

BRYN MAWR COLLEGE

Graduate School of Social Work and Social Research

The path of choice for the professional
clinician, administrator, advocate, and
promoter of social justice.



GREETINGS!

The Prospectus that you are about to read has been prepared for those who are ready to join a vibrant community committed to leadership for service. The Graduate School of Social Work and Social Research (GSSWSR) is deeply engaged with the rest of the Bryn Mawr College community which actively contributes to our dedication to social justice for all.

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The GSSWSR is not only one of the oldest schools of social work but, more importantly, our graduates remain vital to our School and are known to be among the very best in addressing the major issues of our world. While honoring a rich history of over nine and a half decades, the GSSWSR has been forward thinking in its creation of programs of study that thoughtfully interweave clinical and community practice, policy, and research. Continuous attention to these curricular interconnections, within and across the academic offerings in both the classroom and the field, provides students with a multifaceted understanding of the complex challenges of the 21st century. Our multidisciplinary faculty and multitalented staff together prepare our student colleagues for lives of leadership, knowing that authentic leadership is essential to ensure that individuals, families, organizations, and communities—locally and abroad—fulfill their highest potential.

So, if you are ready to join us here at the GSSWSR, we invite you to read on! I am honored to be a part of this School and College and I know that you will be, too.

We look forward to hearing from you.

With best regards,

Darlyne Bailey, Ph.D., LISW

Dean and Professor

Special Assistant to the President for Community Partnerships

AT A GLANCE

2011-2012 Enrollment

235 men and women in three degree programs	
M.S.S. only	186
M.S.S./M.L.S.P.	24
M.L.S.P. only	2
Ph.D.	23
Plus Home and School Visitor Certification	13

Faculty

13 full-time and 20 part-time, plus 15 field liaisons

Location

11 miles west of Philadelphia

Course Requirements

Master's candidates must complete 18 course units, including four units of field education, while Advanced Standing students must complete 11 courses, including three units of field education. Foundation classes are offered on Mondays, Tuesdays, and Wednesdays between 8 a.m. and 9 p.m., and on Saturdays between 9 a.m. and 2:20 p.m. Advanced practice classes and electives are offered on Tuesdays and Wednesdays between 8 a.m. and 9 p.m. In addition to a fall and spring semester, there are two five-week summer sessions during which classes are held in the evenings.

Financial Aid

Financial assistance is given to all eligible Master's students who apply for aid and includes both grant and loan funds. Eligibility is determined by information provided on the FAFSA and College financial aid forms. Financial aid awards are made for a single academic year and students must submit an application for assistance for each year of graduate study.

Library

The College has one main and two branch libraries, housing more than one million books and periodicals. An online catalog describes the shared collections of Bryn Mawr, Haverford, and Swarthmore Colleges. The Canaday Library's web site offers a variety of online databases for social work research, and the College's subscriptions provide access to tens of thousands of electronic journals.

Computer Services

A fully equipped computer lab at the GSSWSR is available for student use during day, evening, and weekend hours. In addition, computing resources including desktop computers, high-speed printers, multimedia equipment, and lendable laptops are available seven days a week through the Canaday Library.

Housing

There is no on-campus housing for graduate students. There are, however, many affordable apartment complexes near campus and excellent commuter rail service allows many students to reside conveniently in Philadelphia or other nearby communities.

Statement on Accreditation

The Master of Social Service program at Bryn Mawr College is fully accredited by the Council on Social Work Education, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation.

Tuition and Fees 2011-2012

Application Fee (nonrefundable)	
Degree program	\$50
Noncredit study	\$25

Tuition and Fees

Master's per course	\$3,540
Doctoral per course	\$4,500
Materials/Student Activities Fee	\$300/year
Field Education	\$100/year
Ph.D. Continuing Enrollment Fee	\$460/semester
Ph.D. Unit of Supervised Work	\$910
Graduation Fee	\$60

Deadlines

Early Application Option	December 1
Advanced Standing Deadline	February 1
Regular Application Deadline	April 15

Additional Information

The Office of Admissions
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010
admissions@brynmawr.edu

Useful Telephone Contacts

Office of Admissions 610-526-5152 610-526-7471 FAX	Field Education 610-520-2601
Office of the Dean 610-520-2603 610-520-2613 FAX	Student Financial Services 610-526-5245 610-526-5249 FAX
Access Services 610-526-7351	Office of International Programs 610-526-7350 oiip@brynmawr.edu
Career Development 610-526-5174	Office of Residential Life 610-526-7331
Controller's Office 610-526-5253	Web Site www.brynmawr.edu/socialwork



A PROUD HISTORY AND A DISTINCTIVE FUTURE

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself. The GSSWSR was the first social work program affiliated with an accredited college or university in the United States and the first institution of higher education in the United States to award a Ph.D. in social work.

As part of the Bryn Mawr College academic community and throughout its 95+ year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to

"BRYN MAWR HAS SET THE STANDARD FOR SOCIAL WORK EDUCATION—THEIR STUDENTS, FACULTY, AND CURRICULUM ARE BEST IN CLASS."

PH.D. ALUMNA AND DEAN AT A SCHOOL OF SOCIAL WORK

principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities, both locally and globally.

Moving forward, the School retains its commitments to social justice and educational rigor through an outcomes/abilities-based curriculum, providing all students with an integrated perspective on theory, practice, policy, and research. Both Master's and Ph.D. graduates are prepared with the necessary multidisciplinary knowledge, social work skills and values to address the rapidly growing and increasingly complex challenges impacting the biological, psychological, and social conditions of children and families within their communities for a socially just world. GSSWSR graduates will remain leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded research in the social and behavioral sciences.

BRYN MAWR SOCIAL WORK MISSION

As one of the nation's oldest academic social work programs, the Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is part of a College with a long-standing, well-respected dedication to both scholarship and social responsibility. The School's philosophy and practice reflect the College's Quaker roots, its historical concern for oppressed or marginalized groups, and a corresponding commitment to transforming the world for the better. We believe that human well-being, democracy, and human rights cannot flourish in the midst of dramatic economic disparities, and we encourage students to discover ways to address the issue of unequal opportunity. We also believe that, as social workers and thoughtful citizens of the world, our graduates must understand and approach problems from more than one perspective. Whether students specialize in clinical or community practice, they are encouraged to understand and value the interrelationships among the different kinds of professional social work. The mission of the Graduate School of Social Work and Social Research is to advance and apply knowledge to the enhancement of individual, societal, and global well-being, and to promote social and economic justice through its teaching, service, and research and scholarly activities. The School provides a learning environment that is supportive and intellectually rigorous, encouraging critical and creative thinking and the expression of social work values through education in the classroom and the field, focused research, and active civic engagement in collaboration with community organizations and the College as a whole. In addition, the School promotes faculty scholarship and community service activities that further expand and refine social work knowledge and the development

of service delivery systems, providing leadership in professional practice, policy, and research.



"I came to Bryn Mawr with strong convictions and a commitment to social justice and harm reduction. The Master of Law and Social Policy program provided me with the insight into the legal realm that I was looking for. I found the clinical, legal, and policy frameworks I was exposed to at the

Graduate School of Social Work and Social Research incredibly useful in legitimizing my work, developing thoughtful and effective strategies, and simply finding a place at the table with government officials, policy-makers, the media, clinicians, social service providers, and community members. While at Bryn Mawr, I was privileged to receive a Diane Bernard Fund grant that allowed me to further my research on issues facing transgender people in the prison system and enhance my opportunities to make additional contributions to my community. While currently doing clinical work, I continue to stay rooted in community and interested in making policy-level change."

SABINA NEEM, M.S.S. '07, M.L.S.P. '07, POLICY PRACTICE AND ADVOCACY CONCENTRATION, 2010 GSSWSR EMERGING LEADER ALUMNAE/I AWARD RECIPIENT

"My time at Bryn Mawr was exciting, exhausting, thrilling, nerve-racking, fascinating, and totally rewarding—just like a career in social work. The professors encouraged me to grow as a person and challenged me to develop critical thinking skills that I thought I didn't possess. Because of Bryn Mawr's integrated curriculum, which emphasizes practice, policy, and research, I have been able to excel in a job that demands strong clinical skills, but requires me to work as an advocate and negotiate the complexities of the child welfare system. I firmly believe that my education at Bryn Mawr has allowed me to rise quickly within an organization that shares my values and commitment to social and economic justice and to the well-being of children and families."

AMY BRINKLEY, M.S.S. '96, CLINICAL CONCENTRATION



GSSWSR COMMITMENT

The GSSWSR believes very strongly that an educational program, taken as a whole, must offer a range of skills and competencies to best prepare its graduates to assume multiple roles during their careers. By offering three degree programs—Master of Social Service (M.S.S.), Master of Law and Social Policy (M.L.S.P.), and Doctor of Philosophy (Ph.D.)—the GSSWSR makes it possible for students to experience and explore the full range of theories and skills necessary for today's social work practitioner, researcher, or academician. The program goals and objectives are ambitious yet aligned to exceed the multiple expectations placed on social work professionals.



MASTER OF SOCIAL SERVICE

The Master of Social Service program provides a carefully balanced curriculum that is designed to:

- Promote the use of knowledge, values, and skills for social work leaders
- Develop strong relationship, assessment, and intervention skills
- Utilize an integrated perspective on theory, practice, policy, research, and ethics
- Encourage self-reflection
- Advance social justice
- Foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities in both national and global contexts
- Emphasize critical and creative thinking skills
- Apply strategies to measure the effectiveness of practice
- Create a learning community that is both challenging and supportive.

“BRYN MAWR PREPARED ME BY TEACHING ME TO COMMIT TO A LIFETIME OF UNDERSTANDING, TO ACCEPT RESPONSIBILITY, TO VALUE CRITICAL THOUGHT, TO EMBRACE COMPLEXITY, AND TO ENGAGE WITH AND BENEFIT FROM THE THINKING OF OTHERS.”

M.S.S. ALUMNUS AND CURRENT PH.D. STUDENT

The M.S.S. curriculum includes foundation courses, practice courses, field education, and elective courses.

MASTER OF SOCIAL SERVICE CURRICULUM

Foundation Courses

Through a series of common required courses in addition to two units of field education, students are introduced to the knowledge, skills, and values essential to practice with individuals, families, groups, communities, and organizations. These foundation courses provide students with the framework for more specialized practice skills and are divided into five substantive areas.

THE FOUNDATION PRACTICE sequence of classes, taken concurrently with the first year of field education, introduces the basic components of social work practice applicable to work with individuals, families, groups, organizations, and

communities. Through an ecological and strengths perspective, emphasis is placed on the helping relationship, assessment, advocacy, intervention planning, and evaluation, especially as they impact the multiple systems and diverse populations with whom social workers work.

The **THEORETICAL PERSPECTIVES IN SOCIAL WORK** sequence of courses is grounded in conceptual frameworks in an integrated manner. The courses in the sequence are taught concurrently; one focusing on social theory, the other on behavioral theory. The social (or mezzo-macro) theory course considers theories of culture, regimes, communities, social groups and organizations. The behavioral (or micro) theory course considers theories of human behavior, human development, interpersonal relationships, and families. The semester ends with a discussion of the uses of diverse theoretical lenses to help students develop more integrated, biopsychosocial perspectives on human experience.

SOCIAL POLICY FOUNDATIONS AND ANALYSIS

examines the social environment and the framework of policies that structure human services. Attention is paid to the multiple and overlapping policy domains and the historical tension between policy and practice within the context of contemporary issues. The complexities of the contours of current policies and their relationship to poverty and the continuing needs of marginalized and vulnerable populations are considered in depth.

The **RESEARCH INFORMED PRACTICE** sequence of courses reflects a seamless transition from the first to second semester. More important, these courses facilitate the development of an understanding of the scientific method as a systematic, rigorous approach to professional knowledge-building and to evaluating and extending existing knowledge and practice at the client, program, community, national, and international levels by explicitly linking sound research design and data analysis with effective practice in enhancing human well-being. In addition, emphasis is placed on the critical use of empirical research in understanding and extending evidence-based practice.

ASSESSMENT AND PSYCHOPATHOLOGY ACROSS THE LIFESPAN

is designed for students intending to concentrate in Clinical Social Work. It provides an overview of principles used in assessment and offers a critical appraisal of the uses, strengths, and limitations of our present systems of diagnostic classification. Students will learn the DSM-IV/

"My education at Bryn Mawr changed my life and enabled me to help others change theirs. A transition from corporate scientist to clinical social worker might seem incompatible, but Bryn Mawr facilitated this changeover seamlessly through exposing me to an integrated orientation to theory and practice. There was hard work, certainly, but I had too much fun to realize it. Bryn Mawr allowed me to own my education and pursue my interests within the context of a broad social work perspective. That education continues to this day and further guides my learning and experience.

RAYMOND MCDEVITT, M.S.S. '05, CLINICAL SOCIAL WORK CONCENTRATION



as a diagnostic tool and to critically evaluate it as an extension of the medical model of assessing human distress. The course will emphasize a competence model of assessment and intervention that is compatible with social work principles and values. Throughout the course, sociocultural and sociopolitical aspects of assessment are discussed.

COMMUNITY STRATEGIES AND ASSESSMENT:

ADVOCACY AND ACTION is designed for students intending to concentrate in Community Practice, Policy, and Advocacy. Students develop capacities to apply basic skills and strategies for policy advocacy and community organizing, to understand and distinguish between various community assessment methods, program planning and to employ a case study methodology to assess differential approaches to practice with individuals, organizations, and communities, especially as they are related to excluded and oppressed populations. Throughout the course, emphasis is placed on the use of multi-cultural perspectives, advocacy with marginalized and at-risk populations, and practice in a diverse and global landscape.

MULTICULTURALISM AND DIVERSITY: ADVANCED PERSPECTIVES

emphasizes an awareness of human diversity, enriching both the depth and scope of professional practice. It is designed to expand the cognitive knowledge, self-awareness, and skills necessary to ethically serve individuals, families,

groups, and communities of diverse backgrounds. The intersectionality and resultant impact of culture, class, race, ethnicity, gender, sexual orientation, and physical ability on differences in values, beliefs, communication styles, family functioning, help-seeking behavior, and problem-solving are examined in depth along with the development of attitudes and competencies that are important in effective practice with populations culturally different from one's own. In keeping with the GSSWSR commitment to multidisciplinary learning, in addition to social work, course materials are drawn from anthropology, ethnic studies, sociology, psychology, and education. Particular attention is paid to the sociopolitical factors affecting oppressed, vulnerable, and at-risk populations.

CONCENTRATIONS

Building on this foundation of knowledge, analysis, and critical reflection, students choose one of two practice concentrations: Clinical Social Work or Community Practice, Policy, and Advocacy. Each concentration consists of a practice course and concurrent field education taken in the two consecutive semesters following the foundation practice courses and accompanying field education units.

CLINICAL SOCIAL WORK

Clinical social work is a specialized form of social work practice with individuals, families, and groups. The concentration reflects the School's mission to promote social and economic justice and enhance individual, regional, national, and global well-being, and emphasizes the School's focus on critical and creative thinking and social work practice within a professional

code of ethics that respects the rights of clients, especially as related to self-determination, privacy, and confidentiality. The two practice courses in the Clinical Social Work concentration, set in a biopsychosocial framework that encompasses the eco-systemic and strengths perspectives, are informed by a risk and protective factor framework and by psychodynamic, psychosocial, and developmental theories. Emphasis is placed on the knowledge, skills, and values required to enter the social work profession as a clinical social worker. In addition, there is a strong focus on the enhancement of the processes of engagement, multi-systemic differential assessment, intervention planning, implementation, and termination, the sociocultural context of practice, and the differential use of self.

COMMUNITY PRACTICE, POLICY, AND ADVOCACY

The Community Practice, Policy, and Advocacy concentration prepares students for professional macro-level social work practice that promotes the ability to analyze, develop, and implement public policy to most effectively advocate for those served by professional social work. The concentration emphasizes community organization and development, needs assessment, organizational analysis, frameworks for policy analysis, and program development related to the evolution of social policy in local, national, and global settings. It prepares students with the knowledge, skills, and values required to promote social change that can improve the lives of vulnerable and at-risk individuals, families, groups, and communities. Finally, this concentration stresses the critical analysis of current trends in relation to policy, advocacy, and activism, paying particular attention to the sociocultural context of social work practice and to issues that can affect not only policy practice but also how institutional practices impact groups differentially, raising critical advocacy and practice dilemmas.

ELECTIVES

Electives, based on the belief that direct service practitioners, policy analysts, advocates, and administrators all need breadth and depth for effective practice and leadership in a rapidly changing world, have been designed to build on foundation content and support and enhance the two concentrations. While all electives reflect the nexus among practice, policy, and research, some like *Child Welfare: Policy, Practice, and Research*; *To Protect the Health of the Public*; *Mental Health Policy: Child, Adolescent, and Family*; *Social Work Practice with the Aging*; *Social Determinants of*



"Since graduating from Bryn Mawr, I was hand selected to work in a number of leadership capacities related to child welfare reform and without the well-rounded foundation that Bryn Mawr provided, I am not

certain that I would have accomplished some of my career goals in such a short period of time. I am an advocate for a quality and diverse educational experience, and the program at the Graduate School of Social Work and Social Research far exceeded my expectations."

RAHEEMAH SHAMSID-DEEN HAMPTON, M.S.S., '02,
CLINICAL SOCIAL WORK CONCENTRATION, 2009 GSSWSR
EMERGING LEADER ALUMNAE/I AWARD RECIPIENT

Every aspect of my work is rooted in what I learned at Bryn Mawr. The knowledge I absorbed while a student has become a part of my DNA. Every single action I've taken on the public policy and advocacy front is a direct result of my Bryn Mawr education— informed fully and completely by my social work perspective. Bryn Mawr instilled in me a philosophy of social change and the value of strategic persistence in the policy arena. My studies have fueled a life long commitment to learning as well as to mentoring our next generation of leaders."

GLORIA GUARD, M.S.S. '78, M.L.S.P. '80, POLICY PRACTICE AND ADVOCACY CONCENTRATION, FORMER PRESIDENT, PEOPLE'S EMERGENCY CENTER



*Health; Perspectives on Inequality in the United States; Perspectives on Global Social Welfare; and Education Law for Social Workers, are most explicit in this integration. Other electives focus on particular intervention modalities, populations, and skills, and include *Organizational Behavior; Managing the Work of Others; Family Therapy; Clinical Social Work with Children and Adolescents; Group Treatment; Adolescents in Family Therapy; Clinical Social Work with Substance Abuse; Clinical Social Work and Trauma; Attachment-Based Couples Therapy; The Therapeutic Relationship in Gestalt Therapy; Psychopathology; Human Sexuality, and Public Education Issues in School Social Work.**

CERTIFICATE IN ORGANIZATIONAL BEHAVIOR AND MANAGEMENT

The School offers a Certificate in Organizational Behavior and Management to all MSS students. With approval from both course instructors, students must satisfactorily complete two courses, SOWK309-Organizational Behavior: The Art and Science and SOWK314-Managing the Work of Others; and a Capstone project related to their field placement.

FIELD EDUCATION

Field education is an integral part of the curriculum for the Master of Social Service degree, providing an opportunity for students to deepen their knowledge and skills through supervised practice. The four

semesters of field education and practice courses are taken concurrently to enhance the blend of practice and theory. Each semester's work in the field is designed to provide content, sequence, and progression in learning.

Students are in the field two days a week during their first field experience and three days a week during their second field experience. Generally, students have a different field setting each year. Each student has an interview with a member of the Field Education staff to enhance field placement planning. In assigning field placements, the School considers the student's interests, long-term professional goals, and previous experiences along with the School's knowledge of agency resources and appropriate learning opportunities. Once assigned to an agency, a student meets with a contact person from that agency to discuss learning opportunities and objectives prior to confirmation. About a quarter of students use a current employment site as a field education setting. In these instances the School works closely with the agency and student to establish a learning experience that recognizes the complexity of the student-employee role while being educationally rich and affording opportunities for the student to apply the principles, knowledge, and skills learned in courses.

Field education settings include private and public agencies and organizations that fill a need in the community and have the authority, sanction, and jurisdiction to do so. The settings are as diverse as the entire social work profession. While many are located in the five-county Philadelphia metropolitan region, the School also places students at agencies in other locations, including Wilmington, Delaware, Lancaster and Harrisburg, Pennsylvania, Trenton and Princeton, New Jersey, and Washington, D.C. Examples of agencies and organizations at which the School places students, can be found at www.brynmawr.edu/socialwork/field.html.

Some agencies, especially those that provide services to children, may require a student to obtain Child Abuse and Criminal History Clearances, which include a State Police and FBI Clearance. In addition, some agencies may require a student to have a physical examination and specific immunizations. The student must pay for the costs associated with these requirements. Students should be aware that obtaining Child Abuse and Criminal History Clearances may also be required to obtain state social work licenses. Bryn Mawr provides

professional liability coverage to all students in field education.

In addition to attending a general orientation required of all incoming students, all students entering their first field placement participate in two separate one day Preparation for Practice Workshops. The first workshop takes place in the fall, prior to the first week of field education and is designed to inform students about the field component of the program and to identify crucial skills and concepts relating to social work practice and the use of supervision. The second session of the Preparation for Practice Workshop takes place during the winter break between the fall and spring semesters and is facilitated by field instructors who provide an introduction to social work practice in a range of settings.

The School also offers enhanced educational opportunities that bring together students who share similar interests and/or internship experiences. These opportunities may change each year depending on student interests, yet usually focus on - individual and community-based practice in Norristown, Pennsylvania; work with older adults; domestic and international social policy; LGBTQIA populations; or pursuing Home and School Visitor certification. An additional educational opportunity is available to students placed in the Behavioral Health Care system in Philadelphia. Students in each of these practice areas meet several times each semester for integrative seminars and are open to students in both the Clinical Social Work and Community Practice, Policy, and Advocacy concentrations. All seminars focus strongly on the integration of practice, policy, and research.

The School reserves the right to make changes in course offerings or field practicum assignments based on academic or administrative requirements. Please consult the School's web site for the most current descriptions of courses and policies pertaining to the curriculum.

To maintain our faculty/student ratio, class size is limited for all courses. Foundation courses generally are capped at 25 students, and practice and elective courses generally are capped at 18 students.

COURSE OF M.S.S. STUDY

Course units for the M.S.S. degree must total 18 including 4 units of field education. Both full-time and part-time plans of study are offered and the admissions requirements and procedures are the

same for full-time and part-time students. Students begin their course of study in the fall semester. It is possible to complete the M.S.S. degree through taking courses scheduled in the afternoon and evening during the fall and spring semesters and the summer sessions. And, in addition, some selected foundation courses and an elective are offered on Saturdays in the fall and spring semesters.

The full-time plan of study generally allows students to complete the program in two years, taking foundation, practice courses, and field education in the first year, and practice courses, field education, and electives in the second year of study. Students enrolled in the program on a part-time basis usually complete their courses over a three-year period. Foundation courses are taken during the first year of part-time study, and the practice courses, field education, and electives are taken during the second and third years. While students are not required to enroll in courses during the summer sessions, many take advantage of this opportunity to spread out their course load. Students may not take fewer than two courses per semester.

In the fall and spring semesters, classes meet once a week over a 14-week period. Classes are offered beginning at 8 a.m. and ending at 9 p.m., on Mondays, Tuesdays, and Wednesdays. Saturday classes begin at 9 a.m. and end at 2:20 p.m. Each practice class session is two hours and 50 minutes, and all other classes run two hours and 20 minutes. During the five-week summer sessions, classes meet twice a week on Mondays and Thursdays between 6 p.m. and 9 p.m. Some courses require time in the computer lab. Students should plan to be at the School at least two days per week.

ADVANCED STANDING

An ADVANCED STANDING program is offered for individuals of exceptional promise who have completed the B.S.W. degree within five years from a Council on Social Work Education accredited school of social work and who have an overall G.P.A. of 3.0 or higher. This program must be undertaken on a full-time basis and consists of one summer session, which begins in June, followed by two semesters, allowing for completion of the degree the following May. Students in this program may select either the Clinical Social Work or Community Practice, Policy, and Advocacy concentration. For a full description of this program, please request a brochure or visit the web site at www.brynmawr.edu/socialwork/Degree_Programs/advanced_mss.html.



MASTER OF LAW & SOCIAL POLICY

Since 1976, the Master of Law and Social Policy Program has prepared professionals in social work or human services, public administration, and policy analysis for socio-legal practice and research. The first of its kind and still unique among graduate social work programs, the program focuses on the convergence of law and social work, social services and social policy. Students learn about legal processes, legal reasoning and analysis, legal research and writing, and work critically with core legal concepts, such as fair procedures, due process, and equal treatment. Students may pursue the M.L.S.P. degree while also enrolled in either concentration in Bryn Mawr’s Master of Social Service (M.S.S.) program or, for those who already possess a Master’s degree, on a post-Master’s basis.

“BRYN MAWR HAS THE WHOLE PICTURE – CLINICAL, POLICY, ADVOCACY, ADMINISTRATION, LEGAL – AND GETS BEYOND THE DICHOTOMIES.”

M.S.S./M.L.S.P. DUAL DEGREE STUDENT

Specifically, the Law and Social Policy Program prepares graduates to:

- Analyze and interpret the law’s impact on social services
- Conduct legal research of practice-based issues and effectively communicate the findings
- Understand the legal system, its competencies, and its limitations
- Appreciate law’s shaping influence on social policy
- Evaluate fundamental legal principles, such as fair treatment, equal treatment, and personal liberty, and their practical implications for social work practice

- Apply legal knowledge to substantive and administrative problems in social work practice, and explore the role and impact of alternative dispute-resolution mechanisms, such as mediation
- Learn how to use the law to promote advocacy and social change

Law and Social Policy program graduates move into career roles at the juncture of social services and the law. They represent all levels of practice, with graduates just as likely to work with individuals and groups as to be supervisors, program managers, or policy analysts.

The program consists of seven courses plus a noncredit field-based special project. The courses are designed to convey basic skills of legal analysis, legal research, and techniques of advocacy and mediation. The central purpose of the program is to apply these skills in such diverse fields as mental health, child welfare, aging, criminal justice, work with individuals and families, and domestic violence, to name a few.

The Law and Social Policy curriculum has several levels of coursework. The introductory courses (Introduction to Legal Processes; and Social Functions of the Law) acquaint the student with fundamental competencies in legal reasoning and legal analysis, as well as introduce the processes by which courts, legislatures, and administrative agencies receive and resolve problems. The second level of coursework (Legal Writing and Research; and Advocacy and Negotiation) emphasizes skill development in three practical areas: legal research, advocacy, and conflict resolution. The legal research course prepares students to find the law and cite it correctly, with special attention given to developing competency in coherently and clearly communicating legal research findings. The advocacy skills are built around an examination of the unique skills for those settings in which social work and law overlap. Special attention is also given to examining the relative strengths of using courts, legislatures, and administrative agencies to promote social change. The focus on conflict

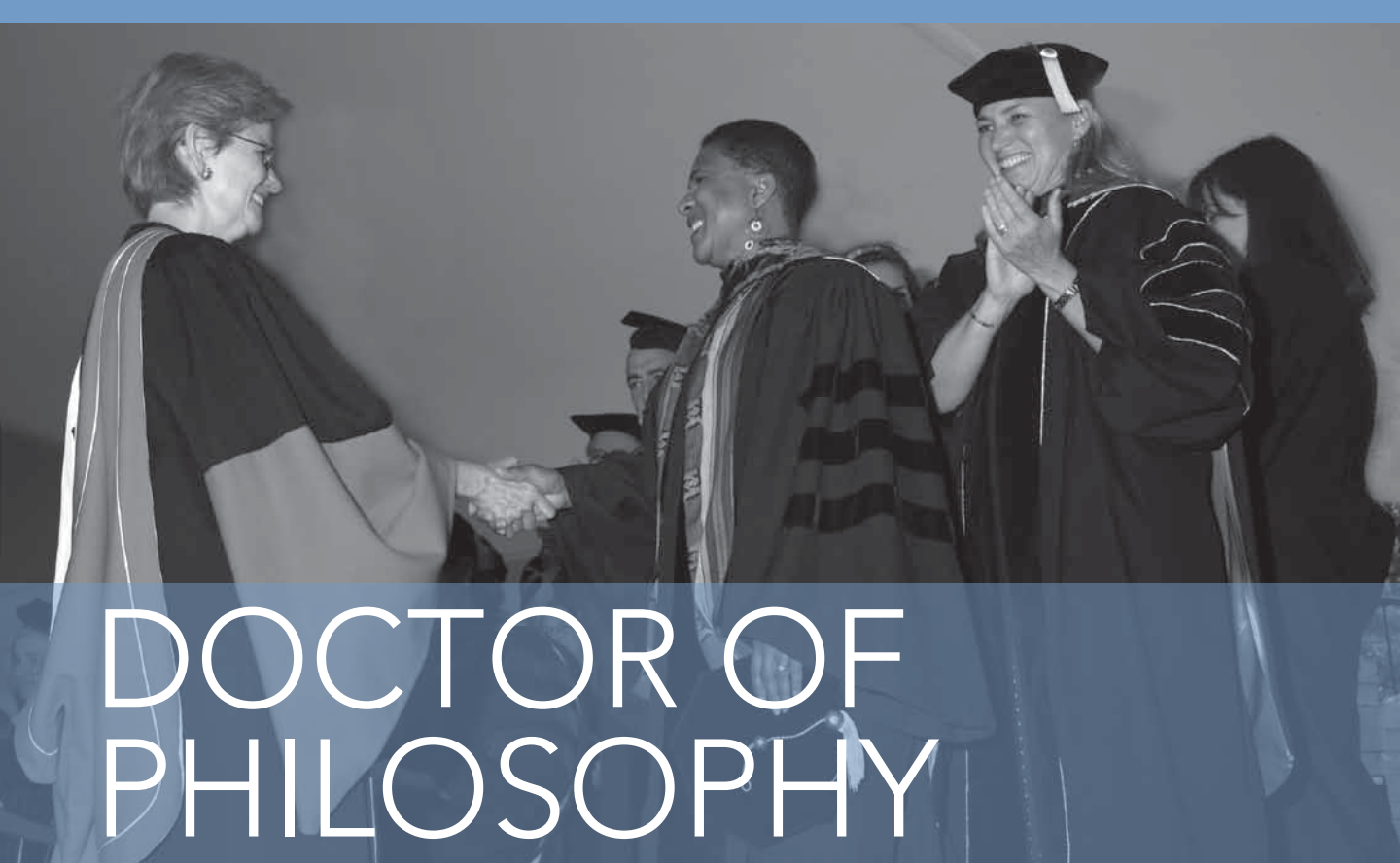
resolution explores the use of negotiation as part of an advocacy strategy. The third level of coursework (Principles of Constitutional Law; Race, Races, and the Law in American Context; and Special Topics in Law and Social Policy, or an elective in the M.S.S. program) focuses on interdisciplinary perspectives on law and society. The aim is to rigorously examine the law's competency to address issues such as equal treatment, the tension between individual rights and the wider public, inequality, the role of law in framing and structuring social relationships, and social reform. Finally, the field education component encourages students to discover the practical challenges associated with integrating law in social work practice.

Application to the M.L.S.P. program occurs: (1) after successful completion of an M.S.S., M.S.W., or related master's degree program; (2) in conjunction with the application to Bryn Mawr's M.S.S. program; or (3) after successful completion of one year in Bryn Mawr's M.S.S. program.

All joint-degree students typically complete 18 credits for the M.S.S. and seven credits for the M.L.S.P. Because three M.L.S.P. courses and the M.L.S.P. field education requirement are applied toward satisfaction of the M.S.S. requirements, joint-degree students complete a total of 22 courses including 4 units of field education.

Candidates interested in pursuing the M.S.S. and the M.L.S.P. degrees concurrently should anticipate the additional tuition for M.L.S.P. courses and additional time commitment needed to complete both degrees. Degree candidates in the M.S.S. or Ph.D. programs may enroll in Law and Social Policy courses, subject to the requirements of those programs and to the availability of space.

The introductory courses are offered only during the summer. Candidates for the joint M.S.S./M.L.S.P. degree begin their course of study in the summer session following completion of the first year of M.S.S. coursework. Courses are taught in both the fall and spring semesters during the academic year and in an intensive five-week summer session.



DOCTOR OF PHILOSOPHY

The doctoral program in social work and social research at Bryn Mawr College is designed to support the development of leaders in social work education and research. Effective leaders must be skilled at knowing how to ask the right questions, gather evidence systematically, and interpret it critically and with sophistication. In addition, they must communicate effectively, presenting ideas persuasively for a variety of audiences. In the GSSWSR, doctoral education in social work focuses on the development of these skills in the context of a rigorous examination of social and behavioral theory. Founded during the tumult of Progressive Era reform, the program has a long and distinguished record; indeed, the very first doctoral degree in social work awarded by a college or university in the United States was awarded at Bryn Mawr in 1920.

Doctoral education at Bryn Mawr is demanding; it is also rewarding. The School has a productive, multidisciplinary faculty whose members work closely with students in small classes. Additionally, doctoral students have many opportunities to work with faculty and graduate students in other departments at Bryn Mawr College. While admission is highly selective, the environment is friendly and supportive. The concern with strengthening a caring society as a whole is reflected in a caring community at Bryn Mawr in which people value each other yet insist on intellectual growth and critical exchange.

“THE STUDENTS ARE COMMITTED AND CARING, THE WORK IS STIMULATING, AND THE FACULTY IS PASSIONATE AND ACCESSIBLE. THERE IS A STRONG EMPHASIS ON SCHOLARSHIP—STUDENTS LEARN TO INTERROGATE THEORY!”

PH.D. STUDENT

The General Faculty of the College sets standards for the degree and formal degree requirements. In addition to doctoral courses within the Graduate School of Social Work and Social Research, relevant classes in the graduate schools of arts and sciences at Bryn Mawr and at the University of Pennsylvania are open to GSSWSR students. A minimum of two years of class work includes both required and elective courses. Students are strongly encouraged to plan for at least one year of full-time study, but students also complete the entire program on a part-time basis.

The curriculum reflects the School’s commitment to academic rigor, innovation, and leadership. Sophisticated training in behavioral and social theory, research methodology, and data analysis has been present since the School’s founding. Bryn Mawr was among the first doctoral programs in social work to offer formal instruction in clinical research. Today, in addition, training in qualitative analysis complements multivariate

statistical instruction. A faculty of renown scholars brings intellectual excitement to the classroom as well as a commitment to addressing the pressing questions, problems and dilemmas confronting the United States and the international community. Doctoral students come from all over the world and have been awarded Fulbright and Woodrow Wilson Fellowships, fellowships from foreign governments and the Council on Social Work Education.

STUDENT COMPETENCIES

Ph.D. students will learn to:

- Demonstrate a critical understanding of different behavioral and social science theories, and how they are used to inform applied research questions
- Demonstrate mastery of a substantive body of knowledge in a defined area of inquiry by means of a critical assessment of the literature
- Formulate original research questions that are amenable to investigation and reflective of social work ethics
- Choose and implement research methods appropriate to a particular research question
- Analyze data using sophisticated methods of inquiry, and
- Understand different approaches to reporting analyses to relevant audiences.

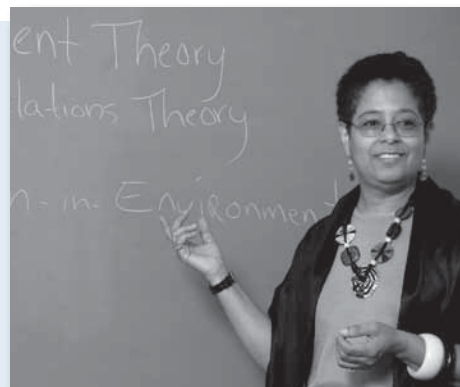
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Bryn Mawr College awards the Ph.D., not individual departments or schools. Therefore, each student must meet certain general College requirements as well as specific School requirements. Bryn Mawr admits students to the Ph.D. program for either full-time or part-time study. Part-time study entails enrollment in a minimum of two courses in a semester. Full-time study entails enrollment in three courses in a semester. Enrollment in four courses is considered an overload and requires adviser approval.

A minimum of four semesters of class work is required for the degree. Graduate School of Social Work and Social Research students must complete 12 courses, including seven required courses and five carefully chosen electives designed to ensure

“Rigorous, challenging, and exciting—that describes my experience in the doctoral program at the Graduate School of Social Work and Social Research. I felt part of a vital learning community with faculty and student colleagues who conveyed the depth, breadth, and complexity of ideas that inform social work practice and theory. I entered the doctoral program as a clinical social worker. I graduated secure in my identity as a social work clinician, educator-researcher.”

CELESTE JOHNSON, PH.D. '06



specialized knowledge in areas of substantive and methodological interest. Required courses, as a rule, are taken within the School. Elective courses may be taken as formal seminars or as tutorials within the School, the Graduate Schools of Arts and Sciences at Bryn Mawr or the University of Pennsylvania, with which Bryn Mawr has a reciprocal tuition arrangement. There is no foreign language requirement.

Students have a maximum of eight years to finish the doctoral program. Within this timeframe, particular guidelines have been set for the completion of each phase of the program (coursework, preliminary examinations, dissertation proposal, and dissertation).

REQUIRED COURSES

The Ph.D. curriculum emphasizes theory and an unbiased approach to methods, and seeks to integrate the domains of social work and social welfare. The required courses are designed to balance theoretical training with training in data-collection methods and quantitative and qualitative analysis. Required courses ensure that each candidate leaves Bryn Mawr with the intellectual preparation essential to beginning a successful scholarly career in social work and social welfare. The seven required courses are:

- *Social Welfare History*
- *Theories of Mind, Personality, and Self in Society or Social Theory*
- *Data Analysis I and II*
- *Research Methodology I and II*
- One advanced statistics or methods course

ELECTIVE COURSES

In consultation with his or her adviser, each doctoral student designs a program of study that builds on the foundation established by the required courses. Electives provide opportunities for advanced study in a number of different areas. Many students take both *Social Theory and Theories of Mind, Personality, and Self in Society*, with one fulfilling a requirement and the other counting as an elective. Other electives offered in the Ph.D. program include *Economic Thought and Economic Inequality, Developmental Theory and Research: Child and Adolescent Well-being, Qualitative Analysis, The Science of Research Synthesis, and Teaching Learning Initiative in Pedagogy*. In addition, with the permission of instructors, doctoral students can arrange tutorials in areas not covered by existing courses and can enroll in selected M.S.S. courses with enhanced expectations. Finally, students can enroll in relevant electives offered in the Graduate Schools of Arts and Sciences at Bryn Mawr and at the University of Pennsylvania.

CANDIDACY AND PRELIMINARY EXAMINATIONS

When course requirements are nearly completed, students apply to the doctoral faculty for formal admission to candidacy for the degree. A supervising committee is then formed to evaluate the student's performance on the preliminary examinations and to guide work toward the dissertation. The supervising committee consists of a Director of Work plus three additional faculty. It is chaired by a member of Bryn Mawr College's faculty of Arts and Sciences.

After admission to candidacy has been approved, students must pass preliminary examinations before proceeding to the dissertation. These consist of three written exams (four hours each) on the following fields:

1. Social Work and Social Welfare: Past and Present
2. Social Research
3. Social or Behavioral Science Theory

A paper is also required on Social Work Practice (either Social Policy and Program Development or Clinical Theory and Research). Students are examined orally on the three written examinations and the paper.

DISSERTATION PROPOSAL

Before proceeding to the actual dissertation work, each student meets with her or his supervising committee to review a proposal summarizing the scope of the research and the method(s) to be followed. Once a dissertation proposal is approved by the supervising committee, students are expected to keep committee members informed of all substantial changes. All dissertation proposals must undergo review by the College's Institutional Review Board for the Protection of Human Subjects.

SUBMISSION OF DISSERTATION

Dissertations must be submitted by a specified date in order to qualify for the award of May or December degrees. These dates are stated annually on the Academic Calendar, and may vary from one year to another. After the dissertation has been received by members of the supervising committee, it is either accepted or rejected with recommendations for revision. Once a dissertation is accepted by the committee, the student proceeds to the oral Final Examination on the content of the dissertation.

Selected Titles of Recently Submitted Dissertations

The list below illustrates the breadth of dissertation topics pursued by recent students:

- African American Male Youth Violence and Internalized Racism
- "The Feelings of My Family Are with Me": The Posttraumatic Coping of Adolescent Survivors of the Holocaust
- Situating Child Care Concerns: Child Care Instability in Neighborhood and Policy Contexts
- Growing Up in the Ownership Society: Exploring Links Between Housing Tenure and Adolescent Self-Perceptions
- Examining TANF Sanction Policies: Who Gets Sanctioned and What Are the Effects?
- When Friends Are Murdered: A Qualitative Study of the Experience, Meaning, and Implications for Identity Development of Older African-American Female Adolescents
- The Low Down on the Down Low: An Investigation into the Discordance between Sexual Identity and Sexual Behavior
- From Protagonists to Spectators and Back? The Legacy of the Chilean Military Dictatorship and Community Participation in La Pincoya



“My education at Bryn Mawr has been an amazing experience for me. The faculty is knowledgeable, supportive, and available, and I have appreciated

their feedback concerning my strengths and areas for improvement. In the classrooms, the students engage the material and their voices are important. The academic atmosphere is rigorous and intense, yet it is not competitive and there is emphasis on personal as well as professional development. I had the opportunity to participate in the Home and School Visitor Certification program and that has prepared me well for my first job within a school system. I believe I made a wonderful decision in choosing Bryn Mawr—I can honestly say that I have absolutely no regrets.”

ENEIDA CAREY, M.S.S. '07, CLINICAL CONCENTRATION

- Care is not a Family Value: Gender Frames and the Discourse of “Baby UI”
- A Comparative Study of Cognitive Appraisal, Coping, and Social Functioning Among Black and White Women with Breast Cancer

THE DEAN'S CERTIFICATE IN PEDAGOGY

The Dean's Certificate in Pedagogy is offered to all graduate and postdoctoral students who would like to develop and improve their teaching abilities and experiences. In order to fulfill the certificate requirements, students must attend a series of discussions or workshops sponsored by the Teaching and Learning Initiatives, create a teaching portfolio to document and reflect on their teaching experiences and to develop a personal teaching philosophy, and complete selected activities designed to encourage a better understanding of one's own teaching style.

To learn more, visit the Dean's Certificate in Pedagogy web site at <http://www.brynmawr.edu/gsas/Resources/certificate.html>.

REQUIREMENTS FOR ADMISSION TO THE DOCTORAL PROGRAM

- A Master's degree in social work from an accredited university or a Master's degree in a related field
- An undergraduate grade point average of 3.0 or higher
- A graduate grade point average of 3.5 or higher
- Competitive GRE scores on all parts of the GRE exam including quantitative reasoning, verbal, and analytic writing. Grades and test scores are considered in conjunction with the personal statement and interview.
- A personal statement describing an applicant's reasons for choosing to pursue doctoral education in social work and social welfare. Applicants are required as well to analyze a social problem, identifying factors that must be considered in developing a policy or program to address the problem, and the social work practice issues implied by the analysis.
- Letters of recommendation are required from three individuals capable of assessing the applicant's ability to successfully engage in doctoral study. Two of these should be academic references.
- Two years of post-MSW work experience is recommended but not required.
- An interview with a faculty member in the GSSWSR

PROSPECTIVE APPLICANTS

Applicants to the Ph.D. program **must** speak with the Director of the Doctoral Program, or a faculty member, prior to submitting the application for admission. Please write to admissions@brynmawr.edu to request a meeting.

For more information on the doctoral program including course descriptions, visit the web site at http://www.brynmawr.edu/socialwork/Degree_Programs/phd/information.html.



CENTER FOR CHILD AND FAMILY WELL-BEING

Children and families are faced with a complex set of sociocultural, economic, and political challenges and practitioners, researchers, advocates, and policy analysts must be trained to synthesize a rapidly developing knowledge base to effectively address the needs of this population. The Center for Child and Family Well-being (CFWB) was initiated by the Graduate School of Social Work and Social Research in the 2002 academic year in an effort to respond to evolving needs for leadership and training in the broad area of child and family well-being across the life cycle. A primary goal of the Center is to foster a multidisciplinary perspective that reflects both the historic mission of social work practice and the current reality of the multi-determined nature of the many problems facing today's children and families. The accompanying emphasis on the integration of practice, policy, and research not only provides a comprehensive understanding of these social problems, but also promotes a capacity to respond

“THE SYNERGY OF RESEARCH, POLICY, AND PRACTICE HAS PROVIDED ME WITH THE TOOLS TO ADVOCATE FOR CHILDREN AND FAMILIES AT RISK.”

M.S.S. STUDENT SPECIALIZING IN CHILD AND FAMILY WELL-BEING

flexibly and inclusively to changing needs and diverse populations and contexts.

The Center, with its strong emphasis on training and its commitment to the advancement of knowledge and the application of theory and research to practice and policy, is strategically positioned to forge a leadership role in promoting strong and innovative initiatives related to child and family well-being. Its lecture and conference series serve to advance the knowledge, value, and skill base required for work with this population.

FELLOWSHIP IN CHILD AND FAMILY WELL-BEING

The Fellowship in Child and Family Well-being is designed to replace and build on the past specialization in child and family well-being. Students accepted into the MSS program may apply to become Junior Fellows of the Center in Child and Family Well-being. Junior Fellows will have the opportunity to participate in an integrative seminar that is held on five Saturdays over the course of each academic year. The integrative seminar is an activity of the CFWB and not a course offered as part of the MSS curriculum. These seminars focus on the integration of research, policy, and practice with regard to primary social indicators of child and family well-being. These seminars offer additional opportunities to connect field-based learning experiences with academic work in the broad area of child and family well-being. In addition to participation in the integrative seminar, Junior Fellows also attend the G. Mildred and A. Foster Scott Lecture Series, an externally funded program that each year brings a diverse range of speakers to the GSSWSR to

THE LECTURE SERIES

A primary mission of the Center for Child and Family Well-being is to foster collaboration within the Graduate School of Social Work and Social Research, with other departments at Bryn Mawr College, and with organizations and professionals within the wider community. To this end, the G. Mildred and A. Foster Scott lectures are free and open to the public and provide valuable opportunities for students, faculty members, and community-based professionals to build connections and relationships with others who share common interests in the well-being of children and families. Lecture topics have included grandparents raising grandchildren, a family systems view of gender-variance, developmental consequences of homelessness, bullying of LGBTQ youth, the challenges confronted by older adults during Hurricane Katrina and its aftermath, the experiences of migrant families residing in the federal migratory labor camp program between 1935 and 1947, and attachment issues faced by infants and toddlers who have experienced early adversity.

"I still remember the Bryn Mawr professor who admonished us, 'Be in, but not of.' He meant that one has to remain objective in order to push an organization's boundaries. A social service agency has to be well run to deliver services, yet we can't become more focused on institutional survival than on our mission. That's a delicate balance.

"Over many years, the Bryn Mawr students I have supervised in field placements and the graduates I work with as colleagues stand out because of their educational experience. They are prepared to function across systems, to think analytically, and to lead purposefully. A Bryn Mawr education is the personification of excellence!"

JOHN LOEB, M.S.S. '69, POLICY PRACTICE AND ADVOCACY CONCENTRATION, SENIOR VICE PRESIDENT, PUBLIC HEALTH MANAGEMENT CORPORATION AND 2009 GSSWSR EXCEPTIONAL LEADERSHIP ALUMNAE/I AWARD RECIPIENT.



address issues relevant to practice, policy, research and advocacy. Junior Fellows will also complete a special project in the area of child and family well-being that is designed to deepen their understanding of this specialized area of work. The cost of the Fellowship in Child and Family Well-being is \$500 per academic year. Full- and part-time students can apply to the fellowship program. Students who complete two years as Junior Fellows will receive a certificate of achievement, and will have this milestone noted on their academic transcript. Applications to the Junior Fellows program can be completed once students are accepted into the MSS program.



ACADEMIC OPPORTUNITIES

WAIVER EXAMINATIONS

It is possible for M.S.S. students to waive by written examination any required course with the exception of practice courses, field education, and *Multiculturalism and Diversity: Advanced Perspectives*. Students must demonstrate that they have completed coursework in the area on which they are requesting to be examined. Passing a waiver reduces the number of courses required for the M.S.S. degree. The schedule for waiver examinations is set annually by the Dean's Office. Examinations for both first- and second-semester foundation courses may be taken online during the summer prior to beginning coursework. Examinations for second-semester foundation courses may also be taken at the School in November. All waiver examinations must be taken on the dates specified by the Dean's Office and prior to or during the first semester in which a student is matriculated and prior to the semester in which that specific course is being offered. Each examination may be taken only once.

TRANSFER CREDIT

It is possible to obtain transfer credit for graduate courses taken at accredited colleges or universities if those courses meet Bryn Mawr's standards and degree requirements. For the M.S.S. degree, students who have been enrolled as matriculated students in other accredited graduate schools of social work may receive up to a year of transfer

"THE ENVIRONMENT AT BRYN MAWR IS INTELLECTUALLY CHALLENGING AND PERSONALLY SUPPORTIVE—I DIDN'T KNOW JUST HOW MUCH I COULD ACCOMPLISH."

M.S.S. ALUMNA

credit. Other students entering the M.S.S. program may be granted transfer credit for two foundation courses and one elective for a total of three transfer credits. Courses must have been taken within the last five years and a grade of "B" or better must have been earned. Students should initiate review of courses for credit upon enrolling. Transfer credit will be granted after the student has successfully completed one semester in the M.S.S. program. Transfer credit toward the Ph.D. degree will be considered after the doctoral student has successfully completed a semester at Bryn Mawr.

Students requesting transfer credit for either program must provide a syllabus, an official transcript verifying the course and grade, and any other related materials needed for an assessment to be made by faculty teaching the comparable Bryn Mawr course for which transfer credit is being requested. Students must specify the courses for which transfer credit is being requested. Requests for transfer credit must be approved by the Dean for the M.S.S. program and by the doctoral faculty for the Ph.D. program.

Please note, Bryn Mawr does not grant academic credit for life experience.

NONCREDIT STUDY

Individuals who wish to learn more about social work as a profession or want to determine whether graduate study is appropriate for them, or professional social workers who seek to update their skills and broaden their knowledge of the field may be interested in applying for Noncredit Study. Participants enroll in the regularly scheduled courses, with the exception of practice courses and field education, offered by the School to matriculated students and are expected to perform at a graduate level.

Students who have successfully taken Noncredit Study courses may apply for acceptance to the Master of Social Service or the Master of Law and Social Policy degree programs. Upon acceptance, a maximum of four Noncredit Study courses can be credited toward fulfillment of degree requirements. The fee schedule for Noncredit Study is the same per course as the degree programs.

Acceptance is contingent upon a number of factors, including the study plan and space available in the course(s) selected. Preference in course registration is given to those enrolled for the degree. For further information about Noncredit Study, contact the Office of Admissions for Noncredit Study application forms and instructions.

ACADEMIC TRANSITION COURSE

The School offers a noncredit course to ease the transition into student life at Bryn Mawr. The program includes skill development in the areas of writing, study habits, classroom participation, use of library and computing resources, and time management. The course is open to all incoming students and is scheduled during the summer prior to the beginning of classes.

INTRODUCTION TO GRADUATE SOCIAL WORK EDUCATION

The School offers a noncredit course for prospective applicants who wish to explore social work as a career option. Through seminars taught by members of the faculty and visits to social service agencies, the course provides an overview of the foundation courses and an introduction to the profession of social work and the social service system. To learn more or apply for this noncredit course, please visit: http://www.brynmawr.edu/admissions/career_change.html.

UNIVERSITY OF PENNSYLVANIA RECIPROCAL PLAN

Under the Reciprocal Plan, courses at the University of Pennsylvania Graduate School of Arts and Sciences are available during the academic year to Bryn Mawr graduate students. The number of courses that may be taken at the University is limited to one per semester. Charges and payment of tuition are the same for students enrolled wholly at Bryn Mawr. Interested students should contact the Dean's Office at Bryn Mawr regarding registration procedures. The University charges a general fee for the use of the library, a refundable library deposit, and fees for late registration. Ordinarily students are not advised to undertake such work during their first year at Bryn Mawr.

COMMUNITY PARTNERSHIP IN ACTION (CPIA)

The Bryn Mawr College–Norristown Community Partnership in Action connects faculty and student scholarship, research, educational field placements, and volunteer service with the neighboring city of Norristown, Pennsylvania's largest borough and county seat within the greater Philadelphia region. CPIA is a collaborative effort between the Graduate School of Social Work and Social Research and the undergraduate Civic Engagement Office and their Praxis Program. Through their involvement in field placements and related opportunities to work with organizations partnering with CPIA, social work students can make a significant contribution to the Norristown community.

HOME AND SCHOOL VISITOR CERTIFICATION PROGRAM

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

Applicants to Bryn Mawr's Home and School Visitor Certification Program include:

- Students enrolled in Bryn Mawr's M.S.S. program, who may complete HSV program requirements within their graduate curriculum; and
- Individuals who have completed a master's program in social work or in a related field at Bryn Mawr or another institution, who may apply to the HSV program as non-matriculated students.

The HSV curriculum includes coursework in education law and public education issues for school social workers as well as courses addressing accommodations for English language learners and special education students. Other academic requirements include an elective pertaining to work with children and/or adolescents, a 375-hour school-based practicum working with students and their families as well as teachers and support staff, a non-

credit integrative seminar to complement the field placement, and a two-part seminar that provides an understanding of psychological testing and its uses in a school setting.

Transfer credit for master's courses required by the HSV program will be considered upon receipt of an official graduate transcript and supporting documentation in the form of a course syllabus.

2011 Alumnae/I Achievement Award Recipients from left to right : Felice Davidson Perlmutter, PhD '69, Dolores G. (Dodie) Norton , MSS '60, PhD '69, Patrick T. McCarthy, PhD '81, and Dean Darlyne Bailey. Missing from the photo, Nicholas C. Scull, MSS '02.

Felice Davidson Perlmutter and Dolores (Dodi) Norton

received Lifetime Achievement Awards. **Perlmutter**, Professor Emerita of Temple University's School of Social Administration, is an active researcher and prolific author in the areas of social administration, management of nonprofit organizations, and social policy. She was a pioneer in the field of social work administration, particularly in the area of preparing social workers to move from direct practice to administration. Perlmutter has been a visiting professor at universities in several countries, and was a Fulbright Scholar at Haifa University in Israel. Active on the boards of several nonprofit organizations and on the editorial boards of several professional journals, Perlmutter is on the Advisory Board of the National Network for Social Work Managers. **Norton** is the Samuel Deutsch Professor Emerita in the School of Social Service Administration at the University of Chicago. Her fields of research include early child development and ecology, human development and diversity, and linguistic interaction. Norton's 20 year longitudinal research, "Children at Risk: The Infant and Child Development Project", investigates patterns of parent/child interaction related to developmental outcomes, especially school achievement. Norton serves on the Boards of Directors of Zero to Three, and the Ariel Education Initiative. A former professor of GSSWSR, Norton was the first African American to achieve tenure at Bryn Mawr College. She is an Emerita Trustee of the College and was a member of the inaugural cohort of advisors for the GSSWSR's Board of Advisors, established in 2002, and continues to serve in that capacity. **McCarthy** received the Extraordinary Contribution to the Field of Social Work Award. In February 2010 McCarthy was appointed President and Chief Executive Officer of the Annie E. Casey Foundation, the nation's leading advocacy philanthropy for at-risk children and families. In his previous position as vice-president, McCarthy was responsible for aligning practice and system reform activities across the Foundation, as well as directing the oversight and integration of all direct services and strategic consulting. Prior to joining the Casey Foundation in 1994, McCarthy served as senior program officer at the Center for Assessment and Policy Development in Bala Cynwyd, PA. His extensive experience in child and family well-being includes direct service, policy, planning and administration. As chair of the GSSWSR Board of Advisors between 2005 and 2010, McCarthy provided critical leadership at a time when the future direction of the School was being determined. **Scull** received the Emerging Leader Award. Scull earned a PhD in counseling psychology from the University of Wisconsin, Madison. Interculturally sensitive practice has been a core aspect of Scull's clinical work and of his research on cross-cultural relations in Guatemala and in the Middle East. Scull, currently residing in Kuwait, has been developing the infrastructure of the Fawzia Sultan Rehabilitation Institute's department of psychology which will be the first non-profit mental health organization in Kuwait. In addition to his clinical practice, Scull is also spearheading the organization of Kuwait's first psychological association.





CAREER DEVELOPMENT

Careers in social work reflect the breadth and diversity of the profession. Graduates of our master's program are employed in a plethora of practice areas, including, but by no means limited to, the fields of aging, business, education, family and children's services, health care, mental health, public welfare, substance abuse, and the interface of social problems and the law. Within these and other settings, they may serve as clinicians, social service administrators, legislators, advocates, program planners, and researchers. Although the skills in each area may be different, the goal of all practitioners is the same—helping others to reclaim power over their lives. Graduates of our doctoral program are working in academic settings and research and policy institutes as well as social service organizations.

BRYN MAWR'S RESOURCES

Mindful of the profession's unique partnership between academic and practice settings, Bryn Mawr offers its applicants, students, and graduates the resources and expertise of a specialized career development program. At Bryn Mawr, social work careers are conceptualized as a developmental process, beginning prior to graduate study and extending indefinitely over the span of a career. The School houses a satellite office of the College's

"BRYN MAWR GRADUATES ARE NOT ONLY ABLE TO GET THE JOB, THEY ARE ABLE TO GET THE JOB DONE—THEY DEFINITELY KNOW WHAT THEY'RE DOING."

SOCIAL SERVICE AGENCY DIRECTOR

Career Development Office and the director of this office, along with faculty advisers and the Bryn Mawr alumnae/i network, provides support, training, and individual assistance with career-related issues and places an emphasis on networking, career development skills, and career counseling.

THE NETWORKING COMPONENT

The career development program at the School has worked to strengthen ties among applicants, current students, graduates, and organizations throughout the Delaware Valley and across the country. The unique relationship between academia and social work practice is viewed as an opportunity for the enrichment of both.

The jobs and career information listserv provides another important link between the workplace and the School. Job opportunities, career advice, and program announcements are shared with a large number of subscribers each week. Contact with

alumnae/i and an array of organizations provides the School with important feedback on practice roles, salaries, and employment trends.

An annual jobs fair brings prospective employers into the School to present their organizations and programs to graduating M.S.S. and M.L.S.P. students, and gives students an opportunity to gain an overview of current job openings and to discuss their interests and qualifications with recruiters, sometimes even paving the way for a more formal employment interview.

CAREER DEVELOPMENT SKILLS

A number of programs offered by the Career Development Office provide participants with specific skills critical to the job-search process. Workshops include: "Résumés and Cover Letters: Writing for Results," "Job Search Strategies," "Interviewing Skills," "Licensure Requirements and Examination Preparation," and "Long Distance and International Job Search." In addition, a daylong workshop for graduating students helps them to identify job search resources and contacts as well as to build job search skills.

CAREER DEVELOPMENT SURVEY

Annually, the Career Development Office conducts an employment survey of recent graduates, providing the School with not only important information regarding the job searches, first positions, and salaries, but also reflections of recent graduates on their preparation at Bryn Mawr. Survey results are available in the aggregate to interested applicants, current students, and alumnae/i. Surveys from the past several years indicated that virtually all graduates find positions in the practice area they prefer, some graduates are offered jobs before graduation and many are offered more than one position.

CAREER COUNSELING

Individual career counseling is available to both students and graduates. Discussions commonly focus on questions regarding employment in various practice areas, clarification of career goals, and issues related to the job search process.

THE CENTER FOR PROFESSIONAL DEVELOPMENT

The GSSWSR Center for Professional Development (ProDev) serves all of Bryn Mawr College as well as the social service professionals in the larger community. ProDev is committed to providing intellectually challenging curricula in a personally supportive and inclusive environment that meets the educational needs and licensing-maintenance requirements of social work practitioners, researchers, and policy-makers working in a variety of settings. The half-day and daylong continuing-education sessions and certificate programs held at the School between October and February draw upon the expertise of both Bryn Mawr faculty and other recognized experts in various areas of social work practice. Faculty are experienced and employ both didactic and experiential teaching methods, and all seminars reflect and integrate the values that define the ethical foundation of the social work profession. In addition, the School offers continuing-education programs at a number of sites in the region. All sessions are designed to include offerings of interest to those working in clinical practice, social service management and administration, policy practice and advocacy, and program development. Registration is limited. For further information, contact the Center for Professional Development at 610-520-2602 or visit the web site at www.brynmawr.edu/socialwork/pd/.

SOCIAL WORK LICENSING INFORMATION AND EXAM PREPARATION

While all states have legal regulation of social workers, each state establishes its own requirements. To be licensed in most states, social workers must pass an examination and provide references and a school transcript to the state board of social work examiners. It is the responsibility of the student to learn the requirements for licensure in the state in which he or she intends to practice, but the School's career development satellite office keeps a file that includes information from many states.

In Pennsylvania, the LSW license is granted after applying to the state, passing the Master's level exam administered by the Association of Social Work Boards (ASWB) and providing documentation of graduation from an accredited graduate school of social work. The advanced clinical LCSW license may be earned after acquiring the LSW, and then completing 3,000 supervised clinical hours, and applying to take the clinical-level exam. Licensure requirements for states outside of Pennsylvania may be found on the ASWB web site at www.aswb.org/.

The Social Work License Exam Prep course, offered by The Center for Professional Development at Bryn Mawr College Graduate School of Social Work and Social Research, has been designed to increase student success, while decreasing test anxiety, on the master's (LSW) and clinical (LCSW) social work license exam. Special attention is given to practice theory, social work terminology, therapeutic strategies, treatment, practice techniques, ethics, social work values, DSM-V, psychopharmacology, as well as diversity sensitive practice. The course includes helpful practice test questions, a study manual, and discussion. The comprehensive one-day sessions meet on selected Saturdays or Sundays.

THE NONPROFIT EXECUTIVE LEADERSHIP INSTITUTE (NELI)

The School founded the Nonprofit Executive Leadership Institute in direct response to social and human service leaders in the community who called for a high-level, specialized leadership-training program tailored to meet their individual and agency needs. NELI has two programs: an Executive Leadership Certificate 10-day program comprised of four sessions over eight months, and an Ascending Leadership Certificate comprised of five day-long sessions over four months. Coursework is designed specifically for nonprofit and public-sector leaders.

The NELI curriculum uses a rich mix of teaching methods, with special attention to creating an interactive environment that promotes dialogue among fellows and between fellows and NELI faculty. Ultimately, the hallmark of the NELI program is its focus on multilevel learning through integration of individual leadership assessment, practical knowledge, challenging case studies, assignments to apply new insights, intersession communication among fellows and NELI program coaches, and peer-learning strategies that promote shared

understanding of all materials and the creation of longstanding collegial relationships.

For further information, contact NELI at 610-520-2650 or by e-mail at mdubrow@brynmawr.edu. You can visit the web site at www.brynmawr.edu/neli/.

ALUMNAE/I

Bryn Mawr has more than 3,400 social work graduates throughout the United States and in several foreign countries. They are involved in many different practice roles: clinical social work, agency and academic administration, management, policy development, advocacy, teaching, research, and public service. In analyzing career patterns, many GSSWSR graduates are found to quickly assume supervisory and leadership positions in their fields.

The School and its graduates share a relationship that does not end when a degree is completed. Just as the School and its resources remain available to alumnae/i, alumnae/i themselves serve as one of the School's most valuable resources. Graduates are encouraged to remain engaged in the life of the School in a variety of ways, including participating in its alumnae/i activities, serving as career mentors as part of the School's career development program, providing information on employment for the benefit of current students, or speaking about an area of professional expertise in any number of forums that take place throughout the academic year at the School and in the larger community. In addition, social work graduates participate in the rich array of programs and services offered by the College's Alumnae Association. Today the Bryn Mawr network is stronger than ever, providing a vital link among the School, its students, and its graduates.



PEOPLE

PROFILES OF FULL-TIME FACULTY MEMBERS



RAYMOND ALBERT, Professor, Director, M.L.S.P. Program, Chair of Diversity Leadership Group and Diversity Council
Education: M.S.W., J.D. (University of Connecticut), Ph.D. (University of Pennsylvania)
Research and Scholarly

Interests: social work and law connection; interaction of race and the law; Black males in American context; community creation/disintegration/vitalization

Recent Publication: Albert, R. & Skolnik, L. (2006). *Social Welfare Programs Narratives from Hard Times*. Kentucky: Thomson Brooks/Cole.

Courses: Introduction to Legal Processes (M.L.S.P.), Legal Writing and Research (M.L.S.P.), Family Law (M.L.S.P.), Race, Races and the Law in American Context (M.L.S.P.), Multiculturalism and Diversity: Advanced Perspectives (M.S.S.)

"WE ARE A COMMUNITY OF EQUALS—FACULTY, STAFF, AND STUDENTS VALUE EACH OTHER AS COLLEAGUES."

GSSWSR FACULTY MEMBER



LESLIE ALEXANDER, Professor, Chair of the Bryn Mawr College Institutional Review Board
Education: M.S.S., Ph.D. (Bryn Mawr College)

Research and Scholarly

Interests: ethics and social and behavioral science; therapeutic

alliance in community-based services

Recent Publication: Alexander, L.B., & Richman, K.A. (2008). Ethical dilemmas in evaluations using indigenous research workers. *American Journal of Evaluation*, 29, 73-85.

Courses: Research Informed Practice I (M.S.S.), Mental Health Policy (M.S.S.) Qualitative Analysis (Ph.D.)



DARLYNE BAILEY, Dean, Professor, Special Assistant to the President for Community Partnerships

Education: M.S. (Columbia University), Ph.D. (Case Western Reserve University)

Research and Scholarly

Interests: inter-organizational alliances; nonprofit leadership; community based research

Recent Publication: Bailey, D. (2009). Pioneering the college of the future: Building as we walk. In Hesselbein, F. (ed.), *Organization of the Future 2* (228-241). San Francisco: Jossey-Bass.

Course: Organizational Behavior: The Art and Science (M.S.S.)



JIM BAUMOHL, Professor
Education: M.S.W., Ph.D.
 (University of California)
Research and Scholarly Interests: social welfare policy and history; alcohol- and drug-control policy; homelessness and urban poverty

Recent Publication: Baumohl, J. (2004). Maintaining orthodoxy: The Depression-era struggle over morphine maintenance in California. In Tracy, S.W. and Acker, C. J. (eds.) *Altering American Consciousness: The History of Alcohol and Drug Use in the United States, 1800-2000* (pp. 225-266). Boston: University of Massachusetts Press.

Courses: Theoretical Perspectives in Social Work II (M.S.S.), Social Policy Foundations and Analysis (M.S.S.), Homelessness in America (M.S.S.), Introduction to the History of American Social Welfare and Social Reform (Ph.D.)



DANA BECKER, Professor
Education: M.S.S., Ph.D. (Bryn Mawr College)
Research and Scholarly Interests: Effects of the therapeutic culture on the diagnosis, treatment, and representation of women;

sociocultural uses of psychological constructs

Recent Publication: Becker, D. (2010). Women's work and the social discourse of stress. *Feminism and Psychology*, 20(1), 36-52.

Courses: Clinical Social Work I & II (M.S.S.), Assessment and Psychopathology (M.S.S.), Adolescents in Family Therapy (M.S.S.), Theories of Mind, Body and Self in Society (Ph.D.)



CYNTHIA BISMAN, Professor,
 Co-director College Center for International Studies
Education: M.S.W., Ph.D.
 (University of Kansas)

Research and Scholarly Interests: Values and ethics for social work practice in a global

world; practice theory for clinical social work

Recent Publication: Bisman, C. (2008). Personal information and the professional relationship: Issues of trust, privacy, and welfare. In Clark, C. and McGhee, J. (Eds.), *Private and Confidential? Handling Personal Information in Social and Health Services*. London: Policy Press

Courses: Foundation Practice I and II (M.S.S.), Family Therapy (M.S.S.)



DONNA HARRIS, Instructor and Assistant Director of Field Education, Coordinator of Student Advising and Activities
Education: M.A. (Adelphi University)

Research and Scholarly Interests: cultural diversity;

trauma; addictions; clinical social work; supervision

Courses: Clinical Social Work I and II (M.S.S.), Multiculturalism and Diversity: Advanced Perspectives (M.S.S.)



TOBA KERSON, Professor and The Mary Hale Chase Professor in the Social Sciences and Social Work and Social Research
Education: M.S. (Columbia University), D.S.W., Ph.D. (University of Pennsylvania)

Research and Scholarly

Interests: social work practice in relation to health policy and program development; chronic illness and its impact on social life; the depiction of seizures in film

Recent Publication: Kerson, T. & McCoyd, J. (2010). *Social Work in Health Settings: Practice in Context* (3rd. ed). London: Routledge.

Courses: Foundation Practice I and II (M.S.S.), To Protect the Health of the Public (M.S.S.), Managing the Work of Others (M.S.S.)



JULIA LITTELL, Professor
Education: M.A., Ph.D.
 (University of Chicago)

Research and Scholarly

Interests: child welfare; applied epistemology; social science research methods; research synthesis; evidence-informed

practice and policy

Recent Publication: Littell, J. H. (2008). Evidence-based or biased? The quality of published reviews of evidence-based practices. *Children and Youth Services Review*, 30, 1299-1317

Courses: Theoretical Perspectives in Social Work I (M.S.S.), Child Welfare: Policy, Practice, and Research (M.S.S.), Research Methodology I & II (Ph.D.), The Science of Research Synthesis (Ph.D.)



JIM MARTIN, Professor

Education: M.S.W. (Boston College), Ph.D. (University of Pittsburgh)

Research and Scholarly

Interests: Social connections, individual assets, and resiliency associated with the behavioral

health of military and veteran populations, and their families

Recent Publication: Martin, J.A. & Sherman, M.D. (2009). The impact of military life on individuals and families: Resources and intervention. In S. Price & C. Price (Eds.), *Families and change: Coping with stressful events and transitions* (4th ed., 381-397). New York: Sage.

Courses: Clinical Social Work I & II (M.S.S.), Multiculturalism and Diversity: Advanced Perspectives (M.S.S.), Clinical Social Work and Trauma (M.S.S.)



SARA BRESSI NATH, Assistant Professor and the Clowes Assistant Professor in Science and Public Policy

Education: M.S.W, Ph.D. (University of Pennsylvania)

Research and Scholarly

Interests: Health services

research among adults and older adults with psychiatric disabilities

Recent Publication: Cullin, S.W., Nath, S.B., and Marcus, S.C. (2010). Toward understanding errors in inpatient psychiatry: A qualitative analysis. *Psychiatric Quarterly* (published online March 4, 2010).

Courses: Foundation Practice I and II (M.S.S.), Theoretical Perspectives in Social Work I (M.S.S.), Social Work Practice with the Aging (M.S.S.), Integrative Practice (Advanced Standing, M.S.S.)



SANDY SCHRAM, Visiting Professor

Education: M.A., Ph.D. (State University of New York)

Research and Scholarly

Interests: social theory; social policy; welfare reform and research

Recent Publication: Schram, S., Soss, J., Fording, J., Houser, L. (2009). Deciding to discipline: Race, choice, and punishment at the frontlines of welfare reform. *American Sociological Review*, 74 (3), 398-422

Courses: Theoretical Perspectives in Social Work II (M.S.S.), Social Policy Foundations and Analysis (M.S.S.), Globalization (M.S.S.), Social Theory (Ph.D.), Foundations of Social Policy (Ph.D.)



JANET SHAPIRO, Professor, Director of the Ph.D. Program, Director of the Center for Child and Family Well-being

Education: M.A., M.S.W., Ph.D. (University of Michigan)

Research and Scholarly

Interests: translation of

developmental theory to practice with vulnerable children and families; social and emotional development in infancy and early childhood: risk and resilience with regard to attachment processes in nontraditional family structures; neurobiology of affect regulation

Recent Publication: Shapiro, J. (2009). The developmental context of adolescent motherhood. In Farber, N. (ed.), *Adolescent Pregnancy: Policy and Prevention Services* (173-199). New York: Springer Publications

Courses: Clinical Social Work I & II (MSS), Theoretical Perspectives in Social Work I (M.S.S.), Clinical Social Work with Children and Adolescents (M.S.S.), Developmental Theory and Research: Child and Adolescent Well-being (Ph.D.)



TOM VARTANIAN, Professor

Education: M.A., Ph.D. (University of Notre Dame)

Research and Scholarly

Interests: neighborhoods, welfare, and employment; poverty among the elderly, children, and single mothers;

economics of welfare

Recent Publication: Vartanian, T., Buck, P., and Gleason, P. (2007). Intergenerational neighborhood-type mobility: Examining differences between blacks and whites. *Housing Studies*, 22 (5), 833-856.

Courses: Research Informed Practice II (M.S.S.), Perspectives on Inequality (M.S.S.), Data Analysis I & II (Ph.D.), Economic Thought and Economic Inequality (Ph.D.)

Emeriti Faculty

Jeffrey Applegate, M.S.W. (Indiana University), Ph.D. (Boston College)
Professor Emeritus

Merle Broberg, M.S.S. (Bryn Mawr College), Ph.D. (The American University)
Associate Professor Emeritus

Maria DeOca Corwin, M.S.W., Ph.D. (Smith College)
Associate Professor Emeritus

Philip Lichtenberg, Ph.D. (Case Western Reserve University)
Professor Emeritus and The Mary Hale Chase Professor Emeritus in the Social Sciences and Social Work and Social Research

Carolyn E. Needleman, Ph.D. (Washington University)
Professor Emeritus

William W. Vosburgh, Ph.D. (Yale University)
Professor Emeritus

Greta Zybon, M.S.W. (Buffalo University and Syracuse University), D.S.W. (Western Reserve University)
Associate Professor Emeritus

Adjunct Faculty and Field Education Liaisons

Dennis Brunn, M.S.W. (Wayne State University), Ph.D. (Washington University)
Lecturer

Jennifer Campbell, M.S.W. (State University of New York), Ph.D. (Bryn Mawr College)
Lecturer and Field Education Liaison

Juliet Campbell-Farrell, M.S.S., M.L.S.P., Ph.D. (Bryn Mawr College)
Lecturer

William Coffey, M.S.S. (Bryn Mawr College)
Instructor

Thomas Duffin, M.L.S.P., Ph.D. (Bryn Mawr College),
Lecturer

Jacqueline Falkenheim, M.S.S. (Bryn Mawr College), Ph.D. (Yale University)
Field Education Liaison

Pamela Freeman, M.S.W. (University of Pennsylvania)
Field Education Liaison

Tracy Griffith, M.S.S. (Bryn Mawr College), D.S.W. (University of Pennsylvania)
Lecturer

Nancy Hall, Ph.D. (Marywood University)
Lecturer

Evlynne Harmon, M.S.W. (Smith College), Psy.D. (Florida Institute of Technology)
Field Education Liaison

Margaret Hogan, M.S.S. (Bryn Mawr College)
Field Education Liaison

Thomas Hurster, M.S.S. (Bryn Mawr College)
Instructor

Sheila Japko, M.S.W. (Yeshiva University)
Field Education Liaison

Regina Jones, M.S.S. (Bryn Mawr College)
Field Education Liaison

Virginia Kirk, M.S.S. (Bryn Mawr College)
Field Education Liaison

Marcia Martin, M.S.W. (University of Pennsylvania), Ph.D. (Bryn Mawr College)
Lecturer

Michele Mathes, J.D. (University of Pennsylvania)
Lecturer

Virginia McIntosh, M.S.W. (University of Pennsylvania)
Instructor

Dabney Miller, M.S.S., M.L.S.P. (Bryn Mawr College)
Instructor

Elizabeth Millman, M.S.W. (Smith College)
Field Education Liaison

Michael Pfeiffer, M.S.S., M.L.S.P. (Bryn Mawr College)
Field Education Liaison

Frani Pollack, M.S.W. (New York University), Ph.D. (University of Toronto)
Lecturer

Jacqueline Salmon, M.S.S. (Bryn Mawr College)
Instructor and Field Education Liaison

Leda Sportolari, M.S.W. (University of California)
Instructor and Field Education Liaison

Barbara Toews, M.A. (Eastern Mennonite University)
Instructor

Carol Tracy, J.D. (Temple University)
Lecturer

Kim Vindler, M.S.W. (Widener University)
Instructor

David Wohlsifer, M.S.W. (University of Pennsylvania), Ph.D. (Institute for Advanced Study of Human Sexuality)
Lecturer

Administrators and Staff of the Graduate School of Social Work and Social Research

Darlyne Bailey,

Dean, Professor, Special Assistant to the President for Community Partnerships

Diane DiGiovanni Crow,

Assistant to the Dean/Administrative Director

Margie DuBrow,

Director, Nonprofit Executive Leadership Institute (NELI)

Genny Dunne,

*(Bryn Mawr College Career Development Office)
Director, Bryn Mawr Graduate Student Career Services*

Vicki Gerstenfeld,

Administrative Assistant to the Dean

Donna Harris,

Instructor and Assistant Director of Field Education, and Coordinator of Student Advising and Activities

Nancy J. Kirby,

Coordinator of Post-Graduate Connections

Maria C. Paradiso,

Director of Field Education

Akima Redding,

Program Coordinator for Nonprofit Executive Leadership Institute (NELI) and for Higher Education Resource Services (HERS), Bryn Mawr Summer Institute

Elaine Robertson,

Director, Center for Professional Development and Certifying Officer for Home and School Visitor Certification Program

Margaret Robinson,

Program Coordinator for Field Education and Coordinator, Technology and Communications

Bryn Mawr College Senior Administrative Staff

Jane McAuliffe,

President

Raymond Albert,

Chair, Diversity Leadership Group and Diversity Council, Faculty Diversity Liaison, and Professor of Social Work

Darlyne Bailey,

Dean of the Graduate School of Social Work and Social Research and Special Assistant to the President for Community Partnerships and Professor of Social Work

Jerry Berenson,

Chief Administrative Officer

Joe Bucci,

Director of Human Resources

Kimberly Cassidy,

Provost and Professor of Psychology

Vanessa Christman,

Acting Director of Intercultural Affairs

Emily Espenshade,

Chief of Staff

Mark Freeman,

Director of Institutional Research

Donna Frithsen,

Chief Development Officer

Wendy Greenfield,

Executive Director of the Alumnae Association

John Griffith,

Chief Financial Officer and Treasurer

Ruth Lindeborg,

Secretary of the College

Sam Magdovitz,

College Counsel

Mary Osirim,

Dean of Graduate Studies and Professor of Sociology

Michele Rasmussen,

Dean of the Undergraduate College

Jennifer Rickard,

Chief Enrollment and Communications Officer

Katherine Rowe,

Director of the Katharine Houghton Hepburn Center and Professor of English

Elliott Shore,

Chief Information Officer, Constance Jones Director of Libraries and Professor of History

Glenn Smith,

Director of Facilities Services

Kathleen Tierney,

Director of Athletics & Physical Education

Peaches Valdes,

Equal Opportunity Officer and Title IX Coordinator and Associate Director of Admissions for Outreach



OUR ENVIRONMENT



The Philadelphia area offers unusually rich professional, cultural, and recreational resources. Its distinctive neighborhood structure makes for highly diverse communities and an active political life.

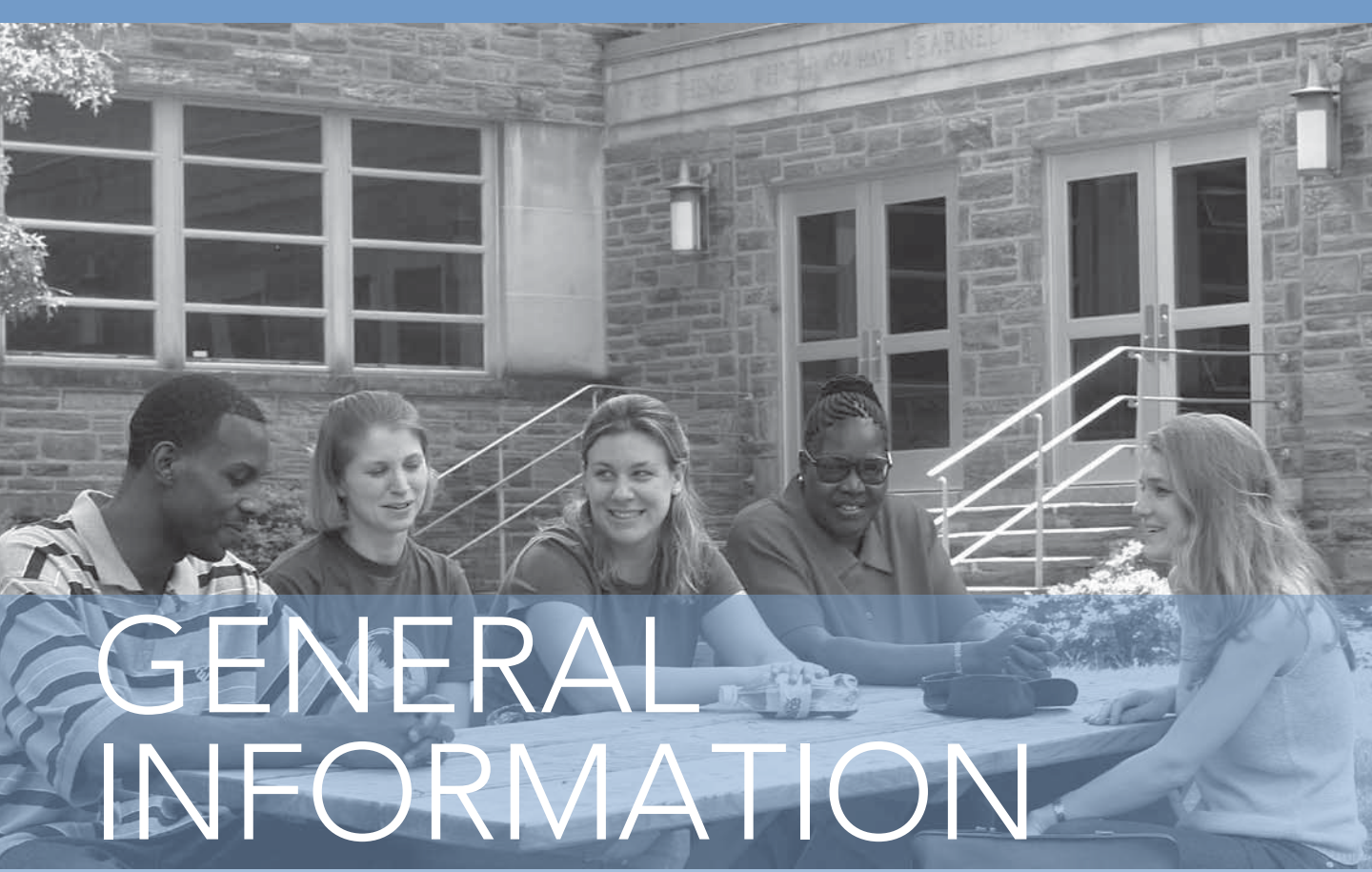
As the location of federal and regional offices and as the headquarters for many nonprofit and corporate organizations, Philadelphia offers opportunities for planning and administrative practice. Philadelphia is a nationally recognized center of new approaches to family and group therapy, providing clinical social workers with unusual opportunities for professional development. With approximately 90



institutions of higher learning, Philadelphia has the second-largest student population in the United States.

Bryn Mawr College is situated just 11 miles from downtown Philadelphia. Commuter trains leave Bryn Mawr about every half hour and reach Philadelphia in less than 20 minutes. Philadelphia is about 100 miles southwest of New York City and 130 miles northeast of Washington, D.C. Philadelphia International Airport is easily reached by direct routes from most major cities in the United States and abroad.





GENERAL INFORMATION

LIBRARY SERVICES

The Mariam Coffin Canaday Library, one of three libraries on campus, is the center of Bryn Mawr's library system. Opened in 1970, it houses the majority of the College's collection in the humanities and the social sciences. Bryn Mawr libraries' open-stack system allows students direct access to a collection comprised of more than one million volumes, including books, periodicals, government documents, microforms and a multimedia collection of DVDs, videos, and CD-ROMs. In addition, the libraries, in cooperation with our tri-college partners, provide access to an extensive collection of online content, including more than 50,000 electronic journals, general and specialized research tools including Social Services Abstracts and LexisNexis Academic, and the complete New York Times from 1851 to date. Reference librarians are available daily, several evenings per week, and on weekends to assist students in discovering and using the vast array of research materials and tools in the collection.

Tripod (<http://tripod.brynmawr.edu>), the online public access catalog, provides information about the books, journals, online resources, DVDs, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore. They may also have

material transferred from either of the other two campuses for pickup or use at Bryn Mawr, usually in less than 24 hours. Through the Library's Web site, students may connect to Tripod, explore more than 200 subject-specific research databases, and learn about other library services such as laptop computer borrowing, reserve readings, and interlibrary loan.

Additional information about Bryn Mawr's libraries and their services may be accessed on the web through the library home page at www.brynmawr.edu/library.

COMPUTER SERVICES

Bryn Mawr offers an extensive distributed computing network. Students have access to high-speed Internet in all residence halls and public computing laboratories, and to a wireless network in classrooms and in most areas of campus, including the School. The campus network provides access to online course materials, e-mail, shared software, and the online library catalog system. Bryn Mawr students receive their own e-mail and network file storage accounts upon arrival.

Canaday Library houses the professional computing staff, the Help Desk, multimedia development stations, and the largest public computing lab on campus. Professional and highly trained student staff members are available to students, faculty, and staff for consultation and assistance with their computer work. These staff members are able to troubleshoot software, hardware, and networking problems and to help students, faculty, and staff use computer technology efficiently. The Canaday Media Lab is equipped with advanced software for digitizing and editing text, images, audio, and video for the creation of interactive presentations and other multimedia projects.

In addition, there is a computing lab at the School offering Windows computers and high-speed printers. The building's network connects with computers in faculty offices, classrooms, administrative offices, and the computer lab; wireless Internet is also available throughout the building. The School's computing lab is supported by three teaching assistants and is open days, evenings, and weekends.

RECREATIONAL AND ATHLETIC FACILITIES

Bern Schwartz Gymnasium is the center of the College's Athletics and Physical Education Program. This 50,000-square-foot facility houses an eight-lane swimming pool; a state-of-the-art wood floor for basketball, badminton, and volleyball; and a fitness center that includes aerobic equipment, weight-training machines, and a dance floor. This facility is augmented by two playing fields, a practice field, and seven tennis courts. The athletic web site (www.brynmawr.edu/athletics) posts the hours of operation and course schedule.

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

GRADUATE STUDENT HOUSING

There is no on-campus housing available for graduate students. There are, however, many apartment complexes adjacent to campus and students can contact the Director of Residential Life at 610-526-7334 for assistance in identifying and accessing housing resources in the area.

INTERNATIONAL STUDENTS

The Office of International Programs (www.brynmawr.edu/oip/) is responsible for the general welfare of international students and assists with questions regarding government regulations, social and academic adjustment, personal matters, and other concerns.

MEDICAL REQUIREMENTS

All entering students must file medical history and evaluation forms with the Bryn Mawr College Health Center before registration for classes.

HEALTH INSURANCE

All matriculating students are required to have health insurance. The College offers a health plan to graduate students that includes two components—the services offered at the College Health Center and an insurance policy that includes co-pay prescription benefits. Students insured under family or private medical insurance may waive enrollment in the College plan by submitting evidence of coverage in another plan.

HEALTH SERVICES

The Bryn Mawr College Health Center offers a wide range of primary care services. Students who are enrolled in the Graduate Health Plan will not be charged for sick visits to the physician, nurse practitioners, or nurse. Those students who are not enrolled in the Graduate Health Plan can be seen on a fee-for-service basis. Graduate students who are not enrolled in the Graduate Health Plan may be seen once in the Health Center's counseling service for no charge in order to obtain information on mental health resources and individual practitioners in the community. In order to receive any non-emergency health care at the Health Center, a student must have a complete health service form on file.

COLLEGE POLICIES

EQUALITY OF OPPORTUNITY

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, or disability in the administration of its educational policies, scholarship and loan programs, athletic and other College administered programs, or in its employment practices.

ACCESS SERVICES

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal educational opportunity for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with access needs due to a learning, physical, or psychological disability are encouraged to contact the coordinator of Access Services as early as possible to discuss their concerns and to obtain information about the College's eligibility criteria, documentation requirements, and procedures for requesting accommodations. Disclosure of a disability is voluntary, and the information will be maintained on a confidential basis. (www.brynmawr.edu/access_services/)

PRIOR FELONY AND BACKGROUND CHECKS

A criminal record may affect one's eligibility for liability insurance and ability to complete the field placement requirements as some agencies may require students to obtain a Child Abuse History Clearance or a criminal background check as a condition for the placement. Additionally, in some states persons who have been convicted of certain felonies or misdemeanors cannot be licensed to practice.

EXCLUSION FROM THE COLLEGE

The College reserves the right to exclude any student for failure to maintain satisfactory academic standing, personal conduct, or professional standards.

The Graduate School of Social Work and Social Research reserves the right to make changes affecting policies, fees, curricula, or any other materials announced in this publication.

The School reserves the right to make changes in course offerings or field education assignments based on academic or administrative requirements.



ADMISSIONS

Candidates for admission to the Master of Social Service (M.S.S.), Master of Social Service and Master of Law and Social Policy dual degree (M.S.S./M.L.S.P.), Master of Law and Social Policy (M.L.S.P.) or the Doctor of Philosophy (Ph.D.) programs are encouraged to apply online. The application may be found at: http://www.brynmawr.edu/admissions/gsswsr_application.shtml.

If you have any questions about completing this application, or if we may be of any assistance to you in any regard, please let us know.

BRYN MAWR COLLEGE
101 North Merion Avenue
Bryn Mawr, PA 19010
610-526-5152
admissions@brynmawr.edu

“BRYN MAWR IS AN INCLUSIVE COMMUNITY, RESPECTFUL OF DIFFERENT PERSPECTIVES AND BACKGROUNDS.”

STUDENT MEMBER OF THE ADMISSIONS COMMITTEE

WHO SHOULD APPLY

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

- An unusually high commitment to social service and social justice
- An acceptance of the many aspects of diversity
- A demonstrated ability to think clearly, creatively, and independently
- A well-developed “sense of self”
- The emotional maturity needed to sustain a challenging career devoted to helping and working with others

Beyond these characteristics, Bryn Mawr's applicants present a variety of qualifications. Since its founding, the School has attracted students from a broad range of personal, vocational, and educational

backgrounds. All students have had prior work experience as employees, interns, or volunteers or in a cross-section of social service organizations. Some have held jobs in any number of non-social work settings, and some have entered Bryn Mawr directly after completing their undergraduate studies.

Equally diverse are the previous educational experiences of Bryn Mawr's students. They have studied many disciplines in addition to social work, including, for example, engineering, languages, psychology, literature, and fine arts. Many have had fairly traditional academic backgrounds prior to enrolling at Bryn Mawr; a large number, however, have resumed their education as either full- or part-time students after an interruption of several years or more.

All applicants are expected to demonstrate the ability to think critically and broadly about human problems and social conditions from a liberal-arts perspective. This perspective may be grounded in formal educational preparation through the study of courses in areas such as psychology, sociology, political science, the humanities, and human biology. Additionally, work and life experience as well as supplemental coursework may enhance the formal academic experience. Evidence of this preparation may be found in transcripts from previous academic work, the personal statement, and the optional interview.

Although the majority of the School's students are drawn from the northeastern area of the country, many come from other parts of the nation and from abroad. More importantly, their backgrounds encompass a mix of economic, social, racial, ethnic, and other personal factors that underscore the School's commitment to the goal of ensuring a diverse student body.

VISITING THE SCHOOL

Prospective students are strongly encouraged to visit the School. Interviews, individual information meetings and class visits are available throughout the year. Visit: http://www.brynmawr.edu/socialwork/admissions/visit_GSSWSR.html.

Applicants may also contact the Career Development Office to receive the name of an alumnae/i career mentor who is willing to talk with prospective students about the field in general as well as specific practice areas.

ADVANCED STANDING

The School's Advanced Standing Program is designed for individuals of exceptional promise who have a B.S.W., awarded within five years of [or prior to] enrollment, from a Council on Social Work (CSWE) accredited school of social work. Applicants must have a minimum overall G.P.A. of 3.0 and must provide three (3) letters of recommendation, one (1) from each of the following: B.S.W. Program Director, a field instructor, a faculty member.

Accepted applicants may receive transfer credit for up to eight B.S.W. courses for which the student earned a grade of B or better. Students may be required to submit course descriptions and syllabi for those courses being considered for transfer credit. Decisions regarding transfer credit will be made on the basis of comparability of the B.S.W. coursework to the relevant areas of Bryn Mawr's curriculum.

The Advanced Standing program begins in mid-June and must be undertaken on a full-time basis allowing for graduation the following May or September. Students in this program may elect either the Clinical Social Work or the Community Practice, Policy, and Advocacy concentration.

INFORMATION MEETINGS AND INTERVIEWS

Prospective students interested in learning more about the M.S.S. and M.S.S./M.L.S.P. programs are encouraged to schedule an individual information meeting with a member of the Admissions Office. Evaluative interviews are strongly encouraged, but not required for the M.S.S. and M.S.S./M.L.S.P. applicants. The interview may be conducted in person at the Bryn Mawr Admissions Office on the main campus; via computer using SKYPE; or by telephone. Local applicants are strongly encouraged to come to campus for an in-person interview. To schedule your appointment please visit http://www.brynmawr.edu/socialwork/admissions/visit_GSSWSR.html.

Applicants for the Ph.D. program **must** speak with the Director of the Doctoral Program, or a faculty member, prior to submitting the application for admission. Please contact the admissions office at 610- 526-5152 or admissions@brynmawr.edu for available times and dates.

INTERNATIONAL APPLICANTS

International applicants will submit all required application materials with notarized, English translations should original documents be submitted in any language other than English. Applicants are expected to have some social work experience prior to application.

Financial resources to cover the cost of tuition, living expenses, and roundtrip transportation from the home country must be documented before a visa may be issued. International students must be enrolled in a full-time program of study. Competency in the English language, including speaking, reading comprehension, and writing, is required. An applicant whose native language is not English must submit the results of the Test of English as a Foreign Language (TOEFL). Early application is encouraged to allow for processing of materials and planning for enrollment.

The College's Office of International Programs provides services and assistance to international students once enrolled. (www.brynmawr.edu/oip/)

TOEFL

The Test of English as a Foreign Language is required of all applicants whose native language is not English.

Applicants must take the TOEFL by or before the April 15 application deadline and ask that their scores be reported directly to the School. Information about TOEFL is available from the Office of Admissions or may be obtained by writing directly to Educational Testing Service, TOEFL, Box 6151, Princeton, N.J. 08541, by calling the Educational Testing Service at 877-863-3546, or visiting www.ets.org.

GRE (Graduate Record Examination)— FOR PH.D. APPLICANTS ONLY

Applicants to the Ph.D. program are required to submit the results of the Graduate Record Examination (GRE). This test is frequently administered by most college and university counseling services and can be taken by computer at certain test centers. Information about the center nearest you by calling them at 1-866-473-4373, or visiting www.ets.org.

DEADLINES

Early Application Option	December 1
Advanced Standing Deadline	February 1
Regular Application Deadline	April 15

Applications submitted after the deadline will be given consideration as long as vacancies remain in the class; however, early submission is encouraged.

DECEMBER 1ST EARLY APPLICATION OPTION

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

FINANCIAL AID

Students fund their education through a combination of personal resources, loans, and financial assistance from the College.

For the 2010-11 academic year, the Graduate School of Social Work and Social Research awarded more than \$2.35 million in grant aid to students enrolled in its programs. Approximately 82 percent of the students are receiving institutional awards.

Eligibility for grant assistance is based on both need and academic promise. Financial assistance is assured to applicants who demonstrate eligibility and submit their application for aid by the April 15 deadline. Applications received after that date are given full consideration although the amount of aid offered depends on the availability of funds. Students who receive aid in their first year can be assured of continued support while enrolled, assuming the student continues to demonstrate eligibility and remains in good academic standing.

Grants are provided from the general funds of the College, the Alumnae Regional Scholarship Fund, gifts to the College, and government grants. Bryn Mawr College also participates in the Federal Perkins Loan Program. Students are also encouraged to consider the Federal Stafford Loan Program as a way to help meet costs.

Requests for financial assistance are considered after the application process is completed and applicants have been admitted. Acceptance into the program is not affected by financial need.

The School requires that all students seeking aid must file the Institutional Application for Financial Aid. U.S. Citizens and eligible non-citizens must also Submit the Free Application for Federal Student Aid (FAFSA); students selected for verification by the FAFSA federal processing center are required to submit to the Office of Student Financial Services a signed copy of their most recent federal income tax return. International citizens who will be applying for aid should contact the School directly.

Financial aid awards are need and merit based. Family contributions, the applicant's accumulated savings and other assets, estimated earnings, and educational indebtedness are all considered in determining the amount and type of financial assistance for which a student is eligible. The grants offered by Bryn Mawr generally do not meet the full cost of education, which includes not only tuition but also books, supplies, costs associated with field education, and living expenses. It is assumed that the student will take advantage of federally subsidized or other loan programs and/or work to supplement the financial aid grant offered by the College.

Federally supported loan and grant programs are not available to students who are in default on previous federal loans or to students who owe a refund on any federally supported grants. International students are not eligible for federal loan funds and should seek additional financial assistance from other sources to cover their educational expenses.

Applicants applying under the Early Application Option or for the Advanced Standing Program and who are applying for financial assistance should submit required documents to the Student Financial Services Office by February 6. Those applying under the Regular Decision Plan should submit financial aid forms by April 1. Financial aid applications received after that date will be considered as funds continue to be available.

For further information, contact the Office of Admissions at 610-526-5152 between 9 a.m. and 5 p.m. Eastern time, Monday through Friday, or by e-mail at admissions@brynmawr.edu.

APPLICATION

The application may be found online at:
http://www.brynmawr.edu/admissions/gsswsr_application.shtml.

Online submissions are preferred. You may download a pdf of the application at:
http://www.brynmawr.edu/admissions/gsswsr_application.shtml.

A \$50 application fee is required.

Applicants are strongly encouraged to submit their applications in advance of the posted deadlines. We will review your application once we receive all components, including all letters of recommendation and transcripts. While our admissions process is rolling, meeting these deadlines is highly encouraged, as we admit students until the class is full. The School is not obligated to review applicant files that are not complete by the April 15 deadline. Applications received after this deadline may be considered on a space available basis.

For more information and detailed instructions, please visit:
http://www.brynmawr.edu/admissions/gsswsr_application.shtml.

DIRECTIONS TO THE BRYN MAWR COLLEGE OFFICE OF ADMISSIONS

Please Note: Individual information meetings and interviews for prospective GSSWSR students are held at the Office of Admissions on the main campus of Bryn Mawr College.

By Car

GPS Mapping Address:
140 Morris Ave.
Bryn Mawr, PA 19010-2899

From New York, New England and other points north/east

Take the New Jersey Turnpike (I95) to Exit 6 (Pennsylvania Turnpike (276) exit). Take the Pennsylvania Turnpike (I276) to Exit 20. Follow the sign for I476 South (toward Chester). Proceed south on I476 to Exit 13 (St. Davids/Villanova).

Local Directions

Follow Route 30E (Lancaster Avenue) through Villanova for 2.4 miles. Turn left onto Morris Avenue. There is a Starbucks coffee shop on the right and a Sunoco station on the left corner of Morris and Lancaster. Please note that the street is called "Elliot" on the right and "Morris" on the left - and the Morris sign is hard to see! Note: there is NO sign for Bryn Mawr College on Lancaster Avenue in this direction. Follow Morris Avenue as it curves left under the train-track bridge then bears right. Cross Montgomery Avenue (at the traffic light). The Benham Gateway, which houses the Office of Admissions, is located on the corner of Morris Avenue and Yarrow Street. The driveway entrance is on Morris Avenue and ample visitor parking is available.

From Washington, D.C., and other points south

Take I95 north toward Philadelphia/New York and take Exit 7 (I476 North toward Plymouth Meeting). Follow I-476 North approximately 12 miles to Exit 13 (St. Davids/Villanova). Follow local directions noted above.

From the west

Take the Pennsylvania Turnpike (I76) east to the Valley Forge interchange at Exit 326. Follow sign to I76 East (Schuylkill Expressway). Take I76 to Exit 331A for I476 South (toward Chester). Proceed south on I476 to Exit 13 (St. Davids/Villanova). Follow local directions noted above.

From the Philadelphia International Airport

Follow the signs from the airport to I-95 south (toward Delaware). Take Exit 7 to I-476 North (Plymouth Meeting). Follow I476 North to Exit 13 (St. Davids/Villanova). Follow local directions noted above.

From Center City Philadelphia

Take I-76 west (Schuylkill Expressway) to the City Avenue exit 339 (Route 1 South). Once on City Avenue, travel about 2.5 miles and turn right onto Lancaster Avenue (Route 30 West). Travel about 4 miles to reach the center of Bryn Mawr. Turn right onto Morris Avenue; a Sunoco station will be on your right and a Starbucks on your left. Follow Morris Avenue as it curves left under the

train-track bridge then bears right. Cross Montgomery Avenue (at the traffic light). The Benham Gateway, which houses the Office of Admissions, is located on the corner of Morris Avenue and Yarrow Street. The driveway entrance is on Morris Avenue and ample visitor parking is available.

By Train

Amtrak (800-USA-RAIL) has frequent service to Philadelphia's 30th Street Station. At 30th Street Station you can transfer to a direct commuter train to Bryn Mawr on the area's mass transit provider, SEPTA. Take the (Paoli/Thorndale line) to the Bryn Mawr station.

From other Philadelphia stations

From Philadelphia's Market East Station (11th and Market Streets), Penn Center/Suburban Station (16th Street and J.F.K. Boulevard), or Amtrak's 30th Street Station (30th and Market Streets), board SEPTA's Paoli/Thornedale line, which runs from 6:15 a.m. until 12:15 a.m. on weekdays and from 7:15 a.m. until 12:15 a.m. on weekends.

To the Bryn Mawr Office of Admissions

The Office of Admissions is a five-minute walk from the Bryn Mawr train station. Hint: you want to be on the north, residential side of the station; you will be on the correct side as you get off the train if you are coming from Philadelphia. Take the stairs by the station under the track if you're on the other side. From the Bryn Mawr station, walk north on Morris Avenue (straight ahead as you get off the westbound train) for two blocks. You will cross Montgomery Avenue (mind the traffic lights - traffic travels very fast here). The Benham Gateway, which houses the Office of Admissions, is located on the corner of Morris Avenue and Yarrow Street.

If you have luggage and wish to take a taxi from the Bryn Mawr station to the College, you may call Bennett Taxi Service on a direct-line phone located on the train platform. The taxi service operates seven days a week from 5:30 a.m. until 12:30 a.m.

By Plane

There are several options for reaching the College once you arrive at Philadelphia's International Airport. For driving directions, see above.

Commuter Train

SEPTA's Airport High Speed Line has four stops within the airport (at terminals A, B, C/D, and E). Take the Airport Line to 30th Street Station in Philadelphia. Catch the Paoli/Thorndale commuter train to Bryn Mawr as instructed above in the "by Train" directions. When you get on the train at the airport, tell the conductor that your final destination is Bryn Mawr so you don't get overcharged when you change trains at 30th Street Station. And hold onto your ticket receipt—you'll need it to change trains!

Travel time from the airport to Philadelphia:
20-30 minutes; from Philadelphia to the College,
approximately 20 minutes.

Limousine Service

Trinity Limousine (610-649-6898) and USA Concord Coach (610-525-0513) both provide hourly service to Bryn Mawr, with the first run departing the airport at 6:30 a.m. and the final run at 11 p.m. Advance reservations are suggested for both.

On arrival at the airport, follow the signs to Baggage Claim and then to Ground Transportation. Go down the escalator to the Ground Transportation desk.

- for USA Concord Coach, find the Ground Transportation desk, dial 14 for the time of the next departure, and follow the directions to Zone 7.
- for Trinity, proceed directly to Zone 7. You may call Trinity's number (610-649-6898) for the time of the next departure.

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

Please Note: The school is less than a mile from the main campus. Parking is available at the rear of the building.

By Car

GPS Mapping Address:
300 Airdale Road
Bryn Mawr, PA 19010-2899

From the Pennsylvania Turnpike (I-276) Eastbound

Take Exit 326 (Valley Forge Interchange) and follow signs to I-76 East (Schuylkill Expressway to Philadelphia). Take I-76 to Exit 330 (Gulph Mills and Route 320). Follow Route 320 South, which becomes Montgomery Avenue after the Spring Mill Road intersection. When you reach this intersection, a sign will indicate that 320 South continues to the right. **DO NOT TURN RIGHT HERE.** Instead, continue straight across the intersection. Follow Montgomery to Airdale Road (a four-way intersection with traffic light). Turn left onto Airdale and continue to the School, on the left, just beyond Ashbridge Park.

From the Pennsylvania Turnpike (I-276) Westbound

Take Exit 25A for I-476 South, toward Chester. Follow I-476 south to Exit 13 (St. Davids/Villanova). At the end of the ramp, bear right onto Route 30E (toward Villanova). Go to the seventh light and turn left onto Airdale Road. Proceed through one traffic light (Montgomery Ave.) to the School. The School is on the left, just beyond Ashbridge Park.

From the New Jersey Turnpike North of Philadelphia

Leave the New Jersey Turnpike at Exit 6 (Pennsylvania Turnpike). Drive west on the Pennsylvania Turnpike (I-276) to Exit 25A. Follow directions above from the Pennsylvania Turnpike westbound.

From Center City Philadelphia

Join Route 76 West (Schuylkill Expressway), following Valley Forge signs. Take the City Avenue Exit (Route 1 South). Once on City Avenue, travel about 2 1/2 miles and turn right onto Lancaster Avenue (Route 30 West). Then travel about five miles, passing through the center of Bryn Mawr. After passing the Bryn Mawr Trust Company on the right, proceed to the fifth traffic light, which is Airdale Road. Turn right onto Airdale, cross Montgomery Avenue and proceed to the School, which is on the left, just beyond Ashbridge Park.

From Wilmington, Del., and Other Points South

From I-95 in Chester, Pa., take Exit 7 (I-476 North toward Plymouth Meeting). Continue on I-476 about 12 miles to Exit 13 (St. Davids/Villanova). At the end of the ramp, bear right onto Route 30E (toward Villanova). Go to the seventh traffic light and turn left onto Airdale Road. Proceed through one light (Montgomery Ave.) to the School. The School is on the left, just beyond Ashbridge Park.

By Train

SEPTA's Paoli/Thorndale commuter train leaves approximately every half hour from Philadelphia's Suburban Station (16th Street and J.F.K. Boulevard) or 30th Street Station (30th and Market Streets—site of the Amtrak station). SEPTA provides both express and local service, **PLEASE BE SURE THE TRAIN YOU BOARD STOPS AT THE ROSEMONT STATION.** After exiting the Rosemont Station, turn right on Airdale Road. Cross the Montgomery Ave. intersection. Walk about four blocks to the School, which is on the left, just beyond Ashbridge Park. For train schedules, visit www.septa.org.

