with a disability. Dogs that are not trained to perform specific tasks that mitigate the effects of a disability, including animals used for emotional support, well- being, comfort, or companionship, are not considered to be service animals.

The health and safety of Bryn Mawr’s students, faculty, and staff are of utmost importance. The handler is responsible for the overall care and management of the service animal, including appropriate waste clean-up. A service animal should have a harness, leash, or other tether, unless that is not feasible due to the nature of the disability or the dog’s work. If it becomes disruptive or aggressive, or is not housebroken, a service animal may be required to leave the College.

For more information and/or to discuss an accommodation, please contact the Coordinator of Access Services at (610) 526-7351.

BRYN MAWR

COLLEGE

STUDENT GUIDE ON SEXUAL ASSAULT, HARASSMENT AND DISCRIMINATION

Student Resources

Office of Campus Safety

x7911 (if calling from off campus, dial (610) 526-7911)

Health Center & Counseling Service

(610) 526-7360

ProtoCall

(for counseling emergencies when the Health Center is closed)

(610) 526-7778

Title IX Coordinator

(610) 526-7630 titlex_coordinator@brynmawr.edu

Office of the Dean of the Undergraduate College

(610) 526-5375

Lower Merion Police Department

(610) 642-4299; call 911 in an emergency if you are off campus

Graduate Assistants (GA)

(available from 10 pm to 9 am during the week and on weekends when classes are in session)

Contact Campus Safety or an HA who can call the GA on duty

Introduction

Bryn Mawr is committed to helping any student who has experienced sexual assault. Counselors, health center personnel, residential life staff, campus safety officers, and deans will support a student through the recovery process. Title IX requires that the College address reported and suspected cases of sexual assault. The College is also committed to assisting a student in lodging charges with local police, if the student so desires; holding disciplinary hearings to adjudicate formal accusations; and disciplining any student found to have violated the Sexual Misconduct policy.

The College recognizes that many incidents of sexual misconduct involve people who are acquainted with one another. Coercive or violent acts between people who, because of their membership in the College community, must continue to interact with each other are particularly traumatic to the victim and violate the trust that is essential to the College's mission and sense of community. In instances where sexual misconduct is reported and involves College community members, the College shall take reasonable action to limit contact between the parties until the incident can be addressed.

Options for Students Who Have Been Sexually Assaulted

Any student who experiences any form of sexual violence is strongly encouraged to seek help from resources available through the College and/or from outside sources. The following is a short list of options available to students seeking help at Bryn Mawr. More detailed information about each option is provided below. You may:

- Contact the Bryn Mawr College Health and Wellness Center (610-526-7360) to receive medical care, speak to a counselor, and/or discuss other options confidentially.
- Go to Bryn Mawr Hospital (130 South Bryn Mawr Avenue, Bryn Mawr, PA 19010) to receive a medical examination, which is admissible in court as evidence of an assault.
- Call Bryn Mawr College Campus Safety (x7911, 911 in emergencies) to arrange for transportation to the Health and Wellness Center or to Bryn Mawr Hospital, and/or to report an incident.
- Contact the Bryn Mawr College Title IX Coordinator, Kimberly F. Taylor (610-526-7863 or ktaylor4@brynmawr.edu), to report that an incident and initiate the College's investigation.
- Call Lower Merion Township Police

(610-642-4200) to arrange transportation to Bryn Mawr Hospital, to report a sexual assault or to request emergency medical assistance.

Medical Care: You are strongly encouraged to receive medical care after an assault. Because sexual assault can be physically and emotionally traumatic, you may not know whether you have been injured. Medical personnel at the Health and Wellness Center or the hospital can answer questions you may have about health concerns. A follow-up exam is recommended to retest for pregnancy and sexually transmitted infections (STIs), and to be sure that no other injuries were sustained during the assault.

The Health and Wellness Center can counsel you on your options for medical care after an assault. An examination done at the Health and Wellness Center is NOT the same as a rape kit and is not admissible in court as evidence that an assault has taken place. If you think you may wish to press charges at any time, the Health and Wellness Center personnel will recommend that you go to Bryn Mawr Hospital, where medical evidence can be preserved for the police.

The Health and Wellness Center can check for internal injuries, test for pregnancy and STIs and provide someone with whom you can talk. The Health and Wellness Center can also provide information and testing for HIV (HIV testing at the Health and Wellness Center is confidential). The Health and Wellness Center can provide medication to help prevent STIs. In addition, emergency contraception is available to prevent pregnancy if you go to the Health and Wellness Center within 72 hours of the assault.

The Health and Wellness Center will keep all information confidential; the assault will not be reported to the police, Campus Safety, parents or other College personnel without your permission. If it is determined that you or another member of the College community is in danger, necessary information will be released to the appropriate administrators and every effort will be made to protect your identity.

The Health and Wellness Center can assist you in finding any medical or emotional support that you need, including counseling on or off campus.

Bryn Mawr Hospital can provide medical services that fulfill legal standards of evidence—a “rape-kit” examination. The rape-kit examination preserves medical evidence that can be used in court. Having a rape kit exam done does not require you to press charges. It merely gathers evidence should you wish to prosecute at some time. It is recommended that you do not shower, bathe, douche, or change clothes if you want to preserve evidence. You should bring a change of clothes to the hospital in case your clothing is needed by the police. Bryn Mawr Hospital will test for pregnancy and STIs, offer medication to prevent STIs, and prescribe emergency contraception. The hospital is required to notify the police that a sexual assault may have occurred.

Montgomery County Victim Services

(610- 277-5200) has crisis-intervention counselors who can explain procedures and answer questions you may have. A 24-hour hotline is available for anyone with questions or concerns about sexual assault, or who would like to speak to a crisis counselor.

Legal Issues

You are not required to report a sexual assault. If you do talk to the police and/ or Campus Safety, they can inform you of your legal rights and options should you decide to prosecute. The College is strongly committed to providing medical and emotional support to victims and survivors of sexual assault regardless of whether they decide to take legal action.

Bryn Mawr College Campus Safety can provide transportation to the Health and Wellness Center or to Bryn Mawr Hospital. You may wish to notify Campus Safety that a sexual assault has occurred. If you choose to make a report, the Department and you will then determine whether the assistance and/or intervention of the police is necessary to protect other members of the community and/ or to arrest the assailant.

Campus Safety will inform the Title IX Coordinator that an assault has been reported. If it is necessary to alert the community at large that an assault has been reported, the Department of Campus Safety, the Title IX Coordinator and the Dean’s Office will make every effort to protect your privacy.

Lower Merion Township Police can provide transportation to Bryn Mawr Hospital and emergency medical care if necessary. If you do decide to report the assault to the police, the College will provide a support person if you would like help through the process. Making a police report concerning the assault does not mean that you must prosecute the assailant.

1 Title IX is part of the federal Education Amendments of 1972, and prohibits discrimination on the basis of sex at any educational institution that receives federal funds.

If you are assaulted or need help in Philadelphia, call Women Organized Against Rape
at 215-985-3333.

If you are assaulted or need help at Haverford, call Campus Security
at 610- 896-1111.

If you are assaulted or need help at Swarthmore,
call 610-328-8333.

You can also call Delaware County Women Against Rape
at 610-566-4342.

For questions or concerns about Title IX at Bryn Mawr,
contact the College’s Title IX Coordinator:
Kimberly F. Taylor

Office location: Cambrian Row: Aelwyd, 2nd floor
610-526-7863
ktaylor4@brynmawr.edu

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Survivor's Bill of Rights

If you are sexually assaulted, you have basic rights and considerations as a crime victim (including but not limited to):

- Have any allegations of sexual assault taken seriously and without any suggestion that survivors are responsible for sexual assault.
- Be treated with respect and dignity, regardless of gender identity and expression, race, age, income level, physical abilities, cognitive abilities, or sexual, medical and mental health history.
- Have timely access to emergency and crisis counselling services.
- Be accompanied by an advocate while receiving victim services.
- Be informed of legal rights and available resources.
- Be informed of safety planning and protection services.
- Be informed of appropriate follow-up treatment, medical testing and counselling.
- Be notified of options for and assistance with changing academic and/or living situations if so requested and if such changes are reasonably available.
- Have the College conduct a prompt and thorough investigation of the allegation, preserving the privacy of the survivor to the extent possible within the requirements of Title IX.
- Be able to give testimony in a campus hearing by means other than being in the same room with the accused.
- Have a support person present during campus disciplinary proceedings.
- Be informed of the outcome of the sexual assault disciplinary proceedings.

COLLEGE POLICIES ON SEXUAL ASSAULT

Policy Concerning Sexual Assault

No person shall sexually assault any member of the student community. Students shall be free to report any sexual assault without fear of retaliation. Retaliation or threats of retaliation against a student bringing a charge of sexual assault will be treated as a separate and serious violation of College policy.

For the purposes of this policy, sexual assault is defined as any act in which a member of the student community is forced to engage in sexual activity against will or without consent, including situations in which physical sexual acts are perpetrated against a person's will or when a person is incapable of giving consent due to use of drugs or alcohol, or due to an intellectual or other disability. Consent must be mutual and unambiguously communicated agreement to participate in sexual activity. "Sexual assault" as used in this policy includes not only physically assaultive behavior but also extreme verbal threats, physical or verbal intimidation, and/or indecent exposure. Although Pennsylvania criminal law distinguishes between rape and sexual assault (defining rape as involving penetration), the College policy defines as unacceptable any act in which one person forces another or attempts to force another to engage in any sexual act.

Reporting Procedures

A student who believes they have been sexually assaulted or that an act of sexual assault has taken place may notify any Campus Security Authority, such as the Dean of the Undergraduate College, the Title IX Coordinator, an Associate or Assistant Dean, Undergraduate Dean's Office, Campus Safety, or Residential Life staff members, a hall adviser, or an athletic coach. Graduate students may also notify the Dean of their graduate school. Any one of these people will notify the Title IX Coordinator as soon as possible that an allegation of sexual assault has been made. Health and Wellness Center and Counseling Services personnel are confidential resources who do not disclose individual names or details to the Title IX Coordinator regarding alleged sexual assaults.

The first concern of any official to whom an assault is reported will be the well-being of the student reporting the assault. In particular, the official will inform the student of both on- and off-campus resources and help the student contact the resources they choose.

The second concern of College officials must be the safety of the community. If there is reason to believe that an assailant is at large who poses an immediate threat to other members of the community, the Dean of the Undergraduate College, the Title IX Coordinator and the Director of Campus Safety will take action to protect the campus. In acting, they will not reveal information that might allow the student reporting the assault to be identified unless compelled by Court process to do so.

After seeing to the well-being of the student reporting the assault and to the immediate security of the campus, the Title IX Coordinator and the Director of Campus Safety will investigate the charge as required under Title IX. Such investigation may involve the examination of physical evidence, the interviewing of persons with relevant information, or other steps which particular circumstances make necessary. In conducting this investigation, the confidentiality and privacy of all parties will be respected to every extent possible.

Charges of sexual assault brought against a Bryn Mawr student may be heard by a Title IX Hearing Panel. Charges of sexual assault brought by a Bryn Mawr student against a member of the faculty or staff will be handled through the College's procedures concerning sexual harassment and other forms of harassment and discrimination. After the completion of the College's investigation and any disciplinary proceedings, both the accuser and the accused will be informed of the outcome.

An individual accused of sexual assault may be subject to prosecution under Pennsylvania criminal statutes. A victim is free to bring charges through the College system and the criminal system simultaneously; however, the two processes are separate. It is not necessary for a student to pursue the matter in a criminal court to initiate a Title IX Hearing Panel proceeding. Also, the College is not obligated to wait until prosecution procedures are initiated or until a judgment is reached in court to proceed with its own decision-making process or to impose penalties.

EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND DISCRIMINATORY HARASSMENT POLICIES

Statement of Principles

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff, and student body. Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, or disability in the administration of its educational policies, scholarship and loan programs, athletic and other College-administered programs, or in its employment practices. In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs, or activities. The admission of only women to the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities. The College is firmly committed to academic and professional excellence and to freedom of inquiry and expression for all members of the College community. In order to preserve an atmosphere in which these goals can be pursued, certain norms of civility, based on mutual respect and appreciation of differences, recognition of the rights of others and sensitivity to their feelings, must govern the interactions of all members of the community. The pursuit of these goals and the preservation of this civil atmosphere depend on the active commitment of all community members to making the College's programs and resources as inclusive as possible.

STATEMENT OF PROCEDURES CONCERNING SEXUAL HARASSMENT AND OTHER FORMS OF HARASSMENT AND DISCRIMINATION

I. Policy

It is the policy of Bryn Mawr College to maintain a work and academic environment free from discrimination and offensive or degrading remarks or conduct. Unlawful discrimination, including sexual harassment and sexual violence, will not be tolerated.

II. Definition of Harassment

The College is committed to maintaining an environment in which all members of the community, staff, students and faculty, are treated with respect and dignity. It is the policy of the College not to discriminate on the basis of sex, including sexual harassment, in any of its programs, activities or employment practices.

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic treatment, or is accompanied by implied or overt threats concerning one's job, grades, letters of recommendation, etc.;
2. Submission to or rejection of such conduct by an individual is used as a basis of employment or academic decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or academic performance or creating an intimidating, hostile or offensive environment.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or on any other basis prohibited by law. Harassment on the basis of one's sexual orientation can also constitute discrimination on the basis of sex.

III. Behavior That Can Constitute Sexual Harassment

Sexual harassment can include verbal behavior such as unwanted sexual comments, suggestions, jokes or pressure for sexual favors; nonverbal behavior such as suggestive looks or leering; and physical behavior such as pats, where such behaviors are severe, offensive, and occur repeatedly unless a single instance is so

severe that it warrants immediate action.

Some specific examples of behavior that are inappropriate include:

- Continuous and repeated sexual slurs or sexual innuendoes
- Offensive and repeated risqué jokes or kidding about sex or gender identity and expression-specific traits
- Repeated unsolicited propositions for dates and/or sexual relations.

IV. Definition of Discrimination

Discrimination is unequal or disparate treatment of groups or individuals, including their exclusion from any of the College's programs or activities, or any attempt to hinder access to the College's resources on the basis of race, religion, color, age, national origin, physical ability, sex or sexual orientation. Prohibited sex discrimination includes both sexual harassment and sexual violence. It is important to recognize that not all conduct that might be offensive to an individual or a group necessarily constitutes discriminatory conduct. Whether a specific act constitutes discrimination must be determined on a case-by-case basis in light of all relevant circumstances.

V. Individuals Covered Under This Policy

This policy covers all staff members and faculty members as well as students. The College will not tolerate, condone or allow harassment or discrimination, whether engaged in by fellow staff members, students, faculty members or non-employees who conduct business with the College.

VI. Reporting a Complaint of Harassment or Discrimination

If College community members believe they are being harassed or discriminated against by staff members, students or faculty members or any other person in connection with a community member's obligations at the College, or if a community member is aware that another member has been harassed or discriminated against, it is the community member's responsibility to take the following steps:

- Staff or faculty members should take action immediately by discussing their concerns with their supervisor, the Director of Human Resources, the Equal Opportunity Officer or the Title IX Coordinator.
- Students should take action immediately by discussing their concerns with their dean, the Equal Opportunity Officer or the Title IX Coordinator.
- If community members are uncomfortable for any reason in discussing this issue with these individuals, community members may contact the President of the College or a Staff and Faculty Liaison, who will help community members to find appropriate College officials with whom to discuss their concern.
- The College encourages prompt reporting of complaints so that a rapid response and appropriate action may be taken. No retaliation against employees or students who make a good-faith report of a violation of this policy will be tolerated.

VII. Investigating the Complaint

The College will investigate promptly all complaints of violations of this policy. The investigation will include interviews with the parties who are directly involved and possibly with others. These interviews may be conducted by the Equal Opportunity Officer, the Title IX Coordinator, deans, Campus Safety officers or others as the circumstances warrant. Both parties will have an opportunity to present any information that they have to those investigating a complaint, and both will be kept informed in a timely manner of information used in the investigation to the extent possible, consistent with FERPA and confidentiality constraints. Both parties will be updated periodically regarding the status of the investigation. In its investigation, the College will find that harassment/ discrimination has occurred if the information collected indicates that it is more likely than not that sexual harassment or sexual violence occurred. The College will complete its investigation within 60 days after its receipt of a complaint, unless circumstances not within the reasonable control of the College require additional time, in which case both parties will be informed of the delay and the reason therefor. Each situation will be responded to promptly and handled as expeditiously and discreetly as possible.

VIII. Resolving the Complaint

If the College determines that this policy was violated, it will take corrective action as warranted by the circumstances. Resolution of complaints against Bryn Mawr College students and employees can include requiring an apology, transfer, direction to stop the behavior, counseling or training, suspension without pay or termination of employment, or, in the case of students, temporary separation or permanent exclusion from the College. Both parties involved will receive written notice of the resolution of the complaint within one week of the conclusion of the investigation. If it is determined that sexual harassment or sexual violence did occur, the College will include in its resolution steps to prevent a recurrence of harassment and, when applicable, steps to correct the discriminatory effects on the complainant and others.

If an investigation results in a finding that the complainant falsely accused another of harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions, up to and including termination of employment or, in the case of students, up to and including permanent exclusion from the College.

POLICY CONCERNING SEXUAL RELATIONSHIPS BETWEEN STUDENTS AND FACULTY OR STAFF MEMBERS

Fulfilling the mission of Bryn Mawr College to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work depends upon the existence of a relationship of trust, respect and fairness between faculty or staff members and students. Romantic and/or sexual relationships between faculty or staff members (including teaching assistants) and students threaten this relationship. Further, the unequal nature of their respective roles calls into question a student's ability to fully consent to a romantic and/or sexual relationship with a faculty or staff member. The College considers such a relationship, even if believed to be consensual, to violate the integrity of the student/faculty or student/staff relationship, and to be unethical and unacceptable.

In acting on complaints regarding sexual relationships that come to the College's attention, it will be presumed that any complaint by a student against a faculty or staff member is valid if sexual relations have occurred between them. In addition, third parties, including other students, parents, and other faculty/staff members, may report suspected violations of this policy. All complaints will be investigated and should allegations of such a relationship be substantiated, the College will take appropriate disciplinary action against the involved faculty or staff member, up to and including termination of employment.

