



# Widener University

Center for Social Work Education  
2017 Graduate Catalog

# Widener University Information

## UNIVERSITY POLICY

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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 University Advancement, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4123. 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 Assistant Director for Employee Relations Grace Karmioli, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail gkarmioli@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Continuing Studies students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4390; e-mail cafeminella@widener.edu. For Athletics: Assistant Director of Athletics Larissa Gillespie, One University Place, Chester, PA 19013; tel. 610-499-4434; e-mail lagillespie@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail sgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Assistant Dean Keith Sealing, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-3952; e-mail ksealing@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](http://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

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**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 2017 Graduate Catalog

## **GRADUATE PROGRAM DIRECTORY**

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**ALLIED HEALTH EDUCATION: John C. Flynn Jr.**  
610-499-4490 • jcflynn@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: Marcia Bolton**  
610-499-4630 • mvbolton@widener.edu

**ENGINEERING: Rudolph Treichel**  
610-499-1294 • rjtreichel@widener.edu

**HOSPITALITY & TOURISM: Shiang-Lih Chen McCain**  
610-499-1110 • schenmccain@widener.edu

**HUMAN SEXUALITY STUDIES: Justin Sitron**  
610-499-4296 • jasitron@widener.edu

**LIBERAL STUDIES: Ken Pobo**  
610-499-4375 • kgpobo@widener.edu

### **NURSING**

**MSN Program: M. Elayne DeSimone**  
610-990-8974 • medesimone@mail.widener.edu

**MSN FNP & CRNP Programs: Paula Gray**  
610-499-4232 • pag0203@mail.widener.edu

**DNP Program: Shirlee Drayton-Brooks**  
610-499-4213 • smdrayton-brooks@widener.edu

**PhD Program: Barbara Patterson**  
610-499-4222 • bjpatterson@widener.edu

**PHYSICAL THERAPY: Robin Dole**  
610-499-1277 • rldole@widener.edu

**PUBLIC ADMINISTRATION: Jim Vike**  
610-499-1120 • jevike@widener.edu

**SOCIAL WORK: Beth Barol**  
610-499-1152 • bibarol@widener.edu

## **GENERAL DIRECTORY**

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**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**

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University Information . . . . .	2
School of Human Service Professions Information . . . . .	4
Master of Social Work (MSW) Program Information . . . . .	8
MSW Degree Requirements . . . . .	13
Curriculum Sequences . . . . .	13
Advanced Standing Program . . . . .	15
Elective Requirements . . . . .	15
Joint Degree Program . . . . .	15
Certificate Programs . . . . .	16
Master's Program Courses . . . . .	16
Doctor of Philosophy (PhD) Program Information . . . . .	23
PhD Curriculum & Course Sequencing . . . . .	24
Doctoral Program Courses . . . . .	24
Comprehensive Paper . . . . .	26
Dissertation . . . . .	26
Faculty . . . . .	27
Center for Social Work Education Advisory Board . . . . .	28

# School of Human Service Professions Information

## GRADUATE PROGRAMS

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### Center for Education

- Certification Programs
- 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)

### Institute for Physical Therapy Education

- Doctor of Physical Therapy (DPT)

## PHILOSOPHY AND PURPOSE OF THE PROGRAMS

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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

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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, the social work 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. 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

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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 have a plan to make up the incomplete work approved by the instructor within two weeks from the end of the course. 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 section entitled “Standards for Academic Integrity.”

## **STANDARDS FOR ACADEMIC INTEGRITY**

### **ACADEMIC INTEGRITY STATEMENT**

Widener University strongly supports the concepts of academic freedom and 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 serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and 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.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

### **DEFINITION OF VIOLATIONS OF THE STANDARDS FOR ACADEMIC INTEGRITY**

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

### **DEFINITION OF PLAGIARISM**

One of the most common violations of the Standards for 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 are invited to follow the standards articulated in the following statement.

#### **STATEMENT ON PLAGIARISM**

**PLAGIARISM**—passing off the work of others as your 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 in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

## **PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY**

### **Informal Process**

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.
- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member’s school or college.

### **Formal Process**

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university’s Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean’s office of the school/college where the student is matriculated.
- An “F” for academic fraud will supersede any other mark including a “W” for withdrawal. When a student is found to have engaged in academic fraud under 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.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

## PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.
- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

*These policies and procedures were approved by Faculty Council on April 28, 2008.*

## ACADEMIC REVIEW BOARD

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The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

## ACADEMIC GRIEVANCE APPEAL PROCEDURE

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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

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*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

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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

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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

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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](http://www.widener.edu/admissions/graduate/financial_aid).

## ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

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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**

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### **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:

**Main Campus:** [www.widener.edu/campussafety](http://www.widener.edu/campussafety)

**Delaware Campus:** [delawarelaw.widener.edu](http://delawarelaw.widener.edu) and click on Current Students then Campus Safety.

**Harrisburg Campus:** [commonwealthlaw.widener.edu](http://commonwealthlaw.widener.edu) and click on Current Students then Campus Safety.

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

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### 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 complete 63 credits of graduate study in two years of full-time study or three years part-time. 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.

**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 is a clinical program that focuses on treating trauma. Trauma is one of the leading reasons people seek social services and has a relational impact on mental illness, substance abuse, and other issues. Widener's MSW program equips students with specialized knowledge and skills that can be immediately applied. Visit [www.onlineprograms.widener.edu](http://www.onlineprograms.widener.edu) for information.

**Field Placement**—All regular admission students complete four semesters of field practica. Field placement is a corequisite 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 summer to ensure students 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 "in vivo." The practice classes and the field placements are concurrent. During the first year of field education, students take a three-hour practice class each week (SW 505 and SW 506) while they are also in the sixteen-hour-per-week field placement (SW 550 and SW 551). During the second year of field education, students similarly are furthering clinical learning in a full practice sequence (SW 630 and SW 639) while concurrently in the field (SW 657 and SW 658).

The following clearances are required for field education: PA Criminal History (SP4-164); PA Child Abuse History Clearance (C4-113); and Federal Criminal Background Check.

### 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](http://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. Pre-registration takes place in March for the summer and fall semesters and in November for the spring semester.

### **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; 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**

Each student is assigned a social work faculty advisor with whom they may meet on a regular basis for the entire duration of the student's educational program. The faculty advisors hold a minimum of a master's in social work degree and are fully knowledgeable about the social work program, its advisement policies, its curriculum, and other learning opportunities. While faculty advisors are assigned to each student and available to meet with each of their advisees, it is the responsibility of the student to take advantage of the opportunity offered by scheduling time to meet with the faculty advisor. Students may choose to register for courses without meeting with their advisor providing that they follow the official curriculum ladder for the MSW program.

Advising includes both the academic and professional areas. All students may register for courses each semester in consultation with their advisor, and they may also discuss grades and progress toward their development of a social work identity. In addition, the advisement process can help students develop an overall curriculum plan, provide information, address academic or career-related problems, and provide support for emotional and/or personal difficulties that interfere with a student's professional functioning; the student may be encouraged to seek professional help.

When a student's difficulties are severe enough to indicate that discontinuance in the program is advisable, the program director, faculty advisor, and other pertinent faculty members

may meet with the student to offer support and recommendations. Procedures leading toward possible dismissal are outlined under the probation and dismissal section on page 11.

### **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, students must have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission students must have a minimum of 63 credit hours, and advanced standing admission students must have a minimum of 39 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 four-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.

#### **PROBATION AND DISMISSAL**

**Academic Probation and Dismissal**—A student is placed on academic probation if her/his grade point average (GPA) falls below 3.0 or when a grade of C or below is received in any course. A grade of F in any core course in the curriculum may result in automatic dismissal from the program. The program director will notify a student placed on probation in writing. Upon receipt of notification, the student must arrange to meet with her/his academic advisor to develop a documented plan aimed at resolving the student's academic difficulties, including repetition of any core curriculum course for which a grade of C was received. A course for which a student has received a grade of C can be repeated only once. Students may not subsequently test out of courses in which they have received grades of C or F.

To be removed from academic probation, a student must raise her/his GPA to a minimum of 3.0 within one semester and receive a passing grade for the core curriculum course for which a C was earned. A student will be dismissed from the program if her/his semester GPA is still below 3.0 in any semester following probation or if the student receives a grade of C or lower in the repeated core course. Students must repeat any failed core curriculum course no later than the next semester that the course is offered. A decision regarding the disposition of probationary status will be deferred until the student has the opportunity to retake the core curriculum course, provided that the student's grade point average is 3.0 or above. Students will not be allowed to repeat core courses more than once.

The associate dean and director has the authority to dismiss students for failure to meet academic requirements. If a student receives a second grade of C or below and/or the student's GPA falls below a 3.0 for a second time, the student will be dismissed from the program. If a student earns an F, he/she is prohibited from exercising the repeat-of-course option and will be dismissed from the program.

A student in her/his last semester in the program who receives a second "C" or a GPA below 3.0 will not be permitted to graduate. The student must repeat at least one of the courses for which she/he has earned a "C" and raise her/his average above a 3.0 in order to graduate from the program.

Applicants with undergraduate GPAs below 3.0 may be admitted to the program. If an applicant is admitted whose undergraduate GPA was below 3.0, the applicant will be informed at the time of admission that she/he must achieve a minimum 3.0 GPA at the end of the first semester of enrollment in order to continue in the MSW program. If a 3.0 GPA is not achieved at the end of the first semester of enrollment in the MSW program, the student will be dismissed for failure to meet academic requirements.

A student must complete SW 505, earning a grade of B- or better before being permitted to enroll in SW 506. A student must earn a grade of B- or better in SW 506 in order to proceed to SW 630. Similarly, a student must complete SW 630 earning a grade of B- or better before being permitted to enroll in SW 639. A student who receives a grade of lower than a B- in SW 505, SW 506, SW 535, SW 630, or SW 639 must repeat the class successfully (earning a grade of B- or better) along with the required concurrent field practicum. To proceed in the program, students must receive a "Pass" in all field practice. Students may

appeal course grades of C or NP (see MSW Student Grievance Procedures). Students who have been dismissed from the program and who are appealing the dismissal may not return to class pending the appeal. They can only be reinstated in the program when and if the appeal is found in favor.

A student dismissed from the program due to academic failure or for non-academic reasons, seeking readmission, must reapply after a minimum of one year to the Center for Social Work Education. The application must indicate that the applicant has addressed all of the conditions leading to their dismissal.

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

**Dismissal for Non-Academic Reasons**—A student can be dismissed from the program for inappropriate or inadequate performance in the field, for violations of professional standards of behavior, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems, such as interpersonal difficulties that interfere with the student's capacity to engage in professional social work practice or required educational activities. Interpersonal problems may include difficulty in relating to others in the program (e.g., peers, faculty, staff, field instructors, and clients), inability to establish trusting relationships, lack of respect for others, inability to recognize the needs of others in interactions, or inability to accept critical feedback may undermine the student's capacity for social work practice and may place clients at risk. A single incidence of unprofessional behavior that might result in immediate dismissal includes threatening behavior toward any other person and disrupting the classroom, other areas of the university, or field agency. The center's Committee on Academic Affairs will review the status of any student in jeopardy of dismissal for non-academic reasons.

If a student demonstrates interpersonal problems that affect his or her ability to engage with faculty, staff, peers, clients, and other professional colleagues, the person expressing concern must communicate their concern to the MSW program director. The director will notify the student in writing of the interpersonal problems that have been identified and give the student the opportunity to discuss the issues and to submit a written response regarding the concerns.

Depending on the severity of the behaviors, the student may have an opportunity to correct the described interpersonal problems. This opportunity should be developed through discussions with the member(s) of the faculty expressing concerns, the student, and the MSW program director. Any subsequent or additional concerns will be documented in the same manner. Similarly, any meetings with the student in order to attempt resolution of recorded concerns must also be summarized in writing with copies provided both to the student and the MSW program director.

The MSW program director will notify the student's advisor of record that such an action has been taken. The director will retain the copy of the findings in a separate, secure file. The director will destroy the file upon the student's successful completion of the program.

**Program Status Review**—The MSW program director will review the status of each student at the end of the semester. Students who fail to complete their courses satisfactorily or who have non-academic issues will be put on probation or dismissed from the program in accordance with the above stated policies for continuation in the program. Students may appeal the decision of the MSW program director by asking for a review by the Academic Affairs Committee.

Upon receiving a request to review a student's status from the MSW program director, the Academic Affairs Committee will review the student's record and the accumulated documentation, inviting discussion from the faculty and responses from the student as it deems necessary. After the review is completed, the Academic Affairs Committee will make a recommendation regarding the student's status in the program. If the committee recommends dismissal from the program, the associate dean has the authority to dismiss the student. The final decision is communicated verbally and in writing to the student. A student may appeal the decision of the center's Academic Affairs Committee to the dean of the School of Human Service Professions.

**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 he or she has 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 admission process. A personal interview will be required.

**Right to Appeal**—A student has the right to appeal a disposition of the associate dean or the Committee on Academic Affairs regarding his or her status in the program to the dean of the School of Human Service Professions. The appeal must be submitted to the dean in writing within 2 business days from the date of receiving the disposition. For more details regarding appeals procedures, please see the *MSW Student Policy Manual*.

## DEGREE REQUIREMENTS

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### REGULAR ADMISSION

Students enrolled in the regular admission MSW program must complete 33 credit hours of required clinical concentration courses, 21 credit hours of advanced concentration, and 9 hours of electives, and a noncredit writing module for a total of 63 credit hours.

COURSE REQUIREMENTS		Credits
<b>Core Courses</b>		
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 522	Qualitative & Quantitative Analysis . . . . .	3
SW 540	Social & Economic Justice I . . . . .	3
SW 541	Social & Economic Justice II . . . . .	3
SW 550	Field Instruction I . . . . .	3
SW 551	Field Instruction II . . . . .	3
<b>Advanced Concentration Courses</b>		
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 657	Field Instruction III (formerly SW 650) . . . . .	3
SW 658	Field Instruction IV (formerly SW 651) . . . . .	3
<b>Elective Courses</b>		
	Three elective courses . . . . .	9

**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

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##### *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 550 Field Instruction I

##### *Spring*

SW 502 Human Behavior & the Social Context II  
 SW 506 Social Work Practice with  
Individuals, Families, & Groups  
 SW 522 Qualitative & Quantitative Analysis  
 SW 541 Social & Economic Justice II  
 SW 551 Field Instruction II

#### YEAR TWO

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##### *Fall*

SW 630 Social Work Practice with Individuals  
 SW 633 Social Work Practice with Families  
 SW 636 Organization & Program Development  
 SW 657 Field Instruction III  
 Elective

##### *Spring*

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

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

**YEAR ONE**

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**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**

SW 522 Qualitative & Quantitative Analysis  
Elective

**YEAR TWO**

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**Fall**

SW 505 Generalist Social Work Practice  
SW 541 Social & Economic Justice II  
SW 550 Field Instruction I

**Spring**

SW 506 Social Work Practice with  
Individuals, Families, & Groups  
SW 551 Field Instruction II  
SW 636 Organization & Program Development

**Summer**

SW 664 Treating Trauma  
Elective

**YEAR THREE**

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**Fall**

SW 630 Social Work Practice with Individuals  
SW 633 Social Work Practice with Families  
SW 657 Field Instruction III

**Spring**

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

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

**YEAR ONE**

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**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 550 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 551 Field Instruction II  
HSED 593 Behavioral Foundations of Human Sexuality

**Summer**

SW 664 Treating Trauma  
Elective

**YEAR TWO**

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**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**

SW 522 Qualitative & Quantitative Analysis  
HSED 645 Sexual Minorities

**YEAR THREE**

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**Fall**

SW 630 Social Work Practice with Individuals  
SW 657 Field Instruction III  
HSED 695 Practicum in Clinical Sexology I  
HSED 762 Sex Therapy III

**Spring**

SW 639 Clinical Social Work Seminar  
SW 658 Field Instruction IV  
HSED 696 Practicum in Clinical Sexology II  
HSED 719 Sensitive Issues in Clinical Sexology

## 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 657	Field Instruction III
	Elective

##### Spring

SW 639	Clinical Social Work Seminar
SW 658	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 657	Field Instruction III

##### Spring

SW 639	Clinical Social Work Seminar
SW 658	Field Instruction IV

## ELECTIVE REQUIREMENTS

All students must complete 9 credits of electives. Students may fulfill elective requirements by taking social work electives or by taking approved electives in related disciplines.

#### SOCIAL WORK ELECTIVES Credits

SW 621 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 Addicted Persons & 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**

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### **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 related practice behaviors associated with this course are developed through didactic presentations, experiential activities, class discussions, films, speakers, field trips, and online activities. 3 semester hours

#### **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. Community and family factors that contribute to emotional and behavioral functioning are also examined. The course includes diagnosis and assessment within the framework of culture and life cycle changes. Students acquire a working knowledge of the DSM-IV and its uses in identifying and classifying mental disorders. Students are also encouraged to view such disorders through other conceptual lenses: a strengths-based developmental-adaptive lens,



a political-economic lens, a socio-cultural lens, a neurobiological lens, and a situational-environmental lens. Some attention be given to both psychosocial and pharmacological approaches to the treatment of some emotional and behavioral dysfunction. 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. The course is a corequisite of SW 550 Field Instruction I. 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. This course is a corequisite of SW 551 Field Instruction II. Prerequisite: SW 505. 3 semester hours

### **SW 507 SOCIAL WORK WRITING WORKSHOP**

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 is the first of a two research course series. This course focuses on general research methods and their application to social work. It introduces students to the scientific method; culturally competent research; protection of human subjects; surveys; experimental, quasi-experimental, and qualitative research designs; evidenced-based research; measurement; sampling; questionnaire construction; and qualitative data collection methods. Specifically, the course provides students with the core competencies and associated practice behaviors to (1) design social work research related to needs assessment, program evaluation, and practice evaluation; (2) appreciate and understand the benefits of evidence-based practice and evidence-informed practice; and (3) evaluate and conduct social work research. These areas of social work research are fundamental components of social work practice with individuals, families, groups, organizations, and communities. 3 semester hours

### **SW 522 QUALITATIVE AND QUANTITATIVE DATA ANALYSIS**

This course is the second of the two research course series. This course focuses on the core competencies and associated practice behaviors to support data analysis and presentation of findings in written and oral forms. It introduces students to qualitative and quantitative data analysis. It also prepares students to report research findings and critique existing research. Specifically, the course prepares students to (1) code, analyze, and report qualitative research data; (2) use SPSS to manipulate and analyze quantitative data; (3) compute and report descriptive and inferential statistics; and (4) prepare a quantitative journal article and poster presentation. Prerequisite: SW 520. 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**

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 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. This course is a corequisite of SW 657. 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 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. This course is a corequisite of SW 658. 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**

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 is 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

# DOCTOR OF PHILOSOPHY IN SOCIAL WORK

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## 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](http://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

Fall	Spring
SW 801	SW 803
SW 814	SW 818

### YEAR ONE ONLY

Summer
SW 815
Elective

### YEAR ONE OR TWO

Fall	Spring
SW 811	SW 802
SW 812	SW 958

### YEAR TWO ONLY

Summer
SW 816
SW 957

### YEAR THREE

Fall	Spring
SW 813	SW 900
SW 890	
Summer	
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**

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##### **Sachi Ando, MSSW, PhD**

*Co-Director for Institute for Human Migration Research & Assistant Professor*

MSSW, PhD, Univ. of Texas-Arlington  
(*research, immigration, human behavior*)

##### **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 MSW Program, Director of Clinical Services for Vulnerable Populations, & 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**

*Assistant Professor*

MSW, Univ. of Texas Austin, PhD, Univ. of Texas Arlington  
(*interpersonal processes, human behavior and the social environment, generalist practice, spirituality*)

##### **Richard Cooper, MSW, PhD, LSW, ALSW**

*Clinical Assistant Professor*

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

##### **Jennifer Cullen, MSW, PhD**

*Assistant Director MSW Program & 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*)

##### **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*)

##### **John Giugliano, MSW, PhD, LCSW**

*Associate Professor*

MSW, Univ. of California-LA; PhD, Smith College  
(*social work practice, HBSE, human Sexuality*)

##### **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*)

##### **John Poulin, MSW, PhD**

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

MSW, Univ. of Michigan; PhD, Univ. of Chicago  
(*research, practice evaluation, gerontology, social work practice*)

##### **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

**Carolyn Walter, MSS, PhD, LCSW**

*Professor Emeritus*

MSS, PhD, Bryn Mawr College  
*(human behavior, advanced practice, women's issues)*

**Shanna Perkins Williams, LCSW**

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

**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)*

**ADJUNCT FACULTY**

**Earl Bowen, MSW**

MSW, Temple Univ.  
*(human behavior)*

**Melanie Bryant, MSW**

MSW, Widener Univ.  
*(policy, social and economic justice)*

**Cynthia Corbin, MSW**

MSW, Temple Univ.  
*(policy, social and economic justice)*

**Jennifer Cullen, MSW**

MSW, Univ. of Pennsylvania  
*(clinical social work, social and emotional challenges of ado-  
lescents and young adults)*

**Annette Duranso, MSW, LSW**

MSW, Univ. of Alabama  
*(children & families)*

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