



Widener University

Center for Social Work Education
2018 Graduate Catalog

Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for Administration and Finance, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4151. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Widener University Delaware Law School, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Director of Employee Relations Alison Kiss Dougherty, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail akdougherty@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Extended Learning students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4392; e-mail cafeminella@widener.edu; or Chief of Campus Safety Kevin Raport, tel. 302-477-2202; e-mail kjraport@widener.edu. For students and employees on the Wilmington, DE, campus: Dean of Students Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Supervising Attorney and Director, of Student Organizations Mary Catherine Scott, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-0320; e-mail mscott9055@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (Delaware Law School), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Center for Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (Commonwealth Law School), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of American Law Schools (Delaware Law School and Commonwealth Law School), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (Delaware Law School and Commonwealth Law School), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

Center for Social Work Education 2018 Graduate Catalog

GRADUATE PROGRAM DIRECTORY

ALLIED HEALTH EDUCATION: Maggie Place

610-499-4284 • maplace@widener.edu

BUSINESS ADMINISTRATION: José Proença

610-499-4330 • jproenca@widener.edu

CLINICAL PSYCHOLOGY: Sanjay R. Nath

610-499-1214 • snath@widener.edu

CRIMINAL JUSTICE: Shana Maier

610-499-4651 • slmaier@widener.edu

EDUCATION: Robin Dole

610-499-4352 • rldole@widener.edu

ENGINEERING: Sachin Patil

610-499-4037 • spatil@widener.edu

HOSPITALITY & TOURISM: Shiang-Lih Chen McCain

610-499-1110 • schenmccain@widener.edu

HUMAN SEXUALITY STUDIES: Justin Sitron

610-499-4296 • jsitron@widener.edu

NURSING: Barbara Patterson

610-499-4222 • bjpatterson@widener.edu

OCCUPATIONAL THERAPY: Wendy Wachter-Schutz

610-499-4372 • wlwacherschutz@widener.edu

PHYSICAL THERAPY: Jill Black

610-499-1277 • jdblack@widener.edu

PUBLIC ADMINISTRATION: Jim Vike

610-499-1120 • jevike@widener.edu

SOCIAL WORK: Beth Barol

610-499-1152 • bibarol@widener.edu

GENERAL DIRECTORY

INFORMATION LINE

610-499-4600

BOOKSTORES

Main Campus, 610-490-7012

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

REGISTRAR

Main Campus, 610-499-4142

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

CONTENTS

University Information	2
School of Human Service Professions Information	4
Master of Social Work (MSW) Program Information	9
MSW Degree Requirements	13
Curriculum Sequences	13
Advanced Standing Program	16
Elective Requirements	16
Joint Degree Program	17
Certificate Programs	17
Master's Program Courses	17
Doctor of Philosophy (PhD) Program Information	24
PhD Curriculum & Course Sequencing	24
Doctoral Program Courses	26
Comprehensive Paper	27
Dissertation	27
Faculty	28
Center for Social Work Education Advisory Board	29

School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education

- Master of Education (MEd)
- Doctor of Education (EdD)

Center for Human Sexuality Studies

- Master of Education (MEd)
- Doctor of Philosophy (PhD)

Center for Social Work Education

- Master of Social Work (MSW)
- Doctor of Philosophy (PhD)

Institute for Graduate Clinical Psychology

- Doctor of Psychology (PsyD)

Occupational Therapy Program

- Doctor of Occupational Therapy (OTD)

Institute for Physical Therapy Education

- Doctor of Physical Therapy (DPT)

PHILOSOPHY AND PURPOSE OF THE PROGRAMS

The School of Human Service Professions aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the school use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, a competent responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations.

DROP/ADD POLICY

Students may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting of the course. Students taking a course in the clinical psychology program or the physical therapy program may withdraw from the course up to four weeks prior to the last day of classes for the semester and receive the grade of W.

Graduate students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. Students in the online MSW program may not add a course after the session has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director's office.

AUDITING

Students will be permitted to audit courses in the graduate program with the approval of the instructor. No grade or credit is given for auditing a course, and examinations need not be taken; however, the registration procedure and fee structure are the same as that for other students.

GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3*
C	2.0
C-	1.7**
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)***	0.0
AU (Audit—no credit)	0.0

**Not used in social work*

***for physical therapy courses only*

****only for courses offered on a Pass/No Pass basis*

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. In the social work program, the student receiving a grade of I must make up the incomplete work within the time frame of the approved plan. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may

not apply for admission into another division of the university. Please see the following section entitled “Standards for Academic Integrity.”

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy was approved by the Faculty Council. Additional regulations are excerpted and paraphrased from the “Minutes of the Academic Council.” These regulations explain Widener University’s expectations regarding students’ academic conduct and describe procedures related to those expectations. Exceptions to the regulations may be made only by special action of the school/college academic councils of the Academic Review Board. References in this catalog refer to the Main Campus only.

STATEMENT ON ACADEMIC INTEGRITY

Widener University strongly supports the concept of academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. In some circumstances, students’ conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating or distributing test materials without authorization.
- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing.
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student’s program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

STATEMENT ON PLAGIARISM

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students will be held to the definition of plagiarism that follows:

Definition of Plagiarism

Plagiarism—submitting the work of others as one’s own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is

not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

FACULTY AND STUDENT RESPONSIBILITIES

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to seek clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases of collaborative work, all students within the collaborative group may be responsible for “unauthorized” assistance to any individual student within the collaborative group.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the associate provost or their dean. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

RESOLUTION AT THE FACULTY/STUDENT LEVEL FOR ACADEMIC FRAUD OCCURRING IN A COURSE

Process and Reporting

A faculty member who becomes aware of possible academic fraud in a course will:

1. Collect and preserve all evidence of the suspected fraud.
2. Inform the suspected student(s) in writing. The faculty member may contact the associate provost for additional support and guidance.
3. Provide the student with the opportunity to respond to the charges within five business days of his/her receipt of, or refusal to accept, notice of the suspected fraud. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the school or college level where the course is taught, and the faculty member will determine the penalty.
4. Discuss the academic fraud with the student and agree to pursue student/faculty resolution. If no such agreement is reached, the faculty member refers the matter to the dean of the school or college level where the course is taught and will be processed at the school/college level.
5. In cases where a faculty member takes action for a case of academic fraud, the faculty member will send a report describing the academic fraud and the penalty being imposed to the student, the dean of the school or college where the course involved is taught, the dean of the school or college where the student is enrolled, and the Office of the Associate Provost for Graduate Studies and Extended Learning as the office of record. Please contact the associate provost for guidelines and templates for constructing the reports.

If the faculty member is not satisfied with the sanctions available, he or she may refer the case to the dean responsible for the course in question.

If the student does not accept responsibility for the academic fraud or disagrees with the sanction imposed by the faculty member, the student may appeal the outcome at the school or college level according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught.

Penalties

The suggested penalty for academic fraud in any course is failure in the course. However, faculty members may take alternative steps. Penalties available to faculty members include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- A failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense for which the student has received a failing grade (F or XF) in a course for each offense or a case in which a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE SCHOOL/COLLEGE LEVEL

Process and Reporting

When a faculty member or any other employee of the university becomes aware of possible academic fraud occurring outside a course, the faculty member or employee will:

1. Collect and preserve all evidence of the suspected fraud.
2. Refer the matter to the dean of the school or college where the student is enrolled.

When a case of academic fraud occurring in a course is referred to the dean of the school or college where the course is taught or when a case of academic fraud occurring outside a course is referred to the dean of the school or college where the student is enrolled:

1. The dean will notify the student and the associate provost in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal, if any.
2. If a student wishes to contest the charge of academic fraud or disagrees with the sanction imposed, the student may do so according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught. In such a case, the student will also be informed of the process as stipulated by the school or college.
3. In cases where the penalty results in dismissal of the student from the school or college, the student may appeal the decision at the university level in writing to the Academic Review Board via the associate provost.

Penalties

The maximum penalty imposed in school or college resolution for individuals convicted of academic fraud shall be dismissal from the school or college. Lesser penalties may include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- Failing grade (F) in the course.

- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Required attendance at an academic integrity workshop or tutorial.

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense or a case where a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE UNIVERSITY LEVEL— REPEAT OFFENSES / THEFT OF EXAMINATION MATERIALS

Process

The associate provost will review all reports of academic fraud.

1. If the associate provost finds the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.
2. If the associate provost finds the case is a repeat offense where the student has not received a failing grade for both offenses, the case will be referred to the Academic Review Board.
3. If the student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.

Penalties

The maximum penalty imposed by the Academic Review Board for individuals convicted of academic fraud shall be expulsion from the university. Penalties include:

- An XF grade in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Removal of the privilege of representing the university in extracurricular activities, including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use university facilities or receives university funds.
- Suspension from the university for up to one academic year. Students suspended for academic fraud cannot transfer into Widener any credits earned during the suspension.
- Dismissal from the university. Students dismissed for academic fraud must apply for readmission according to the Academic Review Board guidelines. Readmission applications by students suspended for academic fraud must be approved by the Academic Review Board.
- Expulsion from the university without the opportunity for readmission.

Reporting

The associate provost will send a report describing the academic fraud and the penalty being imposed to the student, the affected faculty members, the dean of the school or college where the course involved is taught, and the dean of the school or college where the student is enrolled, as well as maintain a copy as the office of record.

STUDENT APPEALS/DECISIONS— EXPULSION/DISMISSAL

When a student is expelled or dismissed by the associate provost, the student may initiate his or her appeal to the Academic Review Board by notifying the associate provost in writing of the request for an appeal, together with a concise statement of the grounds for the appeal.

Written notice of the student's request for appeal, together with the concise statement of the student's grounds for the appeal, must be received by the associate provost no more than ten business days following the decision of the faculty, school/college, or university.

When a case is referred to the Academic Review Board, the associate provost shall notify the student in writing of the time and location for the Academic Review Board hearing.

The membership of the Academic Review Board consists of the provost, the associate provost, the dean, the chair of the faculty, and the chair of the Faculty Council Academic Affairs Committee; provided, however, that any majority of the foregoing members shall constitute a quorum for purposes of conducting any matters to come before the Academic Review Board pursuant to these standards. Any faculty member on the Academic Review Board involved in the original accusations will not participate in deliberations in that case.

At an appeal before the Academic Review Board, the student shall have the opportunity to be heard and the right to produce witnesses or introduce evidence subject to the reasonable discretion of the Academic Review Board. The student may also be accompanied by a representative of his or her choosing who may not participate in the appeal. The Academic Review Board shall not be subject to any evidentiary rules but shall accept or reject evidence in its sound discretion. All appeals shall be closed to the public and no stenographic record shall be required unless requested at the expense of the requesting party. In the absence of a stenographic record, the Academic Review Board shall provide, in its sole discretion, either a recorded record or notes of the proceedings taken by a member of the Academic Review Board.

The results of all appeals to the Academic Review Board, permitted in the Academic Integrity Policy, shall be final.

Any matter submitted to a faculty member, the school/college, or the university for decision or review under this policy will be decided in a timely manner and the parties will use their best efforts to conclude the proceedings within the semester in which the alleged offense has occurred or the appeal is received, provided, however, that any delay in the proceedings will in no way operate as a waiver of the university's right to assess any or all of the sanctions permitted hereunder. References to the associate provost also includes his/her designee, except with respect to membership on the Academic Review Board.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provost, the deans of each school/college, the vice chair of the University Council, and the chair of the University Council Academic Affairs Committee. Duties of the board include (1) hearing petitions for the waiver of academic regulations that transcend a single school or college (e.g., distribution or residency requirements, walk-through policy), and (2) serving as the appeal body in cases of an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin.

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

STUDENT STATUS

Students pursuing the full-time option in the master of social work (MSW) program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the MSW program may not register for more than 18 credits a semester. Part-time enrollment is defined as a minimum of 6 credits per semester.

Once students who are enrolled in the joint MSW/PhD in human sexuality dual degree program have completed the MSW, they are considered to be full-time students when they are enrolled in 9 or more credits of graduate study or when they are enrolled in ED 999 Dissertation Research. They are considered part-time students if enrolled in at least 5 semester hours.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website at www.widener.edu/admissions/graduate/financial_aid.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational

interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
- The right to withhold public disclosure of any or all items of "directory information" by written notification to the Registrar's Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term "directory information" includes, without limitation, a student's name, home and campus address, telephone listing(s), electronic mail address, photographs, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

CAMPUS SAFETY

CAMPUS SECURITY AND FIRE SAFETY REPORTS

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports are available online at www.widener.edu/campussafety. If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

MASTER OF SOCIAL WORK

MISSION AND GOALS

As a social work program within a metropolitan university committed to civic engagement and community service, the mission of the MSW program is to prepare culturally competent clinical social workers who are dedicated to the attainment of the social and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, and communities; demonstrate care and compassion for clients from diverse cultural, social, and economic backgrounds; hold an unwavering belief in client strengths, client empowerment, and the importance of the helping relationship; and use self-reflection and critical thinking in creating purposeful interventions informed by theory and evidence by:

- Creating a supportive and nurturing academic environment that integrates dynamic classroom instruction and scientific inquiry with real-world learning.
- Having a diverse faculty whose social work practice, research, and community service experiences inform their teaching and inspire our students.
- Having students and faculty engage in community-based research and community partnerships that strengthen disadvantaged individuals, families, organizations, and communities while contributing to the knowledge base of the profession.

The mission statement provides the direction for the MSW program's explicit and implicit curricula. It sets the direction for preparing clinical social workers who are committed to the values of the profession, civic engagement, and community service; serving vulnerable clients from diverse backgrounds; and engaging in culturally competent clinical practice that emphasizes client strengths and the use of the helping relationship.

The MSW program goals are to:

- prepare clinical social workers who can effectively deliver culturally competent, evidence-based social work services to individuals, families, and groups from diverse client populations.
- create a nurturing and supportive learning environment that inspires students to be advocates for social change and a more just and equitable society.
- have faculty and students actively involved in community partnerships and civic engagement activities that promote the well-being of disadvantaged populations and communities.
- have faculty and students participate in the development and dissemination of knowledge for the profession.

PROGRAMS OF STUDY

The MSW program has two admission options—regular admission and admission with advanced standing. Students accepted for regular admission in the on-campus MSW program complete 63 credits of graduate study in two years of full-time study or three years part-time. Students accepted for regular admission in the online MSW program complete 64 credits of graduate study

in 10 semesters of part-time study. Students holding a BSW from an accredited program may be accepted for advanced standing and complete 39 credits of graduate study in three semesters of full-time study or five semesters part-time.

On the Chester Campus, regular admission students may begin the program in the fall semester or in the summer, and advanced standing students begin in the summer. In the online MSW program, students may begin the program in the spring, summer, or fall semester.

Chester Campus Classes—Most Chester campus graduate classes are held on Wednesdays and Thursdays. Some classes are offered on Tuesday evenings and as a variety of weekend formats. First-year students are in agency field placements on Monday and Tuesday. Second-year students are in agency field placements on Monday, Tuesday, and Friday.

Online MSW Program—Widener's online master of social work program is offered asynchronously. Students in the online MSW program take one 7-week course at a time, completing two courses per semester (fall, spring, and summer). Each semester is divided into two 7-week sessions (e.g., Fall 1 and Fall 2).. Visit www.onlineprograms.widener.edu for information.

Field Placement—All regular admission students complete four semesters of field practica. Field placement for on-campus MSW students is a corequisite and for identified practice courses (SW 505, 506, 630, and 639). In the first year of field practice, students spend two 8-hour days each week (typically Monday and Tuesday) at their field site. In the second year, students spend three 8-hour days each week (typically Monday, Tuesday, and Friday) at their field site. Students may select the extended field option for second-year field instruction. This option allows students to do two instead of three days of field instruction. Field instruction, however, continues into the semester immediately following their second semester in the field to ensure they complete the required number of field hours. Part-time regular admission students begin the field practica in their second year.

Advanced standing students complete two semesters of field practice, spending three 8-hour days (typically Monday, Tuesday, and Friday) at their field site. Part-time advanced standing students begin field practica in their second year of the program. The extended field option is also available.

Work-site settings for completion of field practica are fully supported as long as the work-site field practicum meets the program's field placement criteria.

MSW FIELD EDUCATION INFORMATION

The Widener Center for Social Work Education supports field learning through an integrated field model. The integrated model of the field program is designed to join students' practice class learning with the field practicum experience, providing students the opportunity to merge acquired course knowledge with agency clients. For more information about field education, please refer to the respective *MSW Student Policy Manual*.

REGULAR ADMISSION

Admission to the MSW program at Widener University is granted on a selective basis. Applicants for admission must have:

- an earned baccalaureate degree from an accredited college or university (no credit is given for life experience).
- an undergraduate cumulative GPA of at least 3.0 on a 4.0 scale. Applicants with GPAs below 3.0 may be admitted on

a provisional basis. They must achieve a GPA of 3.0 or better in their first semester of course work (minimum of 6 credits) to continue in the program.

- undergraduate course work in the liberal arts covering the social, psychological, and biological determinants of human behavior and diverse cultures, social conditions, and social sciences is preferred.
- the personal qualities and values that are needed for agency-based social work practice with oppressed and disadvantaged populations. These include the ability to form professional helping relationships with clients from diverse backgrounds and value systems; the ability to respect human dignity and be nonjudgmental; concern over social justice and the empowering of oppressed individuals and groups; and a commitment to helping others
- demonstrated commitment to the field of social work through experience, volunteer or paid, or college level internships.

ADVANCED STANDING ADMISSION

A limited number of advanced standing students are admitted into the MSW program each year. In addition to the basic admission requirements, advanced standing applicants must have:

- a baccalaureate degree from a Council on Social Work Education (CSWE)–accredited social work program earned within six years from the date of matriculation.
- an overall GPA of 3.0 or better, and a GPA of 3.3 in the social work major. Applicants with GPAs below 3.0 may be admitted on a provisional basis. Students accepted provisionally must achieve a GPA of 3.0 or better in their first semester of course work (minimum of 6 credits) to continue in the program.
- a letter of recommendation from the BSW field instructor or field director.

APPLICATION REQUIREMENTS

All applicants to the MSW program must submit the following for review by the MSW Admissions Committee:

- completed online application form.
- official transcripts from all undergraduate institutions attended.
- a writing sample (4–6 pages, typed and double-spaced) describing motivation and capacity for graduate education in social work (see writing sample guidelines).
- two reference recommendations. If the letter is submitted with the reference form, letterhead is preferred. Applicants who are currently working, interning, or volunteering in a social work related capacity should have a field supervisor complete one of the references. Applicants for the advanced standing program should have their senior practicum field instructor complete one of the references.
- Résumé.

WRITING SAMPLE GUIDELINES

The following writing sample guidelines are available on our admissions website:

This writing sample is a vital component of your application. It will be used to evaluate your writing skills as well as your ability to conceptualize and articulate your understanding of social work. This essay will provide the admissions committee with a clear picture of who you are, why you have chosen to enter the social work profession, and what motivates you to apply to Widener University’s graduate social work program.

Please use the following outline to compose your essay (it

should be the equivalent of 4–6 double-spaced pages):

- Personal Background—Describe significant life experiences that have led you to the development of your personality, your values, and your belief systems, and to your decision to pursue a career in social work.
- Career Objectives—Describe your career aspirations within the field of social work. Explain what you hope to do with your MSW degree, what area of social work you would like to pursue, and what populations you would like to work with through the social work profession.
- Personal Evaluation—Describe why you think you will make a good clinical social work student as well as an effective social worker. Discuss your readiness for rigorous graduate work, your ability to manage the heavy demands of graduate school with your other personal and professional responsibilities, your strengths and weaknesses, and why you think Widener’s graduate social work program is a good fit for you.

ADMISSION CRITERIA

The MSW program seeks students who have the potential to master the curricular content and develop skills to function as effective clinical social workers. With these goals in mind, admission of new students to the MSW program is guided by the following criteria:

The MSW program seeks applicants who have the academic potential to successfully complete the degree requirements by demonstrating:

- the ability for analytical reasoning.
- the ability to communicate effectively.
- the ability to write clearly.
- the ability to apply theoretical concepts to individual problem-solving tasks.
- the motivation needed to complete a rigorous course of study.

The MSW program seeks applicants who have the personal characteristics required for effective clinical social work practice by demonstrating:

- the ability to form healthy relationships with others.
- emotional maturity and personal stability.
- the ability for self-evaluation and personal assessment.
- the capacity to work with diverse client populations.

The MSW program seeks applicants who have a commitment to the values of the social work profession by demonstrating:

- a strong commitment to social work profession values.
- an awareness of social problems and a concern for disadvantaged populations.
- a commitment to helping disadvantaged populations demonstrated by volunteer experiences or through social work employment.

INTERNATIONAL STUDENTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of Multicultural and International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

TRANSFER CREDIT

Students, at the time of application for admission, may request transfer of a maximum of 27 semester hours of graduate credit from master’s of social work programs accredited by CSWE. A maximum of 9 semester hours may be transferred for graduate courses completed in disciplines related to social work.

To be accepted for transfer credit: courses must be equivalent to the program's required graduate social work courses and electives; must have been completed within six years from the date of matriculation; have been taken subsequent to completion of the undergraduate degree; and have a recorded grade of B or better. Academic credit for life experience and previous work experience is not given.

COURSE REGISTRATION

MSW course schedules are published for the fall, spring, and summer. These fully describe registration policies, course schedules, and tuition and fee obligations. In the on-campus MSW program, pre-registration takes place in March for the summer and fall semesters and in November for the spring semester. Online MSW students are automatically registered for courses each semester by Student Services.

COURSE LOADS

Full-time students take at least 9 credit hours per semester, and part-time students must take at least 6 credit hours each semester. Students must follow the curriculum ladders for their program of study—that is, regular admission, full-time; regular admission, part-time, on-campus; regular admission, part-time, online; advanced standing admission, full-time; and advanced standing admission, part-time.

PROFICIENCY EXAMINATIONS

Students accepted for regular admission, including BSW graduates not accepted for advanced standing, may waive the foundation courses in policy, human behavior and the social environment, and research (social work practice and field are excluded) by passing a proficiency examination. Such waivers do not reduce the credit hour requirements for the degree but enable students to take additional elective courses. Requests for proficiency examinations are made through the MSW program director. There is a fee of \$200 to take a proficiency examination.

ACCREDITATION

The Council on Social Work Education (CSWE) accredits social work education programs at both the baccalaureate and master's levels. The baccalaureate program and the MSW program at Widener are fully accredited by the CSWE.

FACULTY ADVISORS

For information about advising, please see the respective *MSW Student Policy Manual*.

STUDENT ORGANIZATIONS

MSW STUDENT ORGANIZATION

The MSW Student Organization (MSWSO) was created by the students and faculty of the Center for Social Work Education in 1991 to assist students in their academic, professional, and social life and to provide students with a formal mechanism to channel information back and forth between students and the program. All matriculated MSW students are members of the organization. The center supports this organization through provision of an annual budget. The MSW program director is also designated as the MSWSO advisor and serves as liaison between the administration, faculty, and the MSWSO.

A board of student representatives governs the organization. They meet frequently to work on various projects, as well as

with the membership of the organization, from whom they receive guidance and suggestions. This group appoints members to act as liaisons to standing committees for the Center of Social Work Education as designated by the bylaws of the center.

Since its creation, the MSW Student Organization has initiated a wide range of student-organized activities, including brown bag luncheons with the faculty; after work socials; licensure workshops; a buddy system for new students; a student directory; student/faculty holiday parties; professional development speakers and field visits; a career development day; and several fundraising activities for regional charities. The MSW Student Organization also participates in planning and conducting the new student orientation.

WIDENER STUDENT CHAPTER OF THE NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS.

The National Association of Black Social Workers (NABSW) was formed in May 1968 in San Francisco, California. It was created by a coalition of African American social work groups and practitioners, united to combat individual and institutional racism in the American social welfare system. The NABSW Student Chapter of the Center for Social Work Education was chartered in March 1998 with the help of the Philadelphia Chapter Alliance of Black Social workers and 17 graduate and undergraduate students. The organization follows the by-laws and dues structure of the national office in Washington, D.C., and provides students a supportive environment, an opportunity for service, as well as professional and cultural development.

The organization meets monthly and is assisted by a faculty advisor who serves as a resource. In addition to a variety of community service activities, at the end of each academic year, the organization sponsors a "Rites of Passage" ceremony honoring students of African descent who have successfully completed the BSW and MSW programs. This event is widely attended by students, faculty, family members, and alumni. In addition to the annual Rites of Passage event, NABSW usually sends two to four members to the national NABSW conference.

STUDENT ASSOCIATION FOR SERVICES TO OLDER ADULTS (SASOA)

This organization was created to unify students who have an interest in gerontology and to provide a forum for empowering students to understand aging, catalyze instructional and organizational change within the Center for Social Work Education and the larger university, and develop networks with their classmates, alumni, and associated professionals in the field of aging. Meetings are held monthly to bi-weekly, introducing various topics relating to aging that are of interest to the students, including sex and seniors, long-term care, the Eden Alternative, dementia and Alzheimer's disease, community resources for services to the aging, and many more. Students view informative films, participate in discussion panels and focus groups, and share their field experiences with each other. This association attracts many students not previously interested in the field of gerontology by dispelling myths about social work with the elderly and creating a desire for more knowledge in the field. Students are given the opportunity to engage with professionals in the field of aging, discussing everything from policy issues to possible employment opportunities.

PHI ALPHA HONOR SOCIETY

The purpose of Phi Alpha Honor Society is to foster a closer bond among students of social work and promote humanitarian

goals and ideals. Phi Alpha espouses high standards of education for social workers and invites those who have attained excellence in scholarship and achievement in social work to be members. Widener's Nu Alpha Chapter of Phi Alpha is open to BSW and MSW students. Phi Alpha sponsors a number of service projects each year.

ADELANTE

The mission of Adelante is to promote the academic, professional, and social interests of Latina/o students from all Widener University graduate programs. Adelante began in September 2011 and is open to all graduate students, many of whom are MSW students. Adelante provides a platform for graduate students to share relevant issues in their academic discipline, as well as to encourage, support, and inspire personal and professional success. The MSW program supports the organization by providing a faculty advisor and co-sponsoring events.

LGBT GRAD STYLE

Another new student organization that began during the fall 2011 semester is LGBT Grad Style. Its mission is to provide support and education on LGBT issues around campus and in the community. It is open to all graduate students, many of whom are social work students. The MSW program supports the organization by co-sponsoring and marketing events and assigning a graduate assistant liaison. The organization collaborates with local LGBT clubs in the surrounding communities and sponsors events on campus to support LGBT students and community members.

REQUIREMENTS FOR GRADUATION

To be eligible for the master of social work degree, on-campus students must have fulfilled within a four-year period and online students must have fulfilled within a five-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission, on-campus students must have a minimum of 64 credit hours; regular admission, online students must have a minimum of 64 credit hours; and advanced standing admission students must have a minimum of 41 credit hours. All students must have a cumulative GPA of at least 3.0 for all classroom courses and a P (Pass) for all field practice. Students may not graduate with more than one "C" on their transcript or with a "C" in any core course. Students who have taken leaves of absence that extend their completion of the program past the year requirement will be required to take courses on the current curriculum ladder in order to graduate. Please note that a waiver of any requirement for the degree must be approved in writing by the associate dean of the Center for Social Work Education.

E-PORTFOLIOS

During their time in the social work program, students will create an e-portfolio to highlight their course and field work. E-portfolios are an innovative way to organize students' academic work and experiences, create a dynamic resume, and prepare for a career in social work. Each student will prepare and manage their own e-portfolio with the support of social work

administration. The e-portfolio will be closely linked to the CSWE competencies and practice behaviors. Students will choose and upload artifacts from their field and coursework that best exemplify their ability to meet the competencies and engage in practice behaviors. In addition, students will complete a reflection on each uploaded artifact that ties the artifact to specific practice behaviors. Upon graduating from the MSW Program, students will be able to take with them a dynamic resource for sharing their achievements, skills, and identities with potential employers, professional organizations, doctoral programs, social work networking communities, etc.

INTERSECTIONALITY CREDIT

Each student will be required to attend two experiential events sponsored by the Center for Social Work Education. Evidence of attendance including a written summary of the event must be uploaded to the e-portfolio prior to graduation. Please see the respective student policy manual for more information.

PROBATION AND DISMISSAL

Academic Probation and Dismissal—Please refer to the section on Academic Probation and Dismissal in the respective *SW Student Policy Manual* for detailed policies and procedures.

Field Education Probation and Dismissal—Please refer to the section on MSW Field Instruction in the respective *MSW Student Policy Manual* for detailed policies and procedures regarding field instruction probation and termination policies.

Dismissal for Non-Academic Reasons—Please refer to the section on Dismissal for Non-Academic Reasons in the respective *MSW Student Policy Manual* for detailed policies and procedures.

Program Status Review—Please refer to the section on Program Status Review in the respective *MSW Student Policy Manual* for detailed policies and procedures.

Program Reinstatement—A student dismissed from the program for any reason may reapply for admission after one year by completing a new admissions application. However, readmission is not guaranteed. In addition to the other admission requirements, students applying for readmission must present a two- to three-page statement that presents evidence that they have resolved whatever challenges that resulted in dismissal from the program. Readmitted students must adhere to the curriculum requirements in effect at the time of their readmission. Students may be required to retake courses completed prior to dismissal. An evaluation of course credit will be completed as part of the readmission process. A personal interview will be required.

Right to Appeal—Please refer to the section on MSW Student Grievance Procedures in the respective *MSW Student Policy* for detailed policies and procedures.

DEGREE REQUIREMENTS

REGULAR ADMISSION - ON-CAMPUS

Students enrolled in the regular admission, on-campus MSW program must complete 22 credit hours of advanced concentration for a total of 64, and 9 hours of electives, and a noncredit writing module for a total of 63 credit hours.

COURSE REQUIREMENTS		Credits
<i>Core Courses</i>		
SW 501	Human Behavior & the the Social Environment I	3
SW 502	Human Behavior & the the Social Environment II	3
SW 503	Interpersonal Processes	3
SW 505	Generalist Social Work Practice	3
SW 506	Foundation Social Work Practice with Individuals, Families, & Groups	3
SW 520	Methods of Social Work Research	3
SW 540	Social & Economic Justice I	3
SW 541	Social & Economic Justice II	3
SW 552	Field Instruction I	4
SW 553	Field Instruction II	4
<i>Advanced Concentration Courses</i>		
SW 630	Social Work Practice with Individuals	3
SW 633	Social Work Practice with Families	3
SW 635	Social Work Practice with Groups	3
SW 636	Organization & Program Development	3
SW 639	Clinical Social Work Seminar	3
SW 650	Field Instruction III (formerly SW 650)	4
SW 651	Field Instruction IV (formerly SW 651)	4
<i>Elective Courses</i>		
Four elective courses		12

THE FOLLOWING CURRICULUM LADDERS ARE SUBJECT TO CHANGE. SEE THE MSW STUDENT POLICY MANUAL FOR CURRENT LADDERS.

REGULAR ADMISSION CURRICULUM SEQUENCE CHESTER CAMPUS FULL-TIME PROGRAM

YEAR ONE

Summer

SW 503 Interpersonal Processes
(intensive week-long session)

Fall

SW 501 Human Behavior & the Social Context I
 SW 505 Generalist Social Work Practice
 SW 520 Methods of Social Work Research
 SW 540 Social & Economic Justice I
 SW 552 Field Instruction I

Spring

SW 502 Human Behavior & the Social Context II
 SW 506 Social Work Practice with
Individuals, Families, & Groups
 SW 541 Social & Economic Justice II
 SW 553 Field Instruction II

YEAR TWO

Fall

SW 630 Social Work Practice with Individuals
 SW 633 Social Work Practice with Families
 SW 636 Organization & Program Development
 SW 650 Field Instruction III
 Elective

Spring

SW 639 Advanced Social Work Practice Seminar
 SW 658 Field Instruction IV
 SW 664 Treating Trauma
 Three electives

**Attend two Intersectionality events prior to graduation.*

**REGULAR ADMISSION CURRICULUM SEQUENCE
CHESTER CAMPUS PART-TIME PROGRAM**

YEAR ONE

Fall

SW 501 Human Behavior & the Social Context I
SW 503 Interpersonal Processes
SW 540 Social & Economic Justice I

Spring

SW 502 Human Behavior & the Social Context II
SW 520 Methods of Social Work Research

Summer

Two Electives

YEAR TWO

Fall

SW 505 Generalist Social Work Practice
SW 541 Social & Economic Justice II
SW 552 Field Instruction I

Spring

SW 506 Social Work Practice with
Individuals, Families, & Groups
SW 553 Field Instruction II
SW 636 Organization & Program Development

Summer

SW 664 Treating Trauma
Elective

YEAR THREE

Fall

SW 630 Social Work Practice with Individuals
SW 633 Social Work Practice with Families
SW 650 Field Instruction III

Spring

SW 639 Clinical Social Work Seminar
SW 658 Field Instruction IV
Elective

* Attend two Intersectionality events prior to graduation.

**REGULAR ADMISSION MSW/MEd CURRICULUM
SEQUENCE CHESTER CAMPUS FULL-TIME PROGRAM**

YEAR ONE

Fall

SW 501 Human Behavior & the Social Context I
SW 503 Interpersonal Processes
SW 505 Generalist Social Work Practice
SW 540 Social & Economic Justice I
SW 552 Field Instruction I
HSED 592 Concepts in Human Sexuality

Spring

SW 502 Human Behavior & the Social Context II
SW 506 Foundation Social Work Practice with
Individuals, Families, and Groups
SW 541 Social and Economic Justice II
SW 553 Field Instruction II
HSED 593 Behavioral Foundations of Human Sexuality

Summer

SW 664 Treating Trauma
Elective

YEAR TWO

Fall

SW 520 Methods of Social Work Research
or HSED 510 Applications of Sexuality Research
SW 633 Social Work Practice with Families
HSED 562 Sex Therapy I
HSED 594 History & Ethics of Human Sexuality
HSED 644 Biological Foundations of Human Sexuality

Spring

SW 636 Organization & Program Development
HSED 624 Education & Training Methods for the Clinical
Sexologist
HSED 662 Sex Therapy II
HSED 75 Chronic Illness & Disability

Summer

Social work elective
HSED 645 Sexual Minorities

YEAR THREE

Fall

SW 630 Social Work Practice with Individuals
SW 650 Field Instruction III
HSED 695 Practicum in Clinical Sexology I
HSED 762 Sex Therapy III

Spring

SW 639 Clinical Social Work Seminar
SW 651 Field Instruction IV
HSED 696 Practicum in Clinical Sexology II
HSED 719 Sensitive Issues in Clinical Sexology

* Attend two Intersectionality events prior to graduation.

REGULAR ADMISSION - ONLINE

Students enrolled in the online MSW program must complete 32 credits of core courses, 23 credits of required advanced concentration courses, and 9 credits of elective courses. Before students may enter the first course in the curriculum ladder – SW 503 Interpersonal Processes – they must successfully complete the New Student Orientation. The orientation includes a number of required activities and quizzes that all students must complete. Failure to do so may postpone a student’s program start date.

A board of student representatives governs the organization. They meet frequently to work on various projects, as well as with the membership of the organization, from whom they receive guidance and suggestions. This group appoints members to act as liaisons to standing committees for the Center of Social Work Education as designated by the bylaws of the center.

COURSE REQUIREMENTS Credits

Core Courses

SW 501	Human Behavior & the the Social Environment I	3
SW 502	Human Behavior & the the Social Environment II	3
SW 503	Interpersonal Processes	3
SW 505	Foundation Generalist Social Work Practice	3
SW 506	Foundation Social Work Practice with Individuals, Families, & Groups	3
SW 507	Personal & Professional Writing Module	???
SW 520	Methods of Social Work Research	3
SW 540	Social & Economic Justice I	3
SW 541	Social & Economic Justice II	3
SW 552	Field Instruction I & Seminar	4
SW 553	Field Instruction II & Seminar	4 (2)

Note: Students are expected to have the same instructor for both SW 505 and 506, and the same instructor for both SW 552 and SW 553.

Advanced Concentration Courses

SW 630	Clinical Social Work Practice with Individuals	3
SW 633	Clinical Social Work Practice with Families	3
SW 664	Treating Trauma	3
SW 636	Organization & Program Development	3
SW 639	Clinical Social Work Seminar	3
SW 637	Field Instruction III & Seminar	4 (2)
SW 651	Field Instruction IV & Seminar	4 (2)
SW 639	Clinical Social Work Seminar	3

Note: Students are expected to have the same instructor for both SW 630 and SW 639, and the same instructor for both SW 637 and SW 638.

Elective Courses

Three elective courses	9
------------------------	---

ONLINE MSW CURRICULUM SEQUENCE

YEAR ONE

Semester one, session one

SW 503	Interpersonal Processes (Infused with SW 507 Lessons)	3
--------	---	---

Semester one, session two

SW 501	Human Behavior & the Social Environment (Infused with SW 507 Lessons)	3
--------	---	---

Semester two, session one

SW 520	Methods of Social Work Research	3
--------	---------------------------------	---

Semester two, session two

SW 540	Social & Economic Justice I	3
--------	-----------------------------	---

Semester three, session one

SW 502	Human Behavior & the Social Environment II	3
--------	--	---

Semester three, session two

SW 541	Social & Economic Justice II	3
--------	------------------------------	---

YEAR TWO

Semester four, session one

SW 505	Generalist Social Work Practice	3
--------	---------------------------------	---

Semester four, session two

SW 506	Social Work Practice with Individuals, Families, & small Groups	3
--------	---	---

Semester five, session one

SW 552	Field Instruction I & Seminar	4
--------	-------------------------------	---

Semester five, session two

SW 636	Organization & Program Development	3
--------	------------------------------------	---

SW 552	Field Instruction I & Seminar	4
--------	-------------------------------	---

Semester six, session one

SW 553	Field Instruction II & Seminar	4
--------	--------------------------------	---

Semester six, session two

SW 664	Treating Trauma	3
--------	-----------------	---

SW 553	Field Instruction II & Seminar	4
--------	--------------------------------	---

YEAR THREE

Semester seven, session one

Elective

Semester seven, session two

SW 633	Clinical Social Work Practice with Families	3
--------	---	---

Semester eight, session one

SW 630	Clinical Social Work Practice with Individuals	3
--------	--	---

Semester eight, session two

SW 639	Clinical Social Work Seminar	3
--------	------------------------------	---

Semester nine, session one

SW 637	Field Instruction III & Seminar	4
--------	---------------------------------	---

Semester nine, session two

Elective

SW 637	Field Instruction III & Seminar	4
--------	---------------------------------	---

YEAR FOUR

Semester ten, session one

SW 638	Field Instruction IV & Seminar	4
--------	--------------------------------	---

Semester ten, session two

Elective

SW 638	Field Instruction IV & Seminar	4
--------	--------------------------------	---

ADVANCED STANDING

ADVANCED STANDING CURRICULUM SEQUENCE CHESTER CAMPUS FULL-TIME PROGRAM

YEAR ONE

Summer (Preceding Fall)

SW 502	Human Behavior & the Social Context II
SW 503	Interpersonal Processes
SW 600	Clinical Social Work Practice

Fall

SW 630	Social Work Practice with Individuals
SW 633	Social Work Practice with Families
SW 636	Organization & Program Development
SW 650	Field Instruction III
	Elective

Spring

SW 639	Clinical Social Work Seminar
SW 651	Field Instruction IV
SW 664	Treating Trauma
	Two electives

ADVANCED STANDING CURRICULUM SEQUENCE CHESTER CAMPUS PART-TIME PROGRAM

YEAR ONE

Summer (Preceding Fall)

SW 502	Human Behavior & the Social Context II
SW 503	Interpersonal Processes
SW 600	Clinical Social Work Practice

Fall

SW 633	Social Work Practice with Families
	Elective

Spring

SW 636	Organization & Program Development
	Elective

Summer

SW 664	Treating Trauma
	Elective

YEAR TWO

Fall

SW 630	Social Work Practice with Individuals
SW 650	Field Instruction III

Spring

SW 639	Clinical Social Work Seminar
SW 658	Field Instruction

*Attend two Intersectionality events prior to graduation.

IV

ELECTIVE REQUIREMENTS

Students may fulfill elective requirements by taking social work electives or by taking approved electives in related disciplines.

SOCIAL WORK ELECTIVES

Credits

SW 625 Practice Evaluation	3
SW 623 Health & Mental Health Issues: Qualitative Approaches	3
SW 624 Social Work & the Aging: Research & Practice	3
SW 625 Program Evaluation	3
SW 626 Biographical Timeline*	3
SW 627 Social Work with Individual & Community Trauma	3
SW 635 Social Work Practice with Groups	3
SW 642 Social Work Practice with Children & Adolescents*	3
SW 648 Current Issues in Child Welfare Practice & Policy*	3
SW 649 Social Work Practice in Mental Health	3
SW 653 Social Work Practice with Couples	3
SW 654 Social Work with People Who Have HIV/AIDS or Other Sexually Transmitted Diseases	3
SW 655 Social Work with People Who Have Developmental Disabilities	3
SW 656 Social Work Practice with Men	3
SW 660 Advanced Social Work Practice with Families*	3
SW 663 Social Work Practice with Individuals with Substance Use Disorders and Their Families*	3
SW 667 Brief Treatment	3
SW 668 Clinical Supervision	3
SW 669 Cognitive Behavioral Interventions	3
SW 670 Grief & Loss Across the Life Cycle	3
SW 671 Human Sexuality for Social Workers	3
SW 673 Relational Perspectives in Clinical Social Work Practice	3
SW 674 Spirituality & Social Work	3
SW 678 Social and Cultural Issues of Gender	3
SW 680 Comparative Social Work & Social Welfare: International Study Abroad	3
SW 681 African Americans in Contemporary Society	
SW 683 Social Work with Urban Youth	

*CWEL approved

JOINT PROGRAM

JOINT MSW/PhD AND MSW/MED IN HUMAN SEXUALITY

The Center for Social Work Education and the Center for Human Sexuality Studies offer programs for students wishing either to pursue a joint MSW and MEd or a MSW and PhD in human sexuality. The joint programs prepare professional social workers to teach, consult, conduct research, and give counsel and therapy in a variety of settings on complex issues of human sexuality. Students pursuing the joint degrees take courses in both programs concurrently.

The joint MSW and MEd is a three-year program. Students earn both the MSW and the MEd after three years of full-time course work and internships. See the Center for Social Work Education website for curriculum ladders.

The joint MSW and PhD is a six-year full-time program. Students earn the MSW after three years of course work and field internships. Two years of post-MSW course work in human sexuality and one year of dissertation preparation are required for completion of the joint program.

For more information, contact the Center for Social Work Education, phone: 610-499-1153.

CERTIFICATE PROGRAMS

The MSW program currently offers three certificate programs that can be completed concurrently with the MSW degree. Upon acceptance into the specific certificate program, students take two electives relating to the certificate, focus their clinical internship on the population relevant to the certificate, and take a two-semester seminar concurrent with the field placement.

Students in good academic standing with a B+ average or better may complete an additional application process in their final year that involves an orientation session, an application with an essay, a current résumé, recommendation from a faculty member, and an interview. The fee for the certificate program is \$500 for the year. Interested students should contact the Center for Social Work for more information

MSW WITH CERTIFICATE IN SUPPORTING PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITY AND CHALLENGING BEHAVIORS

Our goal is to prepare social workers with a master's degree who have both the generalist skills for providing effective supports coordination and advanced clinical skills for providing effective therapeutic interventions for people with intellectual and developmental disabilities and challenging behaviors.

Accepted students will participate in a two-year full-time or three-year part-time program leading to the master in social work with a certificate in supporting people with intellectual and developmental disability (IDD) and challenging behaviors. Through this program, students undergo training in generalist social work practice for people with IDD—including supports coordination skills in year one—assessment, diagnosis, and treatment recommendations, including the requisite in-depth clinical courses (Human Behavior in the Social Environment and core practice courses with individuals, groups, and families). Students are required to take SW 655 Social Work with People with Intellectual and Developmental Disability, SW 626 The Biographical Timeline, and SW 664 Treating Trauma.

Students' second year field internship is devoted to developing skills for therapeutic services through working in an agency serving people with developmental disability three days a week under the supervision of clinical social workers who work with people with developmental disability. Each student will be co-supervised by a faculty member through an advanced practice symposium each semester focusing on therapeutic interventions.

MSW WITH CERTIFICATE IN TRAUMA

This certificate prepares MSW students with the knowledge and skills for work with people who have experienced the effects of trauma across a wide array of populations.

Upon faculty approval and a grade point average of B or above, students who have completed the required prerequisite courses take SW 644 Treating Trauma in the fall and an additional trauma-related elective from the following list of options: SW 626 Biographical Timeline, SW 642 Social Work Practice with Children and Adolescents, SW 660 Advanced Social Work Practice with Families, or SW 663 Practice with People with Addictions. Part-time students who anticipate applying for the trauma certificate are encouraged to take the trauma course during the second year of their 3 year program.

Faculty members will provide a year-long seminar to students doing their internship while in the certificate program. Students will receive instruction focused on supports, resources, and special training regarding current theory and interventions

for trauma victims, along with effective strategies for dealing with vicarious traumatization. Students will keep a "portfolio" of work done, including process recordings and the ability to identify the knowledge and skills learned in each of their courses in the MSW program about helping trauma survivors on a micro and macro level that is related to their knowledge and skills for working with trauma survivors.

MSW CERTIFICATE IN GLOBAL SOCIAL WORK

The certificate in global social work gives students the opportunity to understand the application of a global and human rights perspective to social workers' practice in their own communities and internationally. Through course work, field placements working with refugee/immigrant populations, and one international trip, students get the opportunity to apply what is learned in the program in local, national, and international settings.

Students accepted into the certificate program will take SW 659 Social Work with Immigrants and Refugees in the fall semester in conjunction with their field placement. Students will take SW 688 in the spring. This course involves one international trip. Past destinations included China, Netherlands, Great Britain, Thailand, and Japan. Through this hands-on experience, students learn real world applications to theories in global social work and the impact that international policies and globalization have on local populations.

MASTER'S PROGRAM COURSES

REQUIRED COURSES

SW 501 HUMAN BEHAVIOR AND THE SOCIAL CONTEXT I

This course emphasizes the essential knowledge and conceptual frameworks used in social work to understand and assess human development and behavior in multiple social contexts. The focus is on a normative strengths and resilience perspective. Students are expected to become critical consumers of this knowledge, using it to inform assessment, intervention, and evaluation in their social work practice. Basic concepts of human development and behavior in context are introduced using multidimensional, multitheoretical, and multisystemic frameworks. Elements of diversity and difference such as ethnicity, age, culture, race, social class, gender, sexual orientation, spirituality, genetics, and the social environment are examined to promote the appreciation, understanding, and respect for human difference. This course also looks at how social and economic justice issues impact the development and interaction of the person-in-context. Core competencies and practice behaviors for this course are developed through didactic presentations, experiential activities, class discussions, films, and other online activities.

SW 502 HUMAN BEHAVIOR AND THE SOCIAL CONTEXT II

This course builds on conceptual frameworks of human development, with emphasis on the biological, psychological and environmental influences on social and emotional disturbances. The course will consider diagnosis and assessment within the framework of culture and life cycle changes. The student will acquire a working knowledge of the DSM-5 and its uses in identifying and classifying mental disorders. Students will also be encouraged to view these disorders within the context of the individual's culture and environment. This course provides students with the core competencies

and associated practice behaviors for conducting assessment of human psychosocial functioning to inform culturally and socially sensitive social work interventions. 3 semester hours

SW 503 INTERPERSONAL PROCESSES

This course welcomes new MSW students to the profession of social work. It addresses the educational needs of the students while providing an experience of community building among them to support the center's learning environment. Students develop the interpersonal and communication skills necessary to communicate comfortably with each other—in classrooms, on teams, with work groups, and with clients. The course focuses on the skills for building collegial relationships, increasing comfort with diversity, handling challenging conversations, and managing conflicts. This course provides the core competencies and associated practice behaviors to support field internships, beginning work with individuals and small groups, and navigating agency cultures. This course has a rich experiential component and utilizes individual interactions between students, large and small group projects, as well as opportunities for self-reflection. It is within the context of the small groups that students are able to learn and practice effective communication skills, including empathic listening. In addition, students are supported and guided in their experience and observation of group dynamics as they pass through the stages in their own groups. Students have the opportunity to develop insight into their own styles of interaction and the roles they play within groups. 3 semester hours

SW 505 GENERALIST SOCIAL WORK PRACTICE

This course is the first of two core social work practice courses. It provides students with an overview of generalist social work practice with individuals, families, groups, organizations, and communities. The course focuses on the values, concepts, and skills necessary to conduct social work practice from a generalist perspective in the context of a social service agency or program. Students are introduced to the conceptual framework and techniques of the strengths-based approach to assessing client systems and developing appropriate social work interventions. Critical thinking and experiential learning are emphasized throughout the course. Class discussions, readings, exercises, and assignments are directed at developing core competencies and associated practice behaviors, including (1) analyzing and resolving ethical dilemmas; (2) developing and sustaining helping relationships with client systems; (3) conducting assessments of various sized client systems; (4) selecting and implementing appropriate intervention strategies with individual, family, small group, organizational, and community client systems; (5) working with diverse populations; and (6) monitoring and evaluating social work practice interventions. 3 semester hours

SW 506 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

This course is the second of the two core social work practice courses. It builds upon the generalist social work practice perspective provided in SW 505 Generalist Social Work Practice. This course focuses on the core competencies and associated practice behaviors for direct social work practice with individuals, families, and small groups. Students explore and develop strategies for engaging, assessing, conducting, and evaluating social work interventions with individual, family, and group client systems and with ethnically and culturally diverse populations. Solution-focused, cognitive-behavioral, relational, and psychodynamic interventions are highlighted. Various service

systems are also explored to give students exposure to a wide variety of practice areas. Critical thinking and experiential learning are emphasized throughout the course. Class discussions, readings, small group exercises, role plays, and assignments are directed at developing core competencies and associated practice behaviors. The course provides students with the foundational knowledge base and skills underpinning the advanced clinical practice courses. SW 505 and SW 506 are cohort courses, and students remain together as a group for both courses. Prerequisite: SW 505. 3 semester hours

SW 507 SOCIAL WORK WRITING WORKSHOP (REQUIRED FOR ON-CAMPUS MSW STUDENTS)

This course emphasizes the processes of critical thinking and effective professional writing as required for social work practice and graduate social work education. Students prepare writing assignments that focus on the use of APA style, writing clearly and concisely, writing mechanics, and editing. Students research a social work topic and prepare a summary literature review. This is a noncredit workshop with a \$200 course fee. This course can be waived under three conditions: the student has a master's or doctoral degree attained prior to acceptance to the MSW program, the student has published a paper in a peer-reviewed professional journal, or the student has passed a proficiency exam administered by the center. 3 semester hours

SW 520 METHODS OF SOCIAL WORK RESEARCH

This course focuses on general research methods and their application to social work. The course introduces students to the scientific method; culturally competent research; protection of human subjects; survey, experimental, quasi-experimental, and qualitative research designs; evidenced-based research; measurement; sampling; questionnaire construction; and qualitative data collection methods. Specifically, the course prepares students to 1) design social work research related to needs assessments, program evaluations, and practice evaluations; 2) appreciate and understand the benefits of evidenced-based practice; and 3) develop the ability to critically evaluate and consume social work research. These areas of social work research are fundamental components of social work practice with individuals, families, groups, and communities. In addition, students are introduced to using current technology (e.g., Google Sheets, MS Excel) to critically analyze and present data. 3 semester hours

SW 540 SOCIAL AND ECONOMIC JUSTICE I

This is the first of two core courses addressing the competencies and associated practice behaviors related to social and economic justice. This course provides students with the opportunity to examine and analyze the historical, philosophical, and value base of social welfare and social welfare policy. It helps students to understand and define the concepts of social and economic justice, examine the application/manifestation of these concepts (as well as related concepts such as power, class, oppression, and poverty) in American and world history, and to develop generalist skills and core competencies necessary to analyze, influence, and change policy. 3 semester hours

SW 541 SOCIAL AND ECONOMIC JUSTICE II

This is the second of two core courses addressing the competencies and associated practice behaviors related to social and economic justice. The course addresses core competencies and associated practice behaviors of advocacy, policy change, and community and organizational practice. It provides students with

conceptual approaches to understanding communities, analyzing community problems, formulating community level interventions, and developing advocacy strategies. Prerequisite: SW 540. 3 semester hours

SW 550/551 FIELD INSTRUCTION I AND II (REQUIRED FOR ON-CAMPUS MSW STUDENTS)

These courses comprise the two-semester core-level field placement experience. Students work in a supervised social work setting for two days (16 hours) per week for a total of 480 hours for the year. Field Instruction I and II provide students with the opportunity to apply basic knowledge and skills of agency-based social work practice from a generalist perspective. Students apply knowledge gained in the curriculum to social work practice with individuals, families, small groups, organizations, and communities within an agency setting. Corequisites: SW 505 and SW 506. 3 semester hours

SW 552/553 FIELD INSTRUCTION I AND II & SEMINAR (REQUIRED FOR ONLINE MSW STUDENTS)

This is the foundation year, two-semester field instruction placement. The field placement provides students with the opportunity to apply the basic knowledge and skills of agency-based social work practice from a generalist perspective. The field placement also provides students with the opportunity to apply knowledge gained in the foundation core curricula to social work practice with individuals, families, small groups, organizations, and communities within an agency setting. Students will work in the field 16 hours per week while enrolled in SW 552 and SW 553. The field seminar is completed concurrently with the field placement. The field seminar is designed to support students in the process of integrating knowledge attained in foundational coursework and applying skills to practice in the field. Much of the focus of the seminar will be on reflection of students' learning and development as professional social workers. ???

SW 600 CLINICAL SOCIAL WORK PRACTICE

This advanced standing bridge course is designed to provide advanced standing students with the knowledge base and skills needed for the advanced clinical curriculum courses: SW 630 Clinical Social Work with Individuals, SW 633 Clinical Social Work with Families, and SW 650 Field Practicum III. It builds on the generalist social work practice perspective and focuses on the theoretical basis and skills needed to work effectively with individuals and families. Students explore the beginning, middle, and ending stages of practice and the skills needed for creative and effective use of self with individuals and families. Attention is given to ethnicity, race, gender, and sexual orientation. Students also develop knowledge of theory, including ecological, systems, individual and family life cycle, ego psychology, learning, and cognitive theories. Students are introduced to evidence-based practice and qualitative and quantitative methods of research and begin to critically analyze research to inform practice. Class discussions, experiential exercises, role plays, audio/ video recording, assigned readings, and written assignments are directed at integrating the theoretical generalist foundation and developing a range of skills. This course is only required for students admitted into the advanced standing program. 3 semester hours

SW 630 SOCIAL WORK PRACTICE WITH INDIVIDUALS

This course helps students master the advanced clinical competencies and associated practice behaviors by refining and deepening their conceptual and technical knowledge for clinical social work practice with individuals. Students continue to consider

principles and assumptions learned in core curriculum practice courses with the goal of achieving synthesis on a more advanced level of knowledge, attitude, skill, and method. The clinical processes of engagement, biopsychosocial assessment, worker-client relationship, intervention, evaluations of practice effectiveness, and termination are considered with an aim toward greater precision of application. A variety of more complex case situations is utilized with heavy emphasis on use of the student's own field experience. Throughout the semester, attention is given to issues of gender; sexual orientation; and ethnic, racial, and cultural diversity. SW 630 and SW 639 are cohort courses. Students remain together as a group for both courses. Prerequisite: SW 506.

SW 633 SOCIAL WORK PRACTICE WITH FAMILIES

Focusing on social work practice with families, this clinical course expands systemic thinking by introducing multiple models for family work, including psychodynamic, Bowenian, narrative, communication, contextual, structural, and solution-focused, as well as newer models of family work, such as multidimensional family therapy. Using these models and their related theories, students master the clinical concentration competencies and associated practice behaviors for assessment and intervention with families, knowledge of the family life cycle, and the impact of wider systems on a family's structure and functioning. The definition of family is inclusive of many different family forms. Students examine how cultural issues such as class, race, ethnicity, gender, and sexual orientation must be considered while assessing a family's presenting issues, unique strengths, and vulnerabilities. Students learn to think critically about the relevance of particular concepts and interventions for each family system, including whether certain "Western" concepts apply to all families. Students integrate theory into practice through two significant papers, videotapes, role-plays, and case discussions. Prerequisite: SW 506. 3 semester hours

SW 636 ORGANIZATION AND PROGRAM DEVELOPMENT

This advanced-level course builds upon the core competencies and associated practice behaviors addressed in the foundational social and economic justice courses. The course presents theoretical and practical materials necessary for all aspects of practice affecting the social service agency. Viewing human service agencies as the organizational context for most services, this course prepares students to work effectively within the organizational context, including developing new programs, enhancing organizational capacity, and treating the agency as a "client" when necessary. Course topics include organizational theory and assessment, management, the budgetary process, fundraising, program development, proposal writing, technology, and evaluation. 3 semester hours

SW 637/638 FIELD INSTRUCTION III AND IV & SEMINAR (REQUIRED FOR ONLINE MSW STUDENTS)

This is the clinical year field education placement for two semesters. The field placement provides the student with the opportunity to engage in agency-based clinical social work practice. The placement allows students to apply the theories and skills learned in the advanced practice sequence to work with individuals, families, and small groups. Students are in the field placement setting for twenty-four hours each week for SW 637 and SW 638. The field seminar is completed concurrently with the

field placement. The field seminar is designed to support students in integrating knowledge acquired in the clinical practice sequence and applying the knowledge to work with clients. In addition, the seminar will afford students the opportunity to reflect on their professional development as clinical social workers. 4 semester hours each

SW 639 CLINICAL SOCIAL WORK SEMINAR

This seminar is designed to build upon the clinical competencies and associated practice behaviors of SW 630 Clinical Social Work with Individuals by helping refine and deepen conceptual and technical knowledge of the clinical process in the context of agency-based social work practice. The seminar focuses on issues related to the agency-based social work practice context, considering the dimension of time in terms of how it can be exploited to promote change (short-term treatment) and examining how principles of change are operationalized by social work practitioners applying psychodynamic, cognitive-behavioral, narrative, emotionally focused, and family systems theoretical orientations to various client populations within different settings. Whenever relevant, students are invited to examine how policy issues, particularly those related to managed care, affect clinical practice. As students become more familiar with alternative applications of the clinical process, they are expected to develop greater clarity about their own clinical skills, strengths, limitations, and interests. This increased professional self-awareness is intended to facilitate students' autonomy and creative use of the self with diverse clinical populations. Throughout the semester, attention is given to issues of gender; sexual orientation; ethnic, racial, and cultural diversity; as well as to effects of oppression and discrimination upon clients. Through reading and written assignments, students use research knowledge to understand issues confronting them in their clinical work with clients and to examine and evaluate various intervention strategies with clients. SW 630 and SW 639 are cohort courses. Students remain together as a group for both courses. Prerequisite: SW 630. 3 semester hours

SW 664 TREATING TRAUMA

This course concentrates on the etiology and treatment of traumatic symptomatology. Students explore conditions that contribute to the development of acute stress disorder, post-traumatic stress disorder, borderline personality disorder, dissociative disorders, and other disorders of extreme stress. Comorbid conditions, including substance abuse and self-mutilation, are considered. The intergenerational, sociocultural, and societal impact of trauma is explored. A strengths-based approach is emphasized. Readings orient students to the assessment of trauma symptoms, as well as to some generally applicable treatment approaches and to research on the psychobiology of trauma. Prerequisite: SW 505. 3 semester hours

SW 657/658 FIELD INSTRUCTION III AND IV (REQUIRED FOR ON-CAMPUS MSW STUDENTS)

These courses comprise the two-semester concentration-level field placement. Students work in a supervised social work setting for three days (24 hours) per week for a total of 720 hours for the year. Field Instruction III and IV provide students with the opportunity to further examine and integrate the theories and skills of agency-based clinical social work practice with individuals, families, and small groups; to develop and refine clinical assessment, intervention, and evaluation skills; and to consolidate their own identity as a professionally disciplined and self-aware professional social worker. Field Instruction III and IV

build upon the generalist social work practice perspective introduced in the prerequisite courses. Prerequisites: SW 505, SW 506, SW 535, SW 550, and SW 551. Corequisites: SW 630 and SW 639. 4 semester hours each

ELECTIVES

SW 624 SOCIAL WORK AND THE AGING: RESEARCH AND PRACTICE

Social work with older adults is one of the fastest growing areas of practice in the 21st century. The graying of the baby boomer generation combined with improved medical technology has led an overwhelming number of individuals into the "third age." Despite the staggering demographic figures and future needs of the "senior boom," there continues to be a paucity of social work students interested in practice and research with older adults. This course provides students with a comprehensive overview of the field of gerontological social work practice from a research, clinical, and biopsychosocial perspective. Students completing this course are prepared to work with older adults and their informal/formal support systems. They are also prepared to use qualitative methods for the purpose of evaluating efficacy of practice interventions and building knowledge. The content includes theories of aging; biological, physical, and social changes; psychosocial adjustments to later life; conducting a biopsychosocial/research assessment; differential assessment and diagnosis; social work interventions and evaluation of their effectiveness; use of evidence-based practice; addictive disorders; suicide prevention; groups work; spirituality; ethics, dying, bereavement, and advanced directives. Research instruction in qualitative methods and single-system design is interwoven throughout the course. The requirement of conducting a life story research project or focus group is used to emphasize the critical relationship between gerontological social work, human behavior, and research. 3 semester hours

SW 625 PROGRAM EVALUATION

This course provides students with a variety of tools used to evaluate social work programs and organizations. The course, as a research elective, builds on information learned in the first-year foundation research course, including the scientific method, ethical issues, research designs, and statistical analyses. The course trains students how to apply research elements to program evaluation. To do this, the range of evaluations models and purposes are examined, and students are guided in the process of choosing both the appropriate model and research tools given the selected purpose. Evaluation purposes include process, outcome, impact, and benefit-cost. The units of evaluation targeted are service programs and entire agencies. The course pays particular attention to emphasizing culturally sensitive approaches to social work research and integrating research with other areas in the Widener MSW curriculum. Prerequisite: SW 520. 3 semester hours

SW 626 BIOGRAPHICAL TIMELINE

This course prepares students to use and integrate the biographical timeline as a multipurpose tool in their clinical social work practice. The tool can be used to understand how to better support a person with challenging behaviors holistically. As a therapeutic modality, it also functions as a team builder, an empathy builder for caregivers, and a systems change tool, as well as a data source for research. While the tool is highly applicable for all client populations, students focus on applying the timeline in their work with children in care and with people who have developmental disabilities or other vulnerabilities who might be less

able to advocate for themselves. Students develop their own research questions and design their approach to the timeline and analysis of the results in response to their questions. Prerequisite: SW 506. 3 semester hours

SW 635 SOCIAL WORK PRACTICE WITH GROUPS

This clinical course exposes students to an array of the major concepts, techniques, and skills underlying social work practice with groups. The primary goal is to provide students with the clinical competencies and associated practice behaviors to lead groups with children, adolescents, and adults in an agency-based practice setting. Readings, lectures, videos, small group experiences, and assignments are directed at an advanced understanding of group dynamics and group process, techniques of group formation, and leadership. Multiple models for group practice are taught, including psychoanalytically based groups, cognitive-behavioral groups, developmental group counseling, experiential models, psycho-educational groups, and support groups. Finally, the course examines the impact of diversity on group interaction and the relevance of group work theory to organizational and community contexts. Prerequisite: SW 506. 3 semester hours

SW 642 SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS

This course applies clinical social work practice to the treatment of children and adolescents. A review of developmental theory provides the foundation for assessment and intervention with this population. Psychodynamic, cognitive-behavioral, systems, and other theoretical models of practice are analyzed as they apply to work with children and adolescents. A variety of treatment modalities including individual, play, family, and group is presented. Students also learn to integrate theoretical orientations and social work interventions with a variety of special needs children. Prerequisite: SW 506. 3 semester hours

SW 646 OCCUPATIONAL AND ENVIRONMENTAL HEALTH POLICY

This course is an elective in the MSW program. The course examines the history, philosophy, and values intrinsic to U.S. occupational and environmental health policies and their effectiveness at protecting and improving human quality of life. Further, the course examines the role of social work in these critical domains and ways that the profession with its ongoing commitment to social justice may respond over the next few decades in light of such emerging concerns as overpopulation, global climate change, and economic globalization. 3 semester hours

SW 648 CURRENT ISSUES IN CHILD WELFARE PRACTICE AND POLICY

This course examines current issues in public and private child welfare practice and policy. Students review a variety of innovative policy and practice approaches to working with children and families that are served by the child welfare system. The challenges inherent in practicing clinical social work with mandated clients and from within bureaucratic settings are explored. Models for strengths-based approaches to providing clinical case management and supervision are also examined. This course is designed to extend the knowledge base and skills of students who have worked in public or private child welfare practice. 3 semester hours

SW 649 SOCIAL WORK PRACTICE IN MENTAL HEALTH

This course focuses on social work practice in mental health, including policy analysis and practice implications. A historical overview is presented from which current policies and trends in

the delivery of services to those with serious and persistent mental illnesses are analyzed. The hospital and community-based service systems are examined, as are best practice standards. Social work interventions are then explored for the mentally ill including special populations such as those with substance abuse, mental retardation, children, and the elderly. Prerequisite: SW 506. 3 semester hours

SW 653 SOCIAL WORK PRACTICE WITH COUPLES

This course introduces various theories and techniques of clinical social work with couples. Using concepts from systemic and psychodynamic theories, the seminar emphasizes practitioner decision-making in couple treatment. Theoretical approaches are examined in terms of their strengths and weaknesses, and means are considered for the evaluation of clinical effectiveness. The seminar examines the ways certain variables, such as gender, race, ethnicity, social class, and clinical orientation, shape the mindset for the construction of partnering. Prerequisite: SW 506. 3 semester hours

SW 654 SOCIAL WORK WITH PEOPLE WHO HAVE HIV/AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES

While providing opportunities for students to strengthen skills designing and conducting program evaluations, this course examines the AIDS epidemic and clinical implications. Specifically designed to prepare the clinician to work effectively and confidently with persons living with HIV/AIDS, this course addresses HIV infection, treatment, and intervention; at-risk populations; cultural factors; and ethical and societal issues. Students also review the literature regarding efficacy of intervention models for working with people who have HIV/AIDS and other sexually transmitted diseases, identify an intervention model, and design a program evaluation approach to evaluate the efficacy of the intervention model. 3 semester hours

SW 655 SOCIAL WORK WITH PEOPLE WHO HAVE INTELLECTUAL AND DEVELOPMENTAL DISABILITY

This course is intended to increase social workers' capacities to work effectively with individuals who have intellectual and developmental disability (IDD). The course increases participants' understanding of many of the issues relating to people who have developmental disability and who exhibit challenging behaviors. Students examine these issues through the lenses of positive approaches and explore person-centered planning, autism spectrum disorders, understanding the impact of trauma on individuals with IDD, and working effectively with psychiatric needs. 3 semester hours

SW 656 SOCIAL WORK PRACTICE WITH MEN

This course is organized around specific issues related to men's lives and social work. The course is designed to introduce students to the "masculine mystique" and various dimensions of human behavior, as well as practice and research related to the field of social work, examining issues that males face at different stages of their lives, including boyhood, adolescence, identity development, work, relationships, marriage, fatherhood, mid-life crisis, grandparenthood, retirement, and aging. Issues such as domestic violence, addictions, sexual orientation, employment/poverty, mid-life crisis, cultural/ethnic diversity, communication, parenting, sexuality, health, and working with fathers and grandfathers in a range of social service systems are explored. The overall goal for this course is to provide students with contemporary information about men that is often overlooked

throughout social work curriculums. Students enrolled in this course are introduced to methods of qualitative research and required to carry out a qualitative research project on a topic related to themes listed above. 3 semester hours

SW 659 SOCIAL WORK WITH IMMIGRANTS AND REFUGEES

This course focuses on international/national policies, theoretical premises, and practice skills useful for prospective social workers working with immigrants and refugees in the United States. The course focuses on both macro and micro perspectives on immigration issues, ranging from trends and policies that influence service delivery to psychosocial experiences by immigrants and refugees, such as pre- and post-migration traumas and acculturation. Both macro and micro theories for immigration are introduced. Special groups (e.g., survivors of torture, victims of human trafficking, asylum seekers, and unaccompanied minors) are included in the discussion. The course also examines interventions for immigrants and refugees with focus on cultural diversity and competency in social work practice. 3 semester hours

SW 660 ADVANCED SOCIAL WORK PRACTICE WITH FAMILIES

This course explores family development intergenerationally and over the family life cycle. Content is directed toward helping students understand and evaluate family structure and track families' interactional patterns. Comparative approaches and special techniques are suggested and demonstrated to enable students to assess a family's operations, make purposeful interventions, and work toward appropriate change. Students are expected to present case material in which they describe their work with a family, showing how they assessed the system, engaged the family, formulated goals, and used treatment interventions. Emphasis is on helping students evolve their own styles for practice with families. Prerequisite: SW 506 and SW 633. 3 semester hours

SW 663 SOCIAL WORK PRACTICE WITH ADDICTED PERSONS AND THEIR FAMILIES

This course introduces students to a broad range of theories about heavy drinking and addiction, provides an overview of commonly abused substances, and evaluates assessment and treatment strategies employed in work with individuals and families. The class examines psychosocial factors affecting both the identification and treatment of substance abusers. 3 semester hours

SW 667 BRIEF TREATMENT

This course focuses on how to use brief therapy to address client issues. The course addresses treatment issues such as assessment of the client, role of the social worker, and understanding the importance of time in the treatment relationship. A variety of theoretical approaches is discussed. Prerequisite: SW 506. 3 semester hours

SW 668 CLINICAL SUPERVISION

This course explores approaches to and skills associated with clinical supervision. Initially, students work in teams in experiential exercises during which they alternately take the role of supervisor and supervisee. These experiences are then examined in relation to assigned course readings and class discussions. The last sessions of the course require the students to again role-play identified supervisory tasks/functions-both as a supervisor and as a supervisee. The class concludes with large group discussion of those experiences. Prerequisite: SW 506. 3 semester hours

SW 669 COGNITIVE BEHAVIORAL INTERVENTIONS

This course acquaints students with theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of task and homework, coping skills, cognitive restructuring, and problem-solving approaches to practice. Prerequisite: SW 506. 3 semester hours

SW 670 GRIEF AND LOSS ACROSS THE LIFE CYCLE

This course is taught in seminar style and focuses upon understanding losses and appropriate interventions for clients who endure loss across the life cycle. These losses include death, community disaster, and chronic illness. The following are addressed: perinatal loss (including SIDS), loss of a child and a child's reaction to loss, loss of an adolescent and an adolescent's reaction to loss (sibling, friend, parent), losses in early and middle adulthood (parental loss, spouse/partner loss, and loss of an adult child), loss in later life (including chronic illness and its affect on the individual and family), disenfranchised loss (domestic partners, gay and lesbian partners), the dying patient, end of life issues, community resources (including hospice), and support networks. Theoretical perspectives are drawn from both traditional and postmodern approaches to grief and loss. Issues of cultural diversity are addressed throughout the course. 3 semester hours

SW 671 HUMAN SEXUALITY FOR THE SOCIAL WORK PROFESSIONAL

Human sexuality is one of the basic foundations for life. From before birth, individuals are sexed, gendered, and bombarded with messages about who they are, who they should be, and how they are expected to behave. In adult life, whether individuals choose to date, to partner, or to remain single; to have children, adopt, or create other forms of family, sexuality is one of the central and organizing components of the human experience. Human sexuality to be explored using the weekend course format in three separate sections from a biopsychosocial perspective. The first of these units addresses an overview of sexuality information and functioning. The second examines psychosocial issues as they exist within sexuality. Lastly, the manifestations of human sexuality as they occur within the social work context and subsequent practice issues are investigated. 3 semester hours

SW 673 RELATIONAL PERSPECTIVES ON CLINICAL SOCIAL WORK PRACTICE

Clinical social workers try to help clients resolve or manage a variety of problems or barriers that interfere with effective and satisfying social functioning. These include the cumulative effects of trauma, oppression, family conflict, and emotional neglect that have produced patterns of emotional regulation, thinking, and acting that function (on one level) to protect the self but that are dysfunctional (on other levels) in terms of preserving physical health, participating in interpersonal relationships, and maintaining occupational viability. This course applies recent developments in affect theory, attachment theory, interpersonal neurobiology, self-psychology, intersubjectivity theory, narrative theory, and relational (or two-person) psychology to the challenges facing social workers trying to help clients manage themselves and their lives in the wake of emotional neglect, trauma, oppression, domestic violence, and substance abuse. A central concern of the course is on how the worker's participation in the helping relationship facilitates or impedes the client's ability to use that relationship as an opportunity to regain and sustain satisfying social functioning. Prerequisite: SW 506. 3 semester hours

SW 674 SPIRITUALITY AND SOCIAL WORK

This course provides students with an opportunity (1) to think through and emotionally experience the place of spirituality in social work practice, (2) to come to an understanding of the meaning and application of spirituality in each student's own social work practice, and (3) to explore the impact of religion and spirituality on social policy. This course is premised on the view that spirituality is a basic human need whether it is expressed in a formal institutional setting or takes a myriad of other forms. As social workers more and more encounter diverse belief systems, it is important that practitioners at all levels of practice have some understanding of how the adherence to different beliefs affects peoples' functioning. The course addresses the knowledge and skills needed to work within the spiritual and religious contexts of the "lived" world of clients. The course explores spirituality as a core dimension of human experience and addresses the need for social workers to understand their own beliefs and biases about spirituality and religion and have regard for their own spiritual growth. 3 semester hours

SW 678 SOCIAL AND CULTURAL ISSUES OF GENDER: CLINICAL IMPLICATIONS

This course engages students in a dialogue about the questions, dichotomies, uncertainties, and challenges that gender presents on a daily basis. Theories, assumptions, and stories that are relevant to the development of gender in North American society are examined. Issues of oppression, discrimination, social change, and implications for social work practice are addressed. Themes for the course include the historical underpinnings of the women's movement, the challenges of inclusion and diversity, the formation of gender identity, the challenges of aging in North American, the significance of relationships and sexual identity, the political impact of personal decisions and vice versa, the impact of economic status, and family and motherhood. Life cycle dilemmas with an emphasis on the effects on women are also addressed. Throughout the course, students examine how the female struggle and "women's place" in society have been constructed and defined through the interaction of social, political, economic, and psychological forces. The challenges of defining gender as they relate to race, sexuality, disability, and class are explored. 3 semester hours

SW 680 COMPARATIVE SOCIAL WORK AND SOCIAL WELFARE: INTERNATIONAL STUDY

This course is part of Widener's Center for Social Work Education Travel Abroad expeditions. Faculty lead students in an international study tour to compare domestic and international approaches to social work practice, social welfare, and social service systems. The class visits a variety of service sites and meets with social work practitioners and educators. Discussions, readings, and assignments guide students in comparing domestic and international policies and systems. 3 semester hours

SW 681 AFRICAN AMERICANS IN CONTEMPORARY SOCIETY

This course introduces and applies African-centered (Afro-centric) values, analysis, and cultural principles in historical and contemporary contexts to examine social themes, issues, and problems regarding the plight of African Americans in American society. The course uses a hybrid-seminar design and addresses multiple themes related to the "African American experience/condition" with a person-in-the-environment (communal village) examination of cultural strengths. There is candid discussions about how to remediate complicated social problems being faced

by members of this group. Students have proactive roles in developing and taking responsibility for targeted aspects of their learning. Students of all ethnic and racial groups are encouraged to take this course. No Prerequisite. 3 semester hours

SW 682 APPLIED RESEARCH—METHODS AND ANALYSIS FOR SOCIAL WORK

SW 682 Applied Research is a graduate elective designed to assist students in developing qualitative and quantitative research skills for real-world applications. The course builds on the methodological and analytical skills of the basic social work curriculum and applies them to a variety of situations commonly experienced by mid-level to advanced practitioners. The objective of the course focuses on skill development for practice evaluation, program evaluation, needs assessments, and management information systems. Specific topics include project design, measurement, and quantitative and qualitative methods of analysis. Prerequisites: Advanced standing or SW 520 and SW 522. 3 semester hours

SW 683 SOCIAL WORK WITH URBAN YOUTH

This course enriches and enhances the social work student's understanding of and work with the urban adolescent population. The study of the growth, development, and experience of contemporary urban teenagers is grounded in a biopsychosocial and systems perspectives, which take into account influences of oppression, marginalization, and discrimination. These micro and macro forces intersect in ways that influence urban adolescents' development and identity formation. Identity formation in adolescence is a key psychosocial task that informs the teen's sense of self. It influences behavior, relationships, the choices an adolescent makes, and the life course trajectory. On a daily basis, urban adolescents make choices as they navigate landscapes that provide rich and layered experiences. These landscapes may also present risk, overwhelming stress, and challenge. With this in mind, a multidimensional and dynamic risk and resilience framework is used to understand typical, adaptive, and maladaptive adolescent adjustment and behavior. Course content covers theoretical and empirical adolescent psychosocial literature, both traditional and recent, and current and relevant topics/issues that shape social work assessment and work with this population. No prerequisites/corequisites. 3 semester hours

SW 646 ENVIRONMENTAL POLICY

This course examines the human consequences of the current environmental and occupational health crisis facing our nation. Case studies are used to demonstrate the ways in which environmental degradation and toxin waste threaten workers and communities. The course examines the human services needs and policy responses to the crisis. 3 semester hours.

SW 684 MEDICAL SOCIAL WORK

This course will prepare MSW students to work as professionals in the field of medical social work. It will provide foundational content in health care and integrates the clinical social work role. The course will focus on medical social work with children, individuals and families through the life course. Students will receive a historical overview of the US health care system and the foundations of social work in health care. The course will examine theories of health behavior and disease prevention. In addition, students will learn complementary and integrative medicine practice models. Students will develop an understanding of prevalent issues and themes in health care: health disparities, diversity, culture, religion/spirituality and human rights. 3 semester hours.

SW 686 SOCIAL WORK PRACTICE WITH OLDER ADULTS

This course seeks to explore challenges facing older adults in the larger society. The student is challenged to increase their cultural competency/ cultural humility of the older adult community and to develop a perspective that is sensitive to older adult issues. History, current events, scholarly literature, person-in-environment theory, life-cycle stages, interventions, policy, practice skills, and advocacy will all be used for a holistic reflection of being an older adult in today's society. 3 semester hours

SW 687 ADDICTION: A CHRONIC NEUROBIOLOGICAL HEALTH DISORDER

This course focuses on addictions as a major neurobiological health disorder. The course covers the history of addictions, stigma associated with addictions, and underlying causes of the use of addictive substances. The DSM 5 will be used to examine a range of addictive substances and the criteria required to make substance use disorders and substance induced disorders diagnoses. The emphasis is to consider addictions as a chronic brain based disorder with neurobiological and social consequences to individuals, families, and communities. Evidence-based practices will be applied in psychopharmacology treatments and biopsychosocial treatment modalities. Avenues of certification in addictions will be explored in the course. 3 semester hours

DOCTOR OF PHILOSOPHY IN SOCIAL WORK

GOALS

The goal of the doctor of philosophy (PhD) program in social work is to develop academic leaders who have skill and expertise in research, teaching, and advanced social work practice. Specifically, by completion of the program, students will:

- Apply critical thinking and systematic accumulation of data to gain greater understanding of questions related to social work practice.
- Carry out critical conceptual analyses of theories, concepts, and assumptions underlying social work interventions.
- Understand how political, economic, sociocultural, and organizational contexts shape the theories and methods used in social work practice.
- Pursue interdisciplinary perspectives and collaborations.
- Use established quantitative and qualitative methods to support scholarly research.
- Master and apply at least one research method to the investigation of a question pertaining to social work practice.
- Evaluate and analyze at least one clearly articulated approach to social work practice.
- Acquire the pedagogical skills to teach effectively at all levels of social work education.
- Develop the writing and scholarship skills necessary for professional publication.
- Cultivate the leadership qualities and interpersonal skills to further the development of the social work profession.

ADMISSION GUIDELINES

Admission guidelines are established by the PhD Program Committee in conjunction with the associate dean and in compliance with university standards for graduate programs. An MSW from a program accredited by the Council on Social Work

Education is the preferred credential; however, a master's degree from a related discipline along with relevant post-master's experience may be considered. Applicants will be evaluated with regard to:

- Potential and ability to complete advanced academic work as evidenced by achievement in both undergraduate and graduate professional education.
- Capacity for critical thinking and professional writing skill.
- Post-MSW or other post-master's related practice experience.
- Motivation for advanced academic study.
- Ability to engage in productive professional collaboration.
- Commitment to the advancement of knowledge for the profession.

APPLICATION REQUIREMENTS

Applicants seeking admission to the doctoral program must provide the following:

- A personal statement (5–6 double-spaced, typed pages) describing professional goals and reasons for seeking a PhD in social work.
- Transcripts from undergraduate and graduate courses of study.
- Sample of professional writing that illustrates capacity for critical thinking, writing skill, and appropriate citation of sources. Both electronic and hardcopy versions of the writing sample are required.
- Graduate Record Examination (GRE) scores obtained within the past two years.
- Four letters of reference—two academic and two professional—addressing applicant's professional and academic performance.
- Completed application form.
- Current résumé.

INTERNATIONAL STUDENTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

TRANSFER CREDIT

The following guidelines have been established by the Center for Social Work Education for acceptance of doctoral level course work taken previously at Widener or at other institutions:

- A maximum of 18 credit hours of doctoral level courses in social work or related-disciplines earned within the five-year period preceding admission may be accepted for transfer credit upon admission to the doctoral program.
- Courses taken prior to admission to the PhD program, either within or outside the university, will be accepted only if the student has earned a grade of A in the course under consideration. Grades of satisfactory or pass may be transferable as elective courses.

The process for transferring graduate credit is as follows:

- An official request for transfer credit is submitted to the director of the doctoral program.
- A syllabus of each course for which transfer credit is being requested is submitted to the director of the doctoral program. This must be done before a disposition will be made regarding the granting of credits.

- Requests for transfer of graduate credit are approved upon recommendation of the associate dean.
- Applicants receive written notification of approved transfer credits along with written notification of admission into the program.

MATRICULATION

A matriculated student is one who has been officially accepted and registered into the doctoral program. No provision is made for nonmatriculated students in the program.

ACADEMIC PROGRESS

All students are expected to maintain satisfactory rates of progress toward their degrees, beginning with the first course in which they enroll and in all subsequent courses. A student may be dismissed from the program for failing to meet academic performance requirements, for violations of professional standards of behavior, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems that interfere with the student's ability to engage in doctoral level study.

Students are expected to maintain a minimum 3.0 GPA. Only students with a 3.0 GPA or better will be eligible to graduate. Courses for which a student has received a grade of "C" or lower can be repeated only once. Both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the GPA. However, if a student earns a grade of "F" as a result of academic fraud, that student is prohibited from exercising the repeat-of-course option.

The PhD Curriculum Committee will annually review the academic progress of each student in the program. If a student's academic progress is unsatisfactory, the committee will make a recommendation regarding the student's retention in the program. Recommendations may include dismissal from the program or academic probation with a plan to resolve the student's academic difficulties. Any student who has been identified as having unsatisfactory academic performance or other performance issues will be notified by the director of the doctoral program of the committee's recommendations. Students who have been placed on academic probation as a result of the recommendation of the PhD Curriculum Committee must remediate their academic or interpersonal difficulties within two academic semesters.

If at any time a student violates professional standards of behavior or the Student Code of Conduct, commits academic fraud, or has a documented history of interpersonal problems in interacting with faculty or classmates, the committee will convene and make a recommendation regarding the student's retention in the program.

A student dismissed from the program due to academic failure or any other reason may petition the associate dean of the Center for Social Work Education for readmission after one semester of absence from the program. The associate dean will assess the student's petition for readmission and present a recommendation to the Center for Social Work Education's Committee on Academic Affairs for final disposition. The student may not be absent from Widener for more than two years.

A student may appeal the retention decisions made by the Center for Social Work Education in accordance with the appeal policies described in the *Graduate Studies Handbook*.

CURRICULUM

YEARS ONE AND TWO

Credits

SW 801	Methods of Inquiry and Analysis	3.0
SW 802	Using Qualitative Methods I	3.0
SW 803	Using Quantitative Methods I	3.0
SW 811	Deconstructing Clinical Theories & Their Application	3.0
SW 812	Social Policy	3.0
SW 814	Historical & Philosophical Foundations of Social Work Practice	3.0
SW 815	Using Quantitative Methods II	3.0
SW 816	Using Qualitative Methods II	3.0
SW 818	Social Theory	3.0
SW 957	The Art & Science of Social Work Practice	3.0
SW 958	The Art & Science of Social Work Education	3.0
	One elective	3.0

YEAR THREE

SW 813	Facilitating & Evaluating Change Processes	3.0
SW 890	Area of Specialization Seminar	3.0
SW 900	Comprehensive Paper Seminar	6.0
SW 950	Dissertation Proposal Development	3.0
SW 998*	Dissertation Proposal Preparation	6.0

YEAR FOUR

AND UNTIL DEFENSE OF THE DISSERTATION

SW 998*	Dissertation Proposal Preparation Continued	6.0
SW 999*	Dissertation Supervision	6.0

*Students enroll in SW 998 each semester until the dissertation proposal is defended successfully. Afterward, students enroll in SW 999 until the dissertation is defended successfully.

COURSE SEQUENCING

Course offerings for years one and two are interchangeable and will be offered in alternating years, except where noted.

YEAR ONE OR TWO

<i>Fall</i>	<i>Spring</i>
SW 801	SW 803
SW 814	SW 818

YEAR ONE ONLY

<i>Summer</i>
SW 815
Elective

YEAR ONE OR TWO

<i>Fall</i>	<i>Spring</i>
SW 811	SW 802
SW 812	SW 958

YEAR TWO ONLY

<i>Summer</i>
SW 816
SW 957

YEAR THREE

<i>Fall</i>	<i>Spring</i>
SW 813	SW 900
SW 890	

<i>Summer</i>
SW 950

YEAR FOUR, AND UNTIL DISSERTATION DEFENSE

SW 998	(Each semester until defense of the dissertation proposal)
SW 999	(Each semester until defense of the dissertation)

DOCTORAL COURSES

SW 801 METHODS OF INQUIRY AND ANALYSIS

The course begins with a review of basic concepts pertaining to research methodology and statistical analysis—both descriptive and inferential, including the basic procedures followed for analysis of qualitative data. A computer lab is an integral part of the course so that students receive “hands on” experience with SPSS subroutines and with one or more software programs for use with qualitative data. Overall, this course is intended to humanize and demystify research methods so that students have the foundation necessary for quantitative and qualitative study of social work practice. 3 semester hours

SW 802 USING QUALITATIVE METHODS I

This course examines the use of ethno-methodologies, case studies, focus groups, content analysis, grounded theory, and participatory action research to illuminate and analyze both the processes and outcomes of social work practice. Like its companion course, SW 803, the course is taught through critical examination of published qualitative studies pertaining to social work practice. The underlying assumptions of the methods used, as well as the trustworthiness and validity of the findings, are discussed. In addition, students are required to develop and submit a written qualitative research proposal. 3 semester hours

SW 803 USING QUANTITATIVE METHODS I

Like its companion course, SW 802, this course is taught through critical examination of published quantitative studies of social work practice, including meta-analyses. The course covers regression-based procedures such as multivariate analysis, path analysis, and structural equation modeling, as well as statistical procedures used for instrument development (e.g., tests of reliability and factor analysis). The underlying assumptions of the designs, measures, and statistics used, as well as the validity of the findings, are discussed. 3 semester hours

SW 811 DECONSTRUCTING CLINICAL THEORIES AND THEIR APPLICATION

The focus of this course is on the change processes presumed to be at work by various clinical theories or models of intervention. This entails a critical conceptual analysis of the theoretical foundations for clinical practice, including the assumptions regarding human nature, change, and the intervention context, as well as their salience for diverse and historically oppressed client populations. Cognitive-behavioral, emotionally focused, narrative, and psychodynamic approaches are considered, as well as more recently developed eclectic blends such as dialectical behavior therapy, eye movement desensitization and reprocessing (EMDR), and solution-focused therapy. A combination of case analyses and critical analyses of both empirical studies and theoretical literature is used. 3 semester hours

SW 812 SOCIAL POLICY

The goal of this course is to examine the evolution of social welfare policy during the 20th century in order to acquire an understanding of how political, economic, and social forces shape the conception of social work practice in any given era, including our own. Special emphasis is placed on how these forces have affected diverse and historically oppressed populations. Methods of financing social work services and the interaction of influences from within the social work profession with those from the larger sociopolitical context are examined in an effort to discern how they support, impede, or initiate changes in practice. 3 semester hours

SW 813 FACILITATING AND EVALUATING CHANGE PROCESSES

This course addresses the application of the principles of evidence-based practice to social work practice. Students are expected to identify, summarize, and synthesize both the theoretical and research literature pertaining to a client population of their own choosing as well as to evaluate and analyze, in a comparative fashion, two clearly articulated approaches to intervention with the client population. 3 semester hours

SW 814 HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL WORK PRACTICE

This course examines the philosophical foundations for social work practice in the historical context of the development of the profession of social work and of social welfare policy in the United States. Then, contemporary epistemological foundations for knowing in social work are addressed through readings from a political, economic, sociological, and neurobiological perspectives. 3 semester hours

SW 815 USING QUANTITATIVE METHODS II

This course is designed to further a student’s knowledge and skills with statistics. The course is taught using a combination of mathematical skill development, critical examination of existing quantitative research, and practical application of quantitative methods. The course begins with regression-based procedures such as multivariate analysis, path analysis, and discriminant analysis, and continues with additional tools for analysis including structural equation modeling, factor analysis, and non-parametric methods. 3 semester hours

SW 816 USING QUALITATIVE METHODS II

This course is designed to further a student’s knowledge and skills in the use of qualitative methods. The course is taught using a combination of critical examination of published qualitative research, practice using qualitative data analysis software, the application of qualitative methods in a project of the student’s own design and writing up the results. 3 semester hours

SW 818 SOCIAL THEORY

This course provides an overview of theoretical material from the social sciences relevant to social work. Students examine classic and modern social theory and the major paradigms relevant to social science research. Materials from other disciplines, including economics, philosophy, and political science are also incorporated. Students learn how this material can be applied to research questions, methodology, and their own theoretical ideas. 3 semester hours

SW 890 AREA OF SPECIALIZATION SEMINAR

This seminar is designed to assist students in selecting a topic to be addressed in the comprehensive paper (see SW 900) and to guide their pursuit of literature pertaining to the political, social, economic, and cultural dimensions of the topic; the history of social welfare policies related to the topic, theoretical and empirical investigations of the topic; and any ethical issues raised by the topic. 3 semester hours

SW 900 COMPREHENSIVE PAPER SEMINAR

This seminar is designed to guide students in their efforts to focus their substantive interests, formulate a research focus, and begin a review of the relevant theoretical and empirical literature in order to complete the required comprehensive paper. 6 semester hours

SW 950 DISSERTATION PROPOSAL DEVELOPMENT

This course is designed to facilitate timely completion of the dissertation proposal and preparation for IRB review. (Submission for IRB review may not be initiated until after the dissertation proposal defense and approval.) Each student is assigned a chair of her/his dissertation committee by the associate dean and director of the center in consultation with the doctoral program director. The chair, in consultation with the student, the doctoral program director, and the associate dean and director of the center identifies two other committee members, at least one of which must be a faculty member from outside the Center for Social Work Education. The student begins development of the dissertation proposal under the supervision of the chair and with guidance from the two other committee members. 6 semester hours

SW 957 THE ART AND SCIENCE OF SOCIAL WORK PRACTICE

The purpose of this seminar is to provide students with the opportunity to critically examine their own practice. While taking this seminar, students must be actively engaged in some form of social work practice—either with individuals, families, groups, organizations, or communities. Each student prepares a detailed case presentation and leads a class discussion of both the theoretical and empirical foundations for their interventions. In addition, the question of what constitutes evidence of effectiveness is addressed. The case presentations must be based on the student's own work. 3 semester hours

SW 958 THE ART AND SCIENCE OF SOCIAL WORK EDUCATION

The purpose of this seminar is to prepare students to function as effective social work educators by providing knowledge and skills for teaching social work courses. Teaching is conceptualized as a professional practice; therefore the focus of the seminar is on the integration of theory, research, and educational strategies and techniques and skills for students' practice as educators. Although doctoral-level trained social workers occupy a range of educational roles such as supervisors, administrators, trainers, and public educators, this course has been specifically designed to address teaching in the academic setting. 3 semester hours

SW 998 DISSERTATION PROPOSAL PREPARATION CONTINUED

This course supports and guides students in the continued development of the dissertation proposal. 6 semester hours

SW 999 DISSERTATION RESEARCH

This course supports and guides students in the implementation and completion of their dissertation research. Students who have successfully completed all program course requirements and successfully defended their dissertation proposal must enroll in this course in order to maintain active status in the program. 3 semester hours

ELECTIVES

Students must take one 3-credit elective course. Electives offered by the center's faculty address a variety of models of interventions, focusing on the models' theoretical foundations, application, and evaluation of effectiveness. Courses are also offered that address approaches to working with specific populations. Students are encouraged to select courses from other disciplines that provide related content. Students pursuing joint degree options are able to use elective course credits to fulfill the requirements of approved joint degree programs.

COMPREHENSIVE PAPER

The comprehensive paper is the basis for assessing whether doctoral students have acquired the knowledge and skills necessary for proceeding with the development of a doctoral dissertation. The comprehensive paper is submitted by the student in the spring semester of the third year of study. The paper should reflect the student's ability to conceptualize a clear and compelling topic; organize, present, and critique knowledge relevant to that topic; and propose a research focus and discuss possible research methods informed by a review of the relevant literature.

Two faculty members read each paper and make an assessment. In the case of a difference in the two readers' evaluations, a third reader is assigned. Students receive written feedback on their papers prior to beginning work on their dissertation proposal.

If two or more readers of the comprehensive paper assess the paper to be unsatisfactory, the student is given an opportunity to revise the paper. The revised paper is reviewed by the doctoral program director. If the student fails to receive a satisfactory grade for the paper after the second review, the student is advised to withdraw from the program.

DISSERTATION PROPOSAL

Upon successful completion of the comprehensive paper, the student requests a faculty member of the Center for Social Work Education to be a dissertation chair. The chair guides that student in developing a dissertation proposal and completing the dissertation once the proposal is approved. Appointment of the chair must be approved by the director of the doctoral program and the associate dean and director.

In the course of developing the dissertation proposal, the candidate and the chair, in consultation with the director of the doctoral program, designate a dissertation committee. Typically, the committee consists of the chair, one other faculty member from the Center for Social Work Education, and one faculty member from another department of the university. Faculty from other universities may also be considered. Formal appointment of the committee members is made by the associate dean and director of the Center for Social Work Education.

The dissertation proposal should not exceed 30 typewritten double-spaced pages, exclusive of a bibliography. Formal approval of the proposal by all dissertation committee members and two independent readers must be obtained, be documented by the dissertation chair, and filed with the director of the doctoral program. However, actual work on the dissertation may not begin unless approval has been obtained from the university's Institutional Review Board for the protection of human subjects, if needed. If such approval is not needed, work on the dissertation may begin immediately after formal approval of the proposal.

DISSERTATION PROPOSAL DEFENSE AND APPROVAL

In consultation with the chair of the dissertation committee and the doctoral program director, the director of the Center for Social Work Education will appoint two independent readers of the dissertation proposal and set a date for the oral defense. The same readers will serve as independent readers of the completed dissertation.

The Dissertation Proposal Hearing Committee's responsibilities are to address only two questions regarding the proposal.

1. Is the proposed study manageable? (Does the student have the resources, access for data collection, technical assistance, etc.?)

2. Is the rationale for the study adequate? (Is it clearly stated how the study will add to existing knowledge?)

DISSERTATION

The production of a dissertation and its oral defense are major components in doctoral education. They are the final and most complete demonstration of the student's readiness to receive the doctoral degree. The dissertation is both a process and a product. As a process, the dissertation is an educational endeavor in which the student demonstrates the ability to carry out an independent investigation that examines an aspect of social work theory and practice using sound research methods. As a product, it must address, in a creative and original way, a substantive problem area of concern to social work in an attempt to advance knowledge and contribute to the ongoing development of the knowledge base of the profession in a fashion that is suitable for publication.

When the chair of the dissertation committee is satisfied that the dissertation meets all requirements, the chair shall request review and approval (or recommendations for revisions) from the two other committee members. It is the student's responsibility to provide each member of the committee with a copy of the dissertation following the submission guidelines of the PhD Program Committee. When all dissertation committee members have approved the dissertation, the chair of the dissertation committee provides written notification to the director of the doctoral program.

ORAL DEFENSE OF DISSERTATION

In consultation with the chair of the dissertation committee and the two independent readers, the director of the doctoral program sets a date for the oral defense. It is the student's responsibility to provide the independent readers with a copy of the dissertation in compliance with the format guidelines provided by the university. The oral defense is attended by the associate dean, the director of the doctoral program, the dissertation committee, and the two independent readers. The dean of the School of Human Service Professions is also invited to attend the defense. Additional attendees are determined by the director of the doctoral program in consultation with the chair of the dissertation committee.

Following the oral defense of the dissertation, the dissertation committee members, the independent readers, the director of the doctoral program, and the associate dean and director of the Center for Social Work Education vote as to whether the dissertation is "Satisfactory" or "Unsatisfactory." A vote of "Satisfactory" may be qualified by directions for required modifications or stylistic changes. A vote of "Unsatisfactory" must be qualified by a written list of the modifications that must be made to render it "Satisfactory." The vote is recorded and signed by all. In the event of an "Unsatisfactory" decision, the doctoral program director, the chair of the dissertation committee, and the student schedule a second oral defense before the same committee. If the dissertation fails to receive a "Satisfactory" vote in the second oral defense, the student is advised to withdraw from the program.

PUBLICATION OF THE DISSERTATION

All dissertations receiving a "Satisfactory" vote following the oral defense are published via microfilming at the student's expense. In addition, three bound copies must be provided to the Center for Social Work Education, one of which will be catalogued at Wolfgram Memorial Library. The student must follow the publication format guidelines provided by the PhD Curriculum Committee.

FACULTY & ADMINISTRATION

Marina Barnett, MSW, DSW

Associate Professor

MSW, Univ. of Michigan; DSW, Univ. of Pennsylvania
(*policy, community organization, parenting, multiculturalism*)

Beth Barol, MSS, PhD, LSW

Director of the Center for Social Work Education, Associate Dean for the School of Human Service Professions, & Associate Professor

MSS, PhD, Bryn Mawr College
(*clinical practice, group dynamics & leadership, human behavior in the social environment, intellectual & developmental disabilities*)

Linda Benavides, MSW, PhD

Associate Director of Field Education, Online MSW Program
MSW, Marywood University
(*interpersonal processes, human behavior and the social environment, generalist practice, spirituality*)

Michelle Brandt, MSW, LSW

Assistant Professor

MSW, Univ. of Texas Austin, PhD, Univ. of Texas Arlington
(*generalist practice, medical social work, palliative and end of life care*)

Margo Campbell, MSS, MLSP, PhD

Assistant Professor

MSS, MLSP, PhD, Bryn Mawr College
(*effects of economic insecurity on families and children; social and economic justice; social change*)

Richard Cooper, MSW, PhD, LSW, ALSW

Clinical Assistant Professor

MSW, Howard Univ.; PhD, Temple Univ.
(*diversity, clinical practice, AHBSE*)

Jennifer Cullen, MSW, PhD

Director MSW Program and Assistant Professor

MSW, Univ. of Pennsylvania, PhD, Widener Univ.
(*interpersonal process, human behavior & the social environment, generalist practice, intellectual & developmental disabilities*)

Lydia DeBiase, MSW

Assistant Director of Field Education & Clinical Assistant Professor

MSW, Widener Univ.
(*child welfare, generalist practice*)

Patricia Fletcher, MSW, LCSW

Director of Field Education & Associate Professor
MSW, Widener Univ.

(*mental health, groups, HBSE*)

Virginia Focht-New, MSN, PhD

Clinical Assistant Professor

MSN, Univ. of Pennsylvania; PhD, Widener Univ.
(*human behavior, research methods*)

Kimberly Giamportone, MSW, LSW

Assistant Director of Field Education

MSW Marywood University
(*generalist practice, medical social work, palliative and end of life care*)

Barbara Gilin, MSW, LCSW

*Clinical Associate Professor
MSW, Univ. of Pennsylvania
(family treatment, trauma, clinical practice)*

Robin S. Goldberg-Glen, MSW, PhD

*Associate Professor
MSW, PhD, Univ. of Chicago
(gerontology, research methods, international social work)*

Linda Houser, MSW, PhD

*Director of PhD Program & Assistant Professor
MSW, Temple Univ.; PhD, Bryn Mawr College
(policy, research, women's issues)*

Celeste Johnson, MSS, PhD, LCSW, BCD

*Associate Professor
MSS, PhD, Bryn Mawr College
(social work practice, human behavior)*

Stephen Kauffman, MSW, PhD

*Associate Professor
MSW, Washington Univ.; PhD, Bryn Mawr College
(social policy, community organization, environmental policy)*

Matthew Myrick, MSW, LSW

*Clinical Assistant Professor
MSW Temple Univ.
(older adults, medical social work)*

Jenifer Norton, MSW

*Director Online MSW Program
MSW Widener Univ.
(policy, research, welfare, social work education)*

Shanna Perkins Williams, MSW, MEd, LCSW

*Director Social Work Counseling Services and Clinical
Assistant Professor
MSW, MEd Widener Univ.
(generalist practice, clinical supervision)*

Regina Rothe, MSW, LCSW

*Assistant Director of Field Education
MSW Univ. of Pennsylvania
generalist practice, psychiatric social work, community mental
health, trauma)*

Brent A. Satterly, MSS, PhD, LCSW

*Director of BSW Program & Associate professor
MSS, Bryn Mawr College; PhD, Univ. of Pennsylvania
(HBSE, human sexuality, practice)*

Paula Silver, MSW, PhD

*Dean of the School of Human Service Professionals &
Professor
MSW, Univ. of Pennsylvania; PhD, Bryn Mawr College*

Eric Stein DSW, LSW

*Assistant Director On-Campus MSW Program and Assistant
Professor
DSW Univ. of Pennsylvania
(organizational context issues, trauma, field supervision, issues
of deviance and stigma in mental health)*

Jeannette Wyatt, MSS, PhD, LCSW

*Director of the Center for Violence Prevention & Assistant
Professor
MSS, PhD, Bryn Mawr College
(mental health, clinical practice, children and adolescents,
HBSE)*

**CENTER FOR SOCIAL WORK EDUCATION
ADVISORY BOARD**

Gail Ober, Chair

Retired

Harriet Burton-Wilson, Vice-Chair

MSW Student

Delarue Birch

Intercultural Family Services, Inc.

Liz Braccia

BSW Student

Karen Britt

Elwyn, Inc.

June Cairns

Philadelphia Department of Human Services

Cheryl Cunningham

Chester Education Foundation

Lydia DeBiase

Children and Youth Services of Delaware County

Cole Glaser

MSW Student

Elicia Gonzales

GALAEI

Mary Grant

Children and Youth Services of Delaware County

Talisha Lee

Keystone Mercy Health Plan

Maggie Meshok

Belmont Behavioral Health

Neilda Mott

Chester Education Foundation

Pat Mulholland

Upper Darby School District

Shanna Perkins

Holcomb Behavioral Health Services

Bruno Rescigna

Vet Center

Janet Riley Ford

CKHS Chester Youth Collaborative

Beth Shuman

Public Health Management Corporation

Jaclyn Tomasetti

BSW Student