PURPOSE

TED BOUGHTER, MSS ‘17
Relating “Small Things with Big Things” to Make an Impact

THE LIFE COURSE
Career preparation begins with a solid understanding of the challenges humans face across the life cycle

EXTRAORDINARY CONSCIOUSNESS
One woman’s gift changes the field of social work forever

FIELD PLACEMENTS FAR AND WIDE
Students benefit from learning opportunities as varied as the Philadelphia region

GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH OF BRYN MAWR COLLEGE
LIVING WITH PURPOSE
WELCOME TO THE BRYN MAWR COLLEGE
GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

At its core, the most successful practices of the social work profession illustrate a desire to live with purpose and the reciprocal exchange between two or more people who have committed to transforming the quality of their lives—the client through reflection and positive action, and the social worker through scholarship and professional service.

Social workers approach their professional practice with open minds, honoring their clients’ lived experiences and acknowledging that individuals are the ‘experts’ in their own lives. Social workers honor individuals’ narratives, while at the same time recognizing and alleviating the disparities that can influence those narratives. In so doing, social workers strengthen families, organizations and their communities.

Inside this magazine you will find stories about ground-breaking researchers, innovative thinkers and hands-on social workers who empower their clients to take charge of their own lives. You will read about a nationally recognized faculty that has made a commitment to teach, study and serve. You will discover business professionals, volunteers, artists, sisters, brothers, mothers and friends—from every path of life—who have chosen to pursue a career as a professional social worker. You will discover a wide range of people who have been motivated to contribute to both the active practice of social work and the growing body of scholarship in the field.

What we hope you will find, more than anything, is the inspiration to join us at Bryn Mawr as you embark on this journey for yourself.

SUPPORTING WOMEN ON THEIR JOURNEYS TO MOTHERHOOD

Blany Perez, MSS ’15, always felt like a social worker. For more than a decade, she worked as a community educator in the nonprofit world helping disadvantaged urban youth with educational goals, but she knew the youth she served faced a variety of obstacles and barriers that impacted their success—poverty, drug abuse and trauma—and she lacked the formal training to help them on a holistic level.

Having experienced sexual trauma as a child and then date rape as an undergraduate student, Perez always felt a connection to the young adults she helped. It wasn’t until a major life event—the birth of her son four years ago—that Perez decided to re-think her career path and seek out a formal social work education at Bryn Mawr.

“I was so motivated by the love I felt for this child that I knew it was time to overcome my own issues and trauma and move beyond my fears,” Perez said. “I wanted to approach my son’s birth and my own motherhood with empowerment and knowledge, and I wanted to learn how to help others do the same.”

In addition to her studies at Bryn Mawr, Perez volunteers as a doula and breastfeeding coach, helping women throughout their pregnancies, deliveries and early months of motherhood to ensure they have the knowledge and support to advocate for themselves and their babies.

During her second-year field placement, Perez worked under the supervision of Reggie Jones, MSS ’01, in Bryn Mawr College Counseling Services. There she provided therapeutic services, assisting students with all facets of their personal well-being and development.

“My dream would be to continue working with young adults and one day merge my interests into a private practice that focuses on trauma, women’s health and birth justice,” Perez said.
EXTRAORDINARY CONSCIOUSNESS
ONE WOMAN’S GIFT CHANGES THE FIELD OF SOCIAL WORK FOREVER

When Carola Woerishoffer left New York City for her first year at Bryn Mawr College, in the autumn of 1903, she did so with a sense of purpose. She told a friend she wanted to improve social conditions, and her course of study reflected that decision. She took classes in politics, economics, philosophy and psychology. After her death just a few short years later, the college’s second president, M. Carey Thomas, remarked, “Her curriculum of study is the very course I would recommend above all others for social workers.”

After graduation, Woerishoffer left the rolling hills of Bryn Mawr for what was then the squalor of lower Manhattan, joining the Women’s Trade Union League and advocating for better working and living conditions for New York’s poor. But Woerishoffer was no ordinary social worker. She was an heiress with an income of tens of thousands of dollars per year. Very few people knew it.

Ida Tarbell, the American journalist and “muckraker,” wrote of Woerishoffer in The American Magazine the year after her death, “The rich, who are humane, have approved methods of what we call philanthropy. They are founded on the belief that poverty is ineradicable and that relief, not prevention, is their duty. Carola broke with this view of social service.”

Break she did. The year after she graduated, Woerishoffer sponsored an exhibition intended to demonstrate New York’s social geography and its inherent failings. Later, to better understand the plight of the factory worker, she worked as one for a four-month period. Woerishoffer gained the respect of union organizers, as well as some notoriety, when she personally bankrolled the bail of hundreds of female workers arrested during the Shirtwaist Strike of 1909. When the courts demanded real estate security as bond, something the families of factory workers clearly didn’t have, Woerishoffer’s mother agreed to transfer $90,000 of real estate into her daughter’s name for the cost of one dollar. After that Woerishoffer set bond for other striking unions, eventually working to establish and endow a strike fund, which became the Strike Council.

Woerishoffer soon realized her purpose was working for the State of New York’s Bureau of Industries and Immigration as a special investigator. In her own vehicle she crisscrossed the state, visiting factories and labor camps. She was afraid of nothing and regularly reported bosses, made policy recommendations and even recommended legislation to improve conditions for all workers. In September of 1911, driving home from a site visit in Cannonsville, N.Y., Woerishoffer’s car veered off the road and she was killed.

Woerishoffer once told Tarbell that she had stopped supporting charities she saw as palliative in nature, designed only to provide comfort and not to root out the source of the malady. Therefore, it would not have come as a surprise to those who knew her well that Woerishoffer bequeathed $750,000 to Bryn Mawr College “so that others may be prepared for social work as I have been.” Woerishoffer understood that education was one of the best methods of effecting lasting change.

Woerishoffer’s bequest lead to what is now Bryn Mawr College’s Graduate School of Social Work and Social Research (GSSWSR). For nearly a century the School has been at the forefront of social work education, using teaching, service and research to advance individual, societal and global well-being and to promote social and economic justice. Throughout its history, the GSSWSR faculty has challenged students to seek out meaningful ways to reduce and eliminate the inequalities and economic disparities that stand in the way of meeting human need.

After Woerishoffer’s death Tarbell wrote, “I believe it was nothing but an extraordinary consciousness of the oneness of man that enabled her to do the work she did in the way she did it.”

At Bryn Mawr’s GSSWSR Woerishoffer’s extraordinary consciousness of the “oneness of man” lives on.

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A CENTURY+ OF DOING GOOD

1911
Social worker and activist Carola Woerishoffer dies in a car accident at the age of 26, leaving a $750,000 bequest for the establishment of a graduate program in social work at Bryn Mawr College. At the time the bequest is the largest in Bryn Mawr College’s history and equivalent to $17 million today.

1915
Bryn Mawr College’s Board of Trustees establishes the Carola Woerishoffer Graduate Department of Social Economy and Social Research. They appoint Susan Kingsbury to be the department’s first director.

1919
The department becomes one of six charter members of the Association of Training Schools of Professional Social Workers, the predecessor of today’s Council on Social Work Education (CSWE).

1920
Bryn Mawr College makes history when it becomes the first institution of higher education in the nation to award a Ph.D. degree in social work. Two degrees are issued to graduate students Agnes Mary Hadden and Gwendolyn Hughes.

1939
The first men are admitted to the graduate department.

1947
Instead of a two-year professional certificate in social work, the department awards the first Master of Social Service (MSS).

1970
The Carola Woerishoffer Graduate Department of Social Economy and Social Research becomes the Graduate School of Social Work and Social Research. Bernard Ross becomes the School’s first dean and the School sees a rapid increase in enrollment and funding.
The employment outlook of social workers is expected to grow by 12% from 2014 to 2024, faster than the average for all occupations.**

183 students attend Bryn Mawr College’s Graduate School of Social Work and Social Research.

74.3% of graduate students attend Bryn Mawr full-time.

25.7% attend Bryn Mawr part-time, often while working and raising families.

More than 1/3 of Bryn Mawr’s social work students call Philadelphia home.

Social work, as a discipline, is continuously evolving. There is one fact, however, about the profession that remains constant—the jobs Bryn Mawr graduates take when they graduate won’t resemble the ones they will leave behind when they retire.

“We recognize that we have to train students to have a flexible set of skills because they’re going to have a variety of different types of jobs over the course of their careers,” said Janet Shapiro, a professor of social work and director of the Center for Child and Family Wellbeing which began in 2002.

The reality is that it’s not uncommon for a social worker to, at different points in his or her career, work with children, families and aged adults. One of the best ways Bryn Mawr prepares students for this certain uncertainty is by ensuring that its graduate students, particularly those at the master’s level, are exposed to the entire human lifecycle.

Shapiro and her colleagues teach and research in a broad range of disciplines that, when interlaced together, mirror the arc of a human life. Making sure students are adequately exposed to all of them is a balancing act that requires close collaboration on the part of the faculty and the careful examination of a complex set of sociocultural, economic and political challenges from a variety of angles.

**THE EARLY YEARS**

Shapiro earned two doctorate degrees at the University of Michigan—one in developmental psychology and the other in social work. The former subject regularly informs the latter. She continues to study the neurobiology of brain development and how our experiences in early childhood shape our psychological and social development.

The research Shapiro conducts touches real topics that licensed social workers must grapple with in clinical practice. These topics include child sexual abuse, adolescent parenthood, Attention-Deficit/Hyperactivity Disorder and attachment disorders in children adopted after early experiences with neglect.

“I’m interested in how our relationships affect our early brain development,” said Shapiro. “As social workers we want to know if changing the environment helps children over time. For instance, if a child is taken from an orphanage setting and adopted into a family structure, what are the effects of that environmental change? Can it help children recover from early experiences in neglect and to what extent? My focus is on resiliency and recovery.”
THE MIDDLE YEARS
What Shapiro is to childhood, Professor Jim Martin is to mid-life.

Martin, who spent more than 20 years on active duty as an officer in the Army Medical Service Corps before joining Bryn Mawr’s faculty, built an entire career conducting research and providing counseling services to military servicemen and women, veterans and their families.

At any given time military social workers are supporting two million men and women in the Armed Forces and 23 million current veterans, but the true population they touch is far greater when one considers the families of current and former military personnel.

“We’re dealing with families left at home when these military personnel go off to war, and we’re dealing with what happens when soldiers leave the military as veterans and return to their communities,” said Martin. “We see a lot of mental health issues, relationship problems, substance abuse and sexual abuse. When you put all this in the context of the post-9/11 era and two major wars, you begin to understand that we’ll be addressing the lifecycle needs of these men and women veterans for the next 80 years.”

THE LATER YEARS
In the general population 20 percent of people over 65 are taking antidepressants. The issues of loss and grief that influence the mental well-being of aging adults are among the many topics that Sara Bressi explores in the classroom. In her research Bressi focuses on the effects of chronic mental illness—longstanding diagnoses of psychotic disorders and mood disorders—on the same population.

Bressi looks at publicly collected data on healthcare utilization and the outcomes of hospital stays, studying mortality and discharge rates and trying to figure out who recovers and who doesn’t. What she has found is that hospitalized older adults with serious mental illness are four times more likely to die than their peers without mental disorders. They are also three times more likely to be transferred directly to a nursing home.

“I’m interested in people’s access to health and mental health services and how the nature of the health system and health policy promotes positive outcomes for these people,” said Bressi.

AN INTEGRATED APPROACH
The multidisciplinary faculty at the GSSWSR represents a range of viewpoints across the lifecycle and in their targeted areas of study. When so many different experts come to the table, the result is that the whole picture begins to come into focus for students.

“When we work with students, we want them thinking about the larger context of a person’s life—how disparities affect them over time but also how the role of advocacy can help them over time,” said Shapiro. “We believe that individuals are the experts in their own lives but our collective knowledge can change the narrative.”

RELATING “SMALL THINGS WITH BIG THINGS” TO MAKE AN IMPACT

“One big takeaway for me has been learning to relate a theory to bigger issues and apply skills at the macro and micro levels,” said Ted Bougher, MSS ’17. “I’ve had a lot of diverse experiences, which have helped me make the connection between social determinants and large societal systems and how they can either disenfranchise or help people.”

A part-time student in his first year at the Graduate School of Social Work and Social Research, Bougher was placed at the District 1199C Training & Upgrading Fund for field education. The Training Fund serves over 5,000 Philadelphia students annually and provides access to career pathways in healthcare and human services and builds the capacity of the Delaware Valley’s healthcare industry.

“I started in the role providing individual and group counseling and then teaching some of the college preparation and subject matter classes, in addition to program administration tasks,” Bougher said. “There are not too many things in the GED program that I haven’t touched in some way. And I’m continuously amazed by the resilience, intelligence and talent of the students.”

“What this experience at Bryn Mawr has taught me is how the big things relate to the small things,” Bougher said. “Be appropriate and contextual and understand why people are the way they are and just give them a chance.”

For the full story, please visit: brynmaur.edu/socialwork/ted-boughter
FIELD PLACEMENTS FAR AND WIDE
STUDENTS BENEFIT FROM LEARNING OPPORTUNITIES AS VARIED AS THE PHILADELPHIA REGION

A sampling of the more than 300 GSSWSR field placements are depicted below in **bold**.

A. COATESVILLE VETERANS AFFAIRS MEDICAL CENTER
B. FAMILY SERVICE OF CHESTER COUNTY
C. LANKEANA HOSPITAL - MAIN LINE HEALTH SYSTEM
D. NORRISTOWN AREA HIGH SCHOOL
E. BRYN MAWR COLLEGE
F. GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH, BRYN MAWR COLLEGE
G. LOWER MERION COUNSELING CENTER
H. 30 th STREET STATION

1. UNIVERSITY OF PENNSYLVANIA COUNSELING AND PSYCHOLOGICAL SERVICES
2. PHILADELPHIA VETERANS AFFAIRS MEDICAL CENTER
3. PHILADELPHIA MUSEUM OF ART
4. FRIENDS HOSPITAL
5. BUCKS COUNTY CHILDREN & YOUTH
6. ROBERT INDIANA’S LOVE SCULPTURE AT JOHN F. KENNEDY PLAZA
7. ACHIEVING REUNIFICATION CENTER, CHILDREN & YOUTH SERVICES,
8. PHILADELPHIA DEPARTMENT OF HUMAN SERVICES
9. READING TERMINAL MARKET
10. MAZZONI CENTER
11. FAIRMOUNT PARK
12. JUVENILE LAW CENTER
13. PHILADELPHIA EAGLES STADIUM
14. LIBERTY BELL AT INDEPENDENCE HALL
15. DISTRICT 1199C HEALTH AND HOSPITAL WORKERS - TRAINING AND UPGRAADING FUND

BUILDING A CAREER HELPING CHILDREN

Since she was in middle school, **Lauren Daily, MSS ’17**, knew she wanted a career working with kids. First she thought teacher, then pediatrician. As a junior at the University of Colorado, she shadowed a social worker at the Children’s Hospital of Denver.

“It was my ‘ah-ha’ moment,” Daily said. “I saw how you could be a resource and a stable force for the patients and how helping people on an individual level could start such a positive change in their lives—it was what drew me to the social work profession.”

Now starting her second year of the two-year program, Daily has found a welcoming community at Bryn Mawr, one that has given her a well-rounded education and real-world exposure to the social work profession.

Working in a Title 1 K-8 elementary school for the School District of Philadelphia, Daily has provided support to students, parents and staff while being able to put some of the skills she’s learning in class into practice.

Learn more about Lauren’s move to the east coast and her plans for year two at: [brynmawr.edu/socialwork/lauren-daily](http://brynmawr.edu/socialwork/lauren-daily)
Finding the Right Resources for Veterans in Rural Communities

Adrian Sagan, MSS ’12, practiced social work in rural Colorado before he made the decision to come east to attend Bryn Mawr.

“I’ve always understood that, within a social work context, there is a critical need for resources in rural communities,” said Sagan. “But it was during my internship at the Philadelphia Veterans Affairs Medical Center that I started to realize the extent of the issue. I was working in an outpatient mental health clinic, and since it was the only VA medical center in the region, people traveled from Delaware and New Jersey for treatment.”

Sagan teamed up with Professor Jim Martin to design a research project that examined PTSD rates among National Guard members and reservists living in rural communities. Rural communities have fewer mental health workers, and research shows there is a tendency among those living in rural communities to rely on their families for support, instead of on formal treatment options.

“I had to ask myself, ‘What do rural communities have to do to support veterans who have been diagnosed with PTSD?’ The literature tells us that social workers need to take a strengths-based approach, looking at the family’s needs first and making them the primary focus. You can’t focus on identifying what the family does wrong. You have to look at what the family does well and base an individual’s care on those strengths.”
THE RIGHT PROGRAM

MULTIPLE ENTRY POINTS MAKE A CAREER IN SOCIAL WORK ACCESSIBLE

MASTER OF SOCIAL SERVICE
Bryn Mawr College’s Master of Social Service (MSS) is a writing- and theory-intensive program designed to provide students with a flexible set of skills that will prepare them for a wide variety of job roles. The program is intended both for those with an academic or experiential background in social work as well as for those who have had no formal experience in the discipline.

Full-time students will complete the program in two years. In most cases, part-time students are able to graduate within three years.

The Graduate School of Social Work and Social Research (GSSWSR) offers two concentrations within the MSS program: Clinical Social Work Practice and Community Practice, Policy and Advocacy. The first year of study, however, is designed to expose all students to the entire client system, from individuals and families to organizations and communities. During their first year, students take foundational courses in research, theory, assessment, policy and diversity before determining where they want to focus the remainder of their coursework and field education. Bryn Mawr’s MSS degree is equivalent to a Master of Social Work (MSW).

CLINICAL SOCIAL WORK PRACTICE
Over 80 percent of graduate students who attend Bryn Mawr’s GSSWSR do so with the intention of becoming clinical practitioners. Clinical social workers provide direct help to individuals, families and groups. They may provide individual or group counseling within hospitals, nursing homes, hospices, public or non-profit agencies or private clinics. Clinical social workers make careful assessments, formulate and implement treatment plans and evaluate the effectiveness of their approaches, always considering the importance of human relationships and the value of self-determination. Bryn Mawr has a long history of preparing clinicians for the workplace, and the majority of the faculty has clinical experience that informs their teaching.

COMMUNITY PRACTICE, POLICY AND ADVOCACY
This concentration is intended for students who want to practice social work at the macro level. Whether they want to be community organizers, policy analysts or lobbyists on Capitol Hill, this concentration allows them to develop additional expertise in organizational and community development, advocacy and social policy.

Students develop skills in assessment and organizing, strategic planning, budgeting, personnel management and supervision, legislative lobbying, program and policy analysis, marketing, grants development and program evaluation. The curriculum is research-based and prepares students to be leaders within grassroots and advocacy organizations, service agencies, government, public-interest and lobbying groups and dispute-settlement programs.

To learn more about Bryn Mawr’s Master of Social Service degree program, visit: brynmawr.edu/socialwork/degree-programs

ADVANCED STANDING
For students with prior education in social work, an Advanced Standing option allows students to earn their MSS in approximately 12 months. Students must have earned a Bachelor of Social Work (BSW) from a college or university accredited by the Council on Social Work Education (CSWE), have an undergraduate minimum GPA of 3.0 and the BSW degree must have been awarded within the last five years. Advanced Standing students attend on a full-time basis.

ADDITIONAL RESOURCES

CAREER DEVELOPMENT SERVICES
The Graduate School of Social Work and Social Research offers an on-site career development counselor who works specifically with social work students and alumni.

The counselor is first and foremost a social worker who understands the profession inside and out and can help students set career goals, identify job search strategies, critique resumes, conduct personal assessments and mock interviews and develop good networking practices. To help provide employment and networking opportunities, an annual Job Fair is held each spring and a password-protected job board provides open positions from agencies and alumni, from Philadelphia and around the country, for both entry level and experienced social workers. The best part is that these services don’t disappear on graduation day—Bryn Mawr students are encouraged to continue utilizing the Office of Career Development as alumni. Please visit: brynmawr.edu/socialwork/student-resources/career-services

GSSWSR GRADUATE STUDENT ASSOCIATION
Students find that their peers are a huge component of their social work education. The GSSWSR’s Graduate Student Association (GSA) allows students to formally organize and take their education to the next level. Advised by the Dean and the assigned faculty advisor, GSA organizes special events, including Community Conversations which invites students, faculty and staff to learn about a variety of topics of professional interest. GSA also assists in the selection of students to serve on school-wide committees. Other special events organized by GSA include: annual visits to Harrisburg for Social Work Advocacy Day, Social Work at the United Nations and participation in a regional celebration of social work month. In April 2012, Bryn Mawr students accompanied Dean Darlyne Bailey to the inaugural student delegation of the Global Summit of Nobel Peace Laureates. The Dalai Lama, President Jimmy Carter and a host of other laureates and dignitaries were in attendance.
Classes begin in June and students graduate with their MSS in either May or September of the following year.

To learn more about Bryn Mawr’s Advanced Standing program, visit: brynmawr.edu/socialwork/degree-programs

**MASTER OF SOCIAL SERVICE/MASTER OF PUBLIC HEALTH**

In partnership with Thomas Jefferson College of Population Health, Bryn Mawr College offers a dual-degree in social work and public health (MSS/MPH), designed to prepare practitioners who are equally committed to the delivery of social justice and the protection of basic human rights. The practice of healthcare—particularly when serving the most needy populations—requires a team of practitioners, researchers and policy makers who are well-grounded in health, social work and legal services. These specialists are capable of doing more when they understand the implications of their decisions at the individual, family, group and population levels and across multiple professional disciplines.

Students must apply and be admitted separately to each institution. Full-time students who enter the dual-degree program through Bryn Mawr College’s GSSWSR will take MSS coursework during their first year; in their second year, they will complete all coursework for their MPH; and in their third year, they will complete the MSS curriculum while simultaneously finishing their MPH Capstone Project. Up to 12 credits (equivalent to 3 MSS courses) may be transferred into Jefferson’s MPH program, which reduces the tuition cost and allows students to complete both programs in three years.

To learn more about Bryn Mawr’s Dual-degree in Social Service and Public Health, visit: brynmawr.edu/socialwork/degree-programs

**DOCTOR OF PHILOSOPHY IN SOCIAL WORK**

Bryn Mawr College was the first institution of higher education in the United States to award a Ph.D. in social work, doing so in 1920. Since then generations of men and women have come to Bryn Mawr’s GSSWSR, intent on using social work research to address issues of poverty, civil rights and the place of women and other marginalized groups in society. The Ph.D. program prepares students for intellectual leadership in the profession.

Doctoral students have already completed a Master’s degree in social work from an accredited program or a Master’s in a related field. Generally, they have also worked in the field for at least two years. They can enroll in the program as either full- or part-time students; in either case, they take 12 courses before writing their dissertations. Paid supervised teaching experiences are available for doctoral students who plan to enter academia upon completion of the program.

To learn more about Bryn Mawr’s Doctor of Philosophy in Social Work, visit: brynmawr.edu/socialwork/degree-programs

**ACADEMIC TRANSITION COURSE**

The School offers a noncredit course to ease the transition into student life at Bryn Mawr. This program, open to all incoming students, runs during the summer prior to the beginning of classes. It addresses writing skills, including the academic writing process (APA guidelines for citations and references are covered), writing mechanics and the construction of logical, well-supported arguments. Additionally, the course focuses on study skills, time management and the use of library and computer resources.

**LEARN MORE**

**CAREER CHANGERS PROGRAM**

The GSSWSR attracts a diverse group of students, many of whom are making significant career changes to enter the field of social work. To help these prospective students make informed decisions about graduate school and manage this challenging life transition, the GSSWSR offers an innovative Career Changers Program twice a year.

Led by Bryn Mawr faculty, this seminar introduces students to many of the same foundational topics they will see during their first year in the Graduate School of Social Work and Social Research. Participants gain a better understanding of the program and the field, meet some of the faculty members who will be their professors and advisors and get to know other applicants who are struggling with the same decisions and may ultimately be their classmates. Please visit: brynmawr.edu/socialwork/career-changers

**INFORMATION DAYS**

The GSSWSR offers Information Days on Saturdays in the fall and winter. Faculty, staff and current students are on hand to answer questions about coursework, field placements, the application process and financial aid. Advanced registration is required. Please visit: brynmawr.edu/socialwork/admissions-financial-aid/visit-school

**APPLY NOW**

The Graduate School of Social Work and Social Research’s website is the best place to find application timelines, admission requirements and information on financial aid. Please be aware that application deadlines are much earlier for students applying for advanced standing than for all other applicants. For more information or to apply to any of the programs offered through the Graduate School of Social Work and Social Research at Bryn Mawr College, please visit: brynmawr.edu/socialwork/admissions/apply.html
"We get them from all walks of life—rich, poor, college students, professionals, people who are homeless—there’s no real ‘typical’ patient," said Will Thompson, MSS/MLSP '15.

As a clinical case manager at Belmont Behavioral Hospital in Philadelphia, Thompson works to help treat adults with mental and behavioral health issues and co-occurring disorders. The 140-bed psychiatric hospital provides inpatient services for people who are a danger to themselves or others. Some seek help voluntarily, while others are involuntarily committed by family members, doctors, law enforcement or therapists.

"I’ve learned to operate in the moment," Thompson said. "Things happen very fast, and we’re all working together and collaborating to improve the well-being of these individuals."

Thompson was offered the position at Belmont during his last year as a student in the Bryn Mawr Graduate School of Social Work and Social Research. As a part-time student in the program, Thompson was placed at the hospital for one of his two field education positions.

Read more of Will’s story at brynmawr.edu/socialwork/will-thompson