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HANDBOOK
and
CATALOG

GRADUATE SCHOOL
OF SOCIAL WORK AND
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If off-campus and police assistance is required, dial 911
From an off-campus phone line or phone box: x7911

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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.

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.

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”.

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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 , æ•Á { æá^Á • [Ác@æcá [c@^!•Á , [~ |áá^Á } !^] æ!^áÁc [Á^ } *æ*^Áá } Á• [&áæ]Á , [!\Ác@^Ác@^} Á } ^ , Á , ^!áÁc [Á , @i&@ÁÖæ! [|æá
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 & [{ { áç { ^ } cÁc [Áá^ { [&!æcá&Á } !á } &á] |^•Á [-Á• [&áæ]Áb ~ •cá&^ÉÁV@^Áá^ } æ!c { ^ } cÁ , æ•Ác@^Á , !•cÁ • [&áæ]Á , [!\Á } ! [*!æ { Á æ- , |áæc^áá , áç@Áæ } Áæ&&!^ááç^áá& [||^*^Á [!Á ~ } áç^!•áç^Áá } Ác@^ÁV } áç^ááÚcæc^•É

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 æ&&!^ááç^áá [} Áæ& [cá } ~ [~ •Ááæ•á•Á•á } &^Ác@æcáçá { ^ÉÁç } ÁFJG€ÉÁÓ!^ }ÁTæ , !ÁÔ[||^*^Áá^&æ { ^Ác@^Á , !•cÁá } •cáç~ cá [] Á [-Á
higher education in the United States to award a PhD in social work. Then President of Bryn Mawr, M. Carey

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.

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

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, the Advanced Standing program will then require the completion of ten course credits at the GSSWSR.

Students 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 requested, 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.

Students may receive transfer credit for life or previous work experience.

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 at a non-accredited program/institution

- 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

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.

the waiver exam for Research Informed Practice II, a second semester course, must be taken by the date

Dual degree program is with Thomas Jefferson University College of Population Health (JCPH) (for Current

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

E-mail: gradadmissions@brynmawr.edu

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

E-mail:

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 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,

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
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.

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 twice a week. Some courses require time in the computer lab.

fewer than two courses per semester.

The full-time plan of study generally allows students to complete the program in two years. This plan requires

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

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

The Graduate School of Social Work and Social Research (GSSWSR) offers courses

Students enrolled in the part-time plan of study complete these same requirements, except for practice required course Power, Privilege and Oppression (595) as well as Trauma Informed Social Work (594). This

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 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.

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

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NOTE: Summer classes are offered during two 5-week sessions and meet two times per week. Courses XGaand skills/PF /r15

in the second 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). 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.

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

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

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.

Fall Semester

One year full-time/two-year part-time MSS Program for students who have completed a BSW degree within

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.

- 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

 - 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

 - 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 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. Field placements are provided for students in a variety of settings, including community-based organizations, government agencies, and academic institutions. Field placements are designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. Field placements are listed in the Field Education Manual, 2024-2025.

Field placements may be in different agencies (or, sometimes, different programs within a larger agency, dependent on Director of Field Education approval). Field placements are provided for students in a variety of settings, including community-based organizations, government agencies, and academic institutions. Field placements are designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. Field placements are listed in the Field Education Manual, 2024-2025.

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Q}Ä• [{ ^Ä&æ••ÉÄ•c~ ä^ } c•Ä { æ^Ä~•^ÄæÄ&~!^ } cÄ^ {] [^ { ^ } cÄ•äc^Äæ•ÄæÄ, ^|äÄ^ä~&æcä [] Ä•^ccä } *ÉÄ•~äb^&cÄc [Äæ]]! [ÇæÄ ä^Äc@^ÄÖä^|äÄU-, &^ÉÄÜc~ ä^ } c•Ä { ~•cÄ•ä { äcÄæÄ }! [] [•æ|Äc [Äc@^ÄÖä^|äÄU-, &^ÉÄ~•ä } *Ä*~ää^|ä } ^•Äæ•Ä•^cÄ- [!c@Ää } Äc@^Ä 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]!æ&cä&^Ä•\ä||•Ä|^æ:|^ÄÄä } Ä& [~!••ÉÄÜc~ ä^ } c•Äæ!^Ä^& [~!æ*^äÄc [Äc@^ÄæÄ } [] É, [!•äc^Ä, ^|äÄ|]æ&^ { ^ } cÄ- [!Ä [] ^Ä [-Ä the two years. Students must have been employed at the worksite agency for a minimum of 6 months, and be]æ•cÄc@^Ä|! [äæcä [] Ä|^ä [äÉÄ] !ä [!Äc [Äc@^Ä•~ä { ä••ä [] Ä [-ÄæÄ]! [] [•æ|Ä- [!ÄæÄ, [!•äc^Ä, ^|äÄ|]æ&^ { ^ } cÄ

CE|Ä•c~ ä^ } c•Äæ!^Ä!^~ä!^äÄc [Ää^Ää } Äc@^Ä, ^|äÄc@^Ä^~äÇæ| } cÄ [-ÄGÄ~||ÄÇ~•~æ||~Ä!É@ [~!DÄæ*^ } &^Ä, [!\äæ~DÄ, ^^Ä] ^!Ä •^ { ^c^!Ää } Äc@^ÄÖ^|^!æ|äcÉÄ [!Ä, !cÄ^æ!ÉÄæ } äÄc@^Ä^~äÇæ| } cÄ [-ÄHÄ~||ÄÇ~•~æ||~Ä!É@ [~!DÄæ*^ } &^Ä, [!\äæ~Ä] ^!Ä week/per semester in the Advanced Specialization, or second year. Advanced Standing students are in the , ^|äÄc@^Ä^~äÇæ| } cÄ [-ÄHÄ~||ÄÇ~•~æ||~Ä!É@ [~!DÄæ*^ } &^Ä, [!\äæ~Ä] ^!Ä •^ { ^c^!Äc@ [] ~* [~cÄc@^Ä, ^|äÄ]]æ&^ { ^ } cÄÜæ!cÉcä { ^Ä•c~ ä^ } c•Ä { æ^Ä|^&cÄc [Ä&æ!~Ä [~cÄGÄäæ~D, ^^Ä^Äc@! [~* [~cÄc@^Ä!Ä, !cÉÄæ } äÄ•^& [] äÉ^æ!Ä, ^|äÄ]]æ&^ { ^ } c•Ä^ } ää } *ÄæcÄc@^Ä^ } äÄ [-ÄR~ } ^Ää } Äc@^Ä, !cÄ^æ!Äæ } äÄä^*ä } ä } *Ää } Ä^æ!|~ÄCE~*~cÄä } Äc@^Ä•^& [] ä^~æ!É

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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 æ|• [Ä!^~ä!^Ä] @~ä&æ|ÉÄ } ^ä, &Ää { { ~ } ä:æcä [] •ÉÄæ } äÄä!~*Ä•&!^ } ä } *ÉÄÜc~ ä^ } c•Ä { ~•cÄ^Äæ, æ!^Äc@æcÄ@æÇä } *Ä &!ä { ä } æ|Äæ&\ *! [~ } ä•Ä [!Ä] ^*æcÄÇ^Ä, } ää } *Ä [] Ä•&!^ } ä } *Ä { æ^Ää^|æ~Äc@^Ä•æ!cÄ [-Ä|]æ&^ { ^ } cÄ [!Ä] !^Ç^ } cÄc@^Ä 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.

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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 addresses 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 provides a context for understanding these problems and contexts. The Center, with its strong emphasis on training and its commitment to the advancement of

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 integrative seminar; and Professional Development workshops pertaining to English language learners, expanded education law; and psychological testing for school social workers.

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- 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

V@^ÁP [{ ^Áæ } áÁÚ&@ [[|ÁXá•ãc [!ÁÇPÙXDÁÔ^!cá, &æc^Áá•Á!~ ~á!^áá^Á { [•cÁÚ^ } } •^|çæ } äæá•&@ [[|Ááá•c!ã&c•Á- [!Áá } ááçáá ~ æ] • who work as part of the supportive personnel team that provides a variety of services to students in grades SEFGÉÁÓ!~ } ÁTæ , !q•ÁPÙXÁ! [*!æ { Áá•Áæ }]! [Ç^áá^Ác@^ÁÚ^ } } •^|çæ } äæáÖ^] æ!c { ^ } cÁ [-ÁÖá ~ &æcá [] ÁÇÚÖÖDÁc [Á-~], |Ác@^ Áá ~ &æcá [] æ|Á!^ ~ ~á!^ { ^ } c•Á- [!Á&^!cá, &æcá [] Áæ•ÁæÁP [{ ^Áæ } áÁÚ&@ [[|ÁXá•ãc [!ÁÔá ~ &æcá [] æ|ÁÚ] ^&ãæ|á•cÁÚSEFGÁÇÓÚÖËÏÏÈ

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.

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- 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->
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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 *!æá ~ æc^Á!^Ç^!Á- [!Á] ~ à|ã&Á&@|ãÁ , \!-æ!^Á]^! • [] } ^|ÉÁÚ ~ æ|ã, ^áá]^! • [] } •Á , @ [Áæ!^Áæá { äcc^áÁc [Áæ } ~ Á [-Ác@^Áæ]]! [Ç^Áá •&@ [[|•Á]] Á^ãc@^!ÁæÁ-~ ||Écá { ^Á [!Á] æ!cÉcá { ^Ááæ•á•Á { æ^Á!^&^ç^Á• ~ à•cæ } cãæ|Á, } æ } &ãæ|Á• }] [!cÁá] Á!^c~! } Á- [!ÁæÁ 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.

- 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.

Any three (3) of the MPH courses designated below, completed in their entirety with the equivalent grade

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

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

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

scholarships established by alumnae/i, friends, parents, corporations, and foundations. Students may be

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.

The program 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 for academic excellence is a central theme of the program. The school'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

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.

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 must complete the program within a five-year 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.

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.

There is no foreign language requirement.

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.

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.

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.

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.

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.

Fill out the 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.

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

- **Empathy:** GSSWSR Community members strive to comprehend another individual’s way of life and values, productive professional relationships.

an unbiased, factual way.

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 self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR

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, and expression identities and orientation, ability, and value system.

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.

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.

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 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

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 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 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.

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.

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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.

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.

and all class members come to a consensus about rescheduling, the class may be rescheduled. It is the

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

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.

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 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.

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>).

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.

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 insurance programs.

All students enrolled in Field Education are covered by professional liability insurance. This insurance protects with the agency to learn about their policy regarding reimbursement and insurance coverage.

All graduate students are required to have health insurance and complete the online insurance registration. During the process, students will be asked to provide information on their current medical insurance coverage.

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

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

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.

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.

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.

All students enrolled in Field Education are covered by professional liability insurance. This insurance protects students from financial loss due to claims against them for negligence or malpractice while working for the agency. The cost of this insurance is included in the cost of the course. Students should contact the agency with the agency to learn about their policy regarding reimbursement and insurance coverage.

All graduate students are required to have health insurance and complete the online insurance registration process. During the process, students will be asked to provide either information on their current medical insurance or to purchase a plan through the College. If a student does not have health insurance, they will be automatically enrolled in the College's insurance plan and will be required to pay the cost of the plan. The cost of the plan cannot be changed, whether you have obtained other insurance.

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's insurance plan. The cost of the plan 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.

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 items (i.e., car keys, books, purses, wallets) can be reported, and found items brought to the Dean's Office, and found items brought to the Dean's Office, and found items brought to the Dean's Office, directed to the Campus Safety Department at (610) 526-7911.

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)

- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

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 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.

The Language Learning Center (LLC) provides audio-visual and computing resources for learning foreign
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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 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>).

placements. Students are strongly advised not to schedule all of their courses on the same day.

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 class schedules, and more. Complete instructions for using BIONIC are on the school's website.

Independent Study, master's Papers, master's students taking doctoral courses, and

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 [~ÁCE:tc•Áæ}áÁÛ&á^}&^•ÁÇÕÙCEÙDEÁÛc~á^}c•Áá}c^!^•c^ááá}Ác@^•^Á [] [!c~ }áçá^•Á•@ [~|áÁ, !•cÁáá•&~••Ác@^Á& [~!•^Á, áç@Á their Academic Advisor, whose permission is required along with the permission of the GSAS instructor.

Ùc~á^}c•Á { æ^Á!^~^•^•cÁc [Á&@æ } *^Ác@^á!Á!^*á•c!æçá [}Áá~!á } *Ác@^ÁCEáááÖ! [] Á ^!á [áÁ•] ^&á, ^áÁá } Á!^*á•c!æçá [}Á materials. Students are required to use an Add/Drop form, available on Moodle (<https://moodle.bryn-mawr.edu/> & [~!•^Áçá^, É] @]ÑááMÍ Í Í DEÁÛc~á^}c•Á { ~•cÁæ!• [Á~•^Áæ } ÁCEáááÖ! [] Á- [! Á- [!Á•cæç~•Á&@æ } *^•Áà^c, ^^}Áæ~ááçÁæ } áÁ 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 , }æ } &áæ|Á*!æ } cÁ, á|!áá^Á!^á~&^áÁ [] [!cá [}æç^!^ÉÁÛ^æ•^Á•^^Ác@^Á!^~ } áÁ [!á&^Áá } Ác@^ÁáØ^^•ÉÁÓá|!á } *ÉÁÛæ~ { ^ } c•ÉÁ and Financial Aid section.

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 U-, &^Á, á|!á } [çá~Á•c~á^}c•Á•@ [~|ááæÁ• } æ&^Áá^& [{ ^Áæçæá|æà|^ÉÁÇáá•Áá { } [!cæ } cÁc [Á } [c^Ác@æçÁæ|ç@ [~*@ÁÓá [} á&Á!^' ^&c•Á a student's "number ranking" on the wait list, this number is only one of the deciding factors used when the Ö^æ } q•ÁU-, &^Á { æ^•Áá^&á•á [} •Ác [Á { [ç^ÁáæÁ•c~á^}cÁ-! [{ Ác@^Á, æáç|!á•cÁc [Á^ } ! [] [{ ^ } cÁá } Ác@^Á& [~!•^É

CE}^Á•c~á^}cÁ, á•@á } *Ác [Áæ~ááçÁæ& [~!•^Á&æ } Áá [] [] } cÁ, C áááÖ!cæ } ^áÁ } !á } *Á& [~, ^&Ö

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] | æ * æ i a : ^ a a { æ c ^ i a æ | É á c @ ^ a a } • c i ~ & c [i á , ä | | á , i • c á ä a • & ~ • • á c @ ^ a a • • ~ ^ á , ä c @ á c @ ^ a • c ~ á ^ } c á æ } á á , ä | | á c @ ^ } á i ^ - ^ i á c @ ^ a { æ c c ^ i á to the Committee on Academic Progress and Support, or to the Doctoral Faculty Committee for further evaluation and recommendation.

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,

At the beginning of each student's course of study, students are assigned to a faculty member or senior student's responsibility to make an appointment with their assigned Advisor during the required advising periods.

CE&æá^ { ä&ÁÉäçä • [i á æ i a a] [c á , ^ á á , @ ^ } ^ ç ^ i á c @ ^ i ^ a æ i ^ a & [} & i } • á æ à [~ c á c @ ^ a a æ & æ á ^ { ä & á [i á , ^ i á á] ^ i - [i { æ } & ^ á [- á æ á 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.

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 development as well as to faculty reappointment, tenure, and promotion.

Recognizing the importance of Field Education as the "signature pedagogy" of professional Social Work • & @ [[i • É á { æ • c ^ i q • á • c ~ á ^ } c • á á } á , ^ i á á] | æ & ^ { ^ } c • á , ä | | á & [{ }] | ^ c ^ á æ } á ^ ç æ | ~ æ c á [} á [- á c @ ^ a i á , ^ i á á ^ } ^ i á ^ } & ^ É á } & | ~ á á } * á

- 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 be issued for incomplete grades.

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.

OEÉV@^ÁCE&æâ^ { ä&ÁCEâçä • [!Éáæ-c^!Á& [] • |cä } * Á , äc@Ác@^Á•c^ ä^ } cÉÁ , ä||Á^ } * æ* ^Ác@^Á , ^|äÁ^ä~ &æcä [] Á [- , &^ÉÁä } &| • äç^Á [-Ác@^Á , ^|äÁ|äæä • [] Á - [!Ác@^Á•c^ ä^ } cÁä-Ác@^Á^ Áæ!^Áä } ÁæÁ , ^|äÁ] |æ&^ { ^ } cÉÁæ•Á , ^||Áæ•Ác@^Á!^Áçæ } cÁ-æ&~ |c^Ác [Áä^*ä } Á the leave planning.

ÓÉV@^ÁCE&æâ^ { ä&ÁCEâçä • [!Éáä } Á& [] • |çæcä [] Á , äc@Ác@^Á , ^|äÁ [- , &^ÉÁä } &| • äç^Á [-Ác@^Á , ^|äÁ|äæä • [] ÉÁæ } äÁ!^Áçæ } cÁ -æ&~ |c^Á , ä||Á& [] • c!~ &ÁæÁc^ [] [!æ!^Á!^æç^Á] |æ } Á - [! , ^|äÁæ•Á , ^||Áæ•Á& [] !• , [!Ác@æcÁ^ } • !^Ác@^Á•c^ ä^ } cÁä•Á 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 , äc@Á , ^|äÁ , [!\É

GD V@^Ác^ { [] !æ!^Á!^æç^Á] |æ } Á , ä||Á^ } & [{] æ••ÁæÁ { æçä { ~ { Á [-ÁÁ , ^^ \ • Á [-Áæä•^ } &^Á - [!Á , ^|ä , [!\ÉÁ and 4 weeks for coursework.

HDÁV@^Ác^ { [] !æ!^Á!^æç^Á] |æ } Á , ä||Á@ [[!Ác@^Á } ^^ ä•Áæ } äÁ!^~ ä!^ { ^ } c•Á [-Ác@^Á , ^|äÁæ*^ } &^ Áæ } ä , ä||Á^Á^ æ&&^ } çæä!^Ác [Ác@^Á , ^|äÁæ*^ } &^ ÉÁV@^Á] |æ } Á , ä||Á { æ\^Á^ç^!^Á^~ [!Ác [Á { æä } çæä } Ác@^Á•c^ ä^ } çq•Á&~ !!^ } cÁ , ^|äÁ] |æ&^ { ^ } cÉÁQ } Ác@^Áä } • çæ } &^ Áä } Á , @ä&@Áæ } Áæ*^ } &^ ÉÁä^&æ~ •^Á [-Á•çæ- , } *Á } ^^ ä•ÉÁ { [äæ|äc^ ÉÁ [!Á [ç^!æ|Á { ä••ä } ÉÁä•Á~ } æä!^Ác [Áæ|| [, Á - [!Ác^ { [] !æ!^Á!^æç^Á] |æ } } ä } *Á - [!ÁæÁ] ^ , Á , ^|äÁ] |æ&^ { ^ } cÁ , ä||Á begin as soon as possible.

- 4) For students enrolled in Field Education I, II, III, or IV, the temporary leave plan will allow these •c^ ä^ } c•Ác [Áæ&&~ { ~ |æc^Ác@^Á!^~ ä!^äÁ , ^|äÁ@ [!~ •Áæ@^æäÁ [-Ác@^Á] |æ } } ^äÁæä•^ } &^ ÉÁP [, ^ç^!ÉÁ c@^Á] |æ } Á , ä||Á [[çÁæ|| [, Á•c^ ä^ } c•Á^ } : [||^Áä } ÁØä^|äÁØä~ &æcä [] ÁQÁc [Áæ&&~ { ~ |æc^Ácä { ^Áä } Á , ^|äÁ] |ä : !Á to beginning the Foundation Practice I course. For students enrolled in Field Education II, or OXÉÁc@^Á•Ác^ ä^ } c•Á { æ^Á^çc^ } äÁ , ^|äÁ , [!\Á } æ•Ác@^Á^ } äÁ [-Ác@^Á•^ { ^•c^!Áä } Á , @ä&@ÁØ [~] äæcä [] Á Practice II or Advanced Practice II are taught (keeping in mind our regular policies regarding ä } & [[] |c^Á [!Á~ } , } ä•@^äÁ , [!\Áä } Ác@^Á&|æ•• : [[Á [!Á , ^|äDÉÁØ [!Á•c^ ä^ } c•Á^ } : [||^Áä } ÁCEâçæ } &^ äÁ U!æ&cä^ÁQÉÁc@^Á] |æ } Á , ä||Áæ|| [, Á•c^ ä^ } c•Ác [Áæ&&~ { ~ |æc^ÁæÁ { æçä { ~ { Á [-ÁÁ , ^^ \ • Á } Ác@^Á , ^|äÁæcäæ } Á 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.

ÓÉÁQ-ÁæÁ] |æ } Á - [!ÁæÁc^ { [] !æ!^Á!^æç^Á [-Áæä•^ } &^ Á } ^^ ä•Á { [ää , &æcä [] Áæ-c^!ÁcÁä•Áä } äcäæc^ÁÉÁc@^ÁCE&æâ^ { ä&ÁCEâçä • [!ÉÁ , ^|äÁ^ä~ &æcä [] Á [- , &^ÉÁ , ^|äÁ|äæä • [] Áæ } äÁ!^Áçæ } cÁ-æ&~ |c^Á , ä||Á- [! { ~ |æc^ÁæÁ!^çä•^Ác^ { [] !æ!^Á!^æç^Á] |æ } Á however, this leave plan must not violate any of the guiding principles above. Students in need of a |æç^Á [-Á*!^æc^!Áä~ |æcä } Ác@æ } ÁÁ , ^^ \ • Á - [!Á , ^|ä , [!\ÉÁæ } äÁ!Á , ^^ \ • Á - [{ Á& [~!• , [!\Á@ [~|äÁ!^Á-Ác [Á 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 ä^Á!^~ ä!^Ác [Á , äc@ä!æ , Á - [{ Ác@^Á , ^|äÁ^ä~ &æcä [] Á& [~!•Áæ } äÁ& [!!^•] [] ää } *Á] |æ&cä&^Á&|æ••É

D. Temporary leave plans require the approval of the Dean of the Graduate School of Social Work and Social Research.

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 must also meet with the Dean or the Student Services Coordinator to discuss their experiences at the school.

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 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.

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

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

The Dean of GSSWSR (or designee) determines satisfactory academic progress for students enrolled in the

- 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 requirements. Students who are dismissed from the MSS program will not 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.

Students who are dismissed from the MSS program 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 number of courses. Students who are dismissed from the MSS program will not be eligible for federal funds and counted toward enrollment for the term when the course is repeated.

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

The Dean of GSSWSR (or designee) determines satisfactory academic progress for students enrolled in the MSS program. 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. The Dean determines what constitutes extenuating circumstances. Students who are dismissed from the MSS program will not be eligible for federal funds and counted toward enrollment for the term when the course is repeated.

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 financial aid. Students who are dismissed from the MSS program will not be eligible for federal funds and counted toward enrollment for the term when the course is repeated.

Application Fee.....	\$50
Doctoral course (per course)	\$6,900
Master's course (per course)	\$5,420
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

for any semester's work if any balance due remains outstanding, nor will the student be allowed to register for any subsequent semester.

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. for instructions on how to pay your bill online.

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

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

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.

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

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.

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, & [{ ~ }âcâ^ÉÁ*! [~] •ÉÁæ } âÁ [! *æ } â : æcâ [] •ÉÁV@^Á& [~ ! •^Á- [& ~ •^•Á [] Á@^] â } *Á•c~ â^ } c•Áâ } c^*!æc^Á\ } [, | ^â *^ÉÁ , } âÁ 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. Ûc~ â^ } c•Áæ!^Á^ } & [~ !æ*^âÁc [Áæ]] !æâ•^Ác@^Á* [[â] ^••É [-É , cÁà^c , ^^ } Ác@^ [!â^•Á [-Á@~ { æ } Áà^@æçâ [!Áæ } âÁ • [&âæ] Á 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 ^çæ { â } ^Ác@^Á^çc^ } cÁc [Á , @â&@Ác@^ [!â^•Á!^ ^&cÁc@^Áâ [{ â } æ } çÁçæ] ~ ^•Á [-ÁæÁ • [&â^c^ÉÁæ } âÁâ } Áâ [â] *Á • [ÉÁ { æ! *â } æ] â : ^Á 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.

This course provides an overview of principles used in the assessment of psychopathology across the |â-^• } æ } ÉÁÖ [] @æ•â•Áâ•Á [] æ&^âÁ [] Áæ••^•• { ^ } cÁâ ••~^ÉÁc@^ [!^câ&æ] Á- [! { ~ }æcâ [] •ÉÁ^câ [| [*^ÉÁæ } âÁ!^•^æ!&@Á , } ââ } *•Á 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 , !•cÁ^ { ^•c^!Á& [~ !•^•Á• ~ &@Áæ•Á%V@^ [!^câ&æ] ÁÚ^!•] ^&câç^•Áâ } ÁÚ [&âæ] Á Y [!\+Áæ } âÁ%Ü^•^æ!&@ÁQ] - [! { ^âÁÚ ; æ&câ&^Á Q+ÉÁV@^• ^••ÉÁ•c!• } *c@•ÉÁæ } âÁ!â [âcæcâ [] •Á [-Áââæ*] • [çâ&Á&] æ••â , &æcâ [] Áæ!^Á& [] •â^!^âÁc@! [~ *@Á!^&c~ !•^ÉÁæ&câçâcâ•Á• 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] !æ&câ&^Á•^ccâ } *ÉÁÚ•^&@ [| [*â&æ] Á-æ&c [!•Á!^!æc^âÁc [Á] @~•â&æ] Á& [] ââcâ [] •Áæ!^Á& [] •ââ^!^âÁæ } âÁ&~ [c~!æ] Áâ } ' ~ ^ } &^•Á 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.

Y @â!^Ác@â•Á& [~ !•^Áâ•Á& [] •ââ^!^âÁc@^Á , !•cÁ& [~ !•^Áâ } Ác@^Áæâçæ } &^âÁ•] ^&âæ] â : æcâ [] Á [-Á&] â } â&æ] Á • [&âæ] Á , [!\ÉÁcÁâ•Á] !æ&^âÁâ } Ác@^ÁG } âÁ•^ { ^•c^!Á [-Ác@^Á , !•cÁ^!æ!LÁ- [| | [, â } *Á%V@^ [!^câ&æ] ÁÚ^!•] ^&câç^•Áâ } ÁÚ [&âæ] Á Y [!\+Áæ } âÁæ•Á] !~!^Ác [Á•c~â^ } c!^Áâ } c [Ác@^!Áæâçæ } &^âÁ•] ^&âæ] â : æcâ [] Á , ^!âÁ] !æ&^ { ^ } cÁâ } Áâ } Ác@^Áæâçæ } &^âÁ•] ^&âæ] â : æcâ [] Á ^!æ!ÉÁV@â•Á& [~ !•^Á , æ•Á•^~^ } &^âÁâ } Ác@â•Á , æ^Á- [| | [, â } *Á-^!ââæ&\Á- [! { Á [~ !Á , ^!âÉÁæ } âÁ& [{ { ~ }âc^Áæ*^ } &^Á partners who indicated that it would be helpful for our advanced year students to have a more solid grounding â } Á { ~ [çÉÉââ { ^ } •â [] æ] !æ••^•• { ^ } cÁ] !â : !Ác [Áâ^*â }] â } *Ác@^Áæâçæ } &^âÁ•] ^&âæ] â : æcâ [] Á , ^!âÁ] !æ&^ { ^ } çÉ

This course supports the assessment skills that are emphasized in Foundation Practice I and II, which are especially in the advanced placement year. Readings and discussions build on the social and behavioral theories introduced in Theoretical Perspectives in Social Work.

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 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 community, organizations, practice, policy, and advocacy. This course 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 disseminate findings 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 reports 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 especially in the advanced placement year. Readings and discussions also build on the social and behavioral theories introduced in Theoretical Perspectives in Social Work.

This course will examine the U.S. social and economic landscape and the effects of government policy choices, beginning with the role of the philosophical theories of the oral

Students 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 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. Within the Field Education practicum, students use a variety of tools, such as the community engagement, assessment, intervention, and evaluation. 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. Within the Field Education practicum, students use a variety of tools, such as the community engagement, assessment, intervention, and evaluation.

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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 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, community engagement, assessment, intervention, and evaluation). 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 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

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

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 & 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 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.

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.

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, practicum must have the instructor's permission to take this course.

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 vast, thus the nature of a survey course; however, through the assignments students will have an opportunity c [] 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.

V@ 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).

This seminar explores the group dynamics, theory and processes that are applicable to all groups and 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, groups. Concurrent practice with groups is desirable.

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.

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 expression, the peer group, and social deviance. The principles of self-help and therapeutic communities are applied.

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.

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, Pennsylvania children, and the role of the social worker within this complex legal and educational framework.

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 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.

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 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.

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 a developmentally-sensitive approach to gender identity and expression and sexuality with children,

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

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.

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.

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.

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.

philosophical underpinnings, ethical conundrums, and the assessment of rigor within qualitative research.

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

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*to be elected in October 2024

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The Renfrew Center Foundation and Conference
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Child Welfare Information Gateway, Washington D.C.

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America Walks, Princeton, NJ

Romana Lee- Akiyama, MSS/MLSP '09,
Engagement, Philadelphia, PA

Shawn L. Mazam, MSS/MLSP '14, Associate Provost
for Diversity and Inclusion, Princeton University

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ICF International

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Well-Being at City of New York

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CRISTOFALO, Carolyn, Field Education Liaison

DAWES, Hayden Cedric, Assistant Professor

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GRIFFIN, Lindsay, Instructor

HURSTER, Thomas, Instructor

KERSON, Toba S., Professor Emeritus and the Mary Hale Chase Professor Emeritus in the Social Sciences and Social Work and Social Research

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MARTIN, Marcia, Lecturer, Dean Emeritus

MOSS, Tamarah, Assistant Professor

MURRAY, Curtis, Field Education Liaison

NEEDLEMAN, Carolyn E., Professor Emeritus

NORTON, Lindsey, Instructor

SAWYERR, Tangela, Field Education Liaison

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SOUSA, Cindy, Associate Professor and Alexandra Grange Hawkins Lectureship, Director of the PhD Program

SPEER, Rachel, Assistant Professor

STONE-WYNNE, Jennifer, Field Education Liaison

TICE, Corrie, Field Education Liaison

VARTANIAN, Thomas P., Professor

VOSBURGH, William W., Professor Emeritus

YOUNG, Carrie, Faculty

YOUNG LARANCE, Lisa, Assistant Professor

ZUCKERMAN, Kelly, Instructor

ZYBON, Greta, Associate Professor Emeritus

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Director of Field Education

Quinn Cao..... (610) 520-2626
Student Services Coordinator

Diane Dell'Arciprete..... (610) 520-2607
Academic Administrative Assistant,
Building Advocate

Quanisha Green (610) 520-2650
Associate Director, Center for Professional Development (NELI)

Laura Henrich..... (610) 520-2616

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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 should seek guidance 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 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.

and to reduce the incidence of 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.

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

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.

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 seek 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.

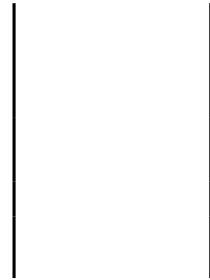
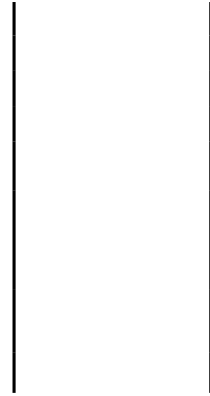
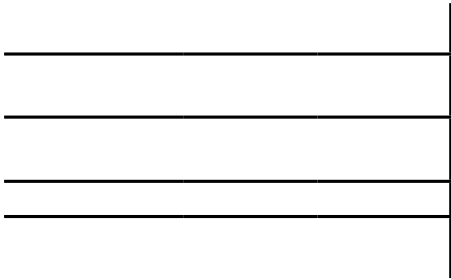
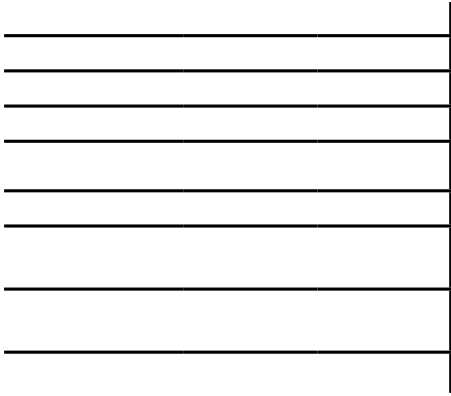
If a student's behavior because of drug use has disturbed or harmed other individuals or the community in a more general sense, the behavior itself should be brought to the attention of the Dean. The drug use that may have caused the behavior should not be viewed as an excuse, but as a second problem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

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 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

from obution of illicit drugs and alcohol poses



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Office of Campus Safety

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

(610) 526-7360

(for counseling emergencies when the Health Center is closed)

(610) 526-7778

(610) 526-7630 titlex_coordinator@brynmawr.edu

Office of the Dean of the Undergraduate College

(610) 526-5375

Bryn Mawr is committed to helping any student who has experienced sexual assault. Counselors, health & 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.

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
- 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.

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 - 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.

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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,

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.

severe that it warrants immediate action.

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- Continuous and repeated sexual slurs or sexual innuendoes

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- 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.

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.

or in a malicious manner, the complainant will be subject to appropriate sanctions, up to and including
