# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact and Website Information</td>
<td>3</td>
</tr>
<tr>
<td>Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>About GSSWSR</td>
<td>4</td>
</tr>
<tr>
<td>Vision and Mission</td>
<td>4</td>
</tr>
<tr>
<td>A Proud History for a Distinctive Future</td>
<td>4</td>
</tr>
<tr>
<td>Our Students</td>
<td>5</td>
</tr>
<tr>
<td>Admissions and Application Information</td>
<td>6</td>
</tr>
<tr>
<td>GSSWSR Information Days</td>
<td>6</td>
</tr>
<tr>
<td>Career Changers Program</td>
<td>6</td>
</tr>
<tr>
<td>International Students</td>
<td>6</td>
</tr>
<tr>
<td>Yellow Ribbon Program</td>
<td>6</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>6</td>
</tr>
<tr>
<td>Waiver Examinations (MSS Program Only)</td>
<td>7</td>
</tr>
<tr>
<td>MSS Application Information</td>
<td>7</td>
</tr>
<tr>
<td>Early Application Option</td>
<td>7</td>
</tr>
<tr>
<td>Program Description</td>
<td>10</td>
</tr>
<tr>
<td>MSS Program</td>
<td>10</td>
</tr>
<tr>
<td>MSS Advanced Standing</td>
<td>11</td>
</tr>
<tr>
<td>MSS Curriculum</td>
<td>11</td>
</tr>
<tr>
<td>MSS Sample Plans of Study</td>
<td>12</td>
</tr>
<tr>
<td>Field Education</td>
<td>17</td>
</tr>
<tr>
<td>Additional Academic Opportunities for MSS Students</td>
<td>19</td>
</tr>
<tr>
<td>Center for Child and Family Well-Being (CFWB)</td>
<td>19</td>
</tr>
<tr>
<td>Home And School Visitor Certificate</td>
<td>19</td>
</tr>
<tr>
<td>Child Welfare Education for Leadership</td>
<td>20</td>
</tr>
<tr>
<td>Dual Degree MSS/MPH Program</td>
<td>20</td>
</tr>
<tr>
<td>MSS Fellowship Funds</td>
<td>21</td>
</tr>
<tr>
<td>MSS Fellowship Funds Form</td>
<td>23</td>
</tr>
<tr>
<td>Named Scholar Opportunities</td>
<td>24</td>
</tr>
<tr>
<td>Doctor of Philosophy in Social Work (PhD)</td>
<td>24</td>
</tr>
<tr>
<td>PhD Reimbursement Form</td>
<td>27</td>
</tr>
<tr>
<td>Student Expectations, Rights, and Responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>Equal Opportunity</td>
<td>28</td>
</tr>
<tr>
<td>Standards of Professional Behavior</td>
<td>28</td>
</tr>
<tr>
<td>Ethics</td>
<td>29</td>
</tr>
<tr>
<td>Privacy of Student Records</td>
<td>29</td>
</tr>
<tr>
<td>Directory Information</td>
<td>29</td>
</tr>
<tr>
<td>Communication</td>
<td>29</td>
</tr>
<tr>
<td>Student Organizations at GSSWSR</td>
<td>30</td>
</tr>
<tr>
<td>Student Affinity Group Application Form</td>
<td>31</td>
</tr>
<tr>
<td>Student Participation on Committees</td>
<td>32</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>32</td>
</tr>
<tr>
<td>Class Communication</td>
<td>32</td>
</tr>
<tr>
<td>Class Cancellation Policy and Procedures</td>
<td>32</td>
</tr>
<tr>
<td>School Policy on Observation of Religious Holidays</td>
<td>32</td>
</tr>
<tr>
<td>Student Support</td>
<td>34</td>
</tr>
<tr>
<td>Access Services</td>
<td>34</td>
</tr>
<tr>
<td>Advising</td>
<td>34</td>
</tr>
<tr>
<td>Career Development Services</td>
<td>35</td>
</tr>
<tr>
<td>Center for Professional Development</td>
<td>36</td>
</tr>
<tr>
<td>Professional Liability Coverage</td>
<td>36</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>37</td>
</tr>
<tr>
<td>Graduate and Professional School Program (GPS)</td>
<td>37</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>37</td>
</tr>
<tr>
<td>Additional School and College Resources</td>
<td>38</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>38</td>
</tr>
<tr>
<td>Student ID Cards</td>
<td>38</td>
</tr>
<tr>
<td>Parking</td>
<td>38</td>
</tr>
<tr>
<td>Safe Rides</td>
<td>38</td>
</tr>
<tr>
<td>Lost And Found</td>
<td>38</td>
</tr>
<tr>
<td>Libraries</td>
<td>38</td>
</tr>
<tr>
<td>Special Collections</td>
<td>39</td>
</tr>
<tr>
<td>Special Research Resources</td>
<td>39</td>
</tr>
<tr>
<td>Information Technology</td>
<td>39</td>
</tr>
<tr>
<td>Campus Center</td>
<td>40</td>
</tr>
<tr>
<td>Language Learning Center</td>
<td>40</td>
</tr>
<tr>
<td>Schwartz Fitness and Athletic Center</td>
<td>40</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>41</td>
</tr>
<tr>
<td>Registration</td>
<td>41</td>
</tr>
<tr>
<td>University of Pennsylvania Reciprocal Plan</td>
<td>41</td>
</tr>
<tr>
<td>Collaboration with the Graduate School of Arts and Sciences</td>
<td>41</td>
</tr>
</tbody>
</table>
EQUALITY OF OPPORTUNITY

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff, and student body. 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, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-7630) and Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7630), who administer the College’s procedures. All information in this catalog is subject to change without notice.

© 2020 Bryn Mawr College
Like Bryn Mawr College as a whole, the GSSWSR is distinctive for its dedication to fine teaching, attentiveness to individual students, and high academic standards within a liberal arts tradition. Founded in 1915, the GSSWSR has from inception embraced scholarship, practice, and collaboration within a broad construction of social work and social welfare.

Mission
The GSSWSR aspires to promote social justice and wellbeing through a variety of trans-disciplinary approaches to scholarship and practice, appropriate to the complexity of social work and social welfare in the United States and internationally.

Vision
The GSSWSR serves both current GSSWSR students and alumni. Our office of career development provides an educational environment to prepare master and doctoral students to examine the legal process, its relationship to the delivery of human services, and their own roles in shaping policy. As the MLSP was the first and only master’s degree program of its kind at a graduate school of social work, the new SWL remains unique among certificate programs as well.

Throughout its now 100+ year old history, the GSSWSR has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare master and doctoral graduates to be clinicians, administrators, policy analysts, advocates, and educators. Faculty, students, staff, and alumni remain committed to addressing the needs of individuals, families, organizations, and communities with an emphasis on social work, with particular attention to the advancement of individual, societal, and global well-being.

Our Students
Our GSSWSR students come from a wide variety of educational, occupational, and personal backgrounds. Moreover, while the vast majority of students come to our School from the east coast of the United States, increasingly more students are joining us from other states, as well as other countries. Please see our website for more detailed information about the demographics of the incoming 2020-21 class.
ADMISSIONS AND APPLICATION INFORMATION

Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) offers a Master of Social Service (MSS) degree, including an Advanced Standing MSS program, and a PhD degree. GSSWSR also offers the MSS program, Master of Social Service and Master of Public Health (MSS/MPH), in conjunction with Thomas Jefferson University's College of Population Health.

For information about the admissions and application processes, please contact:
Bryn Mawr College Graduate Admissions Office:
610.526.5100
Email: gradadmissions@brynmawr.edu
Web: brynmawr.edu/socialwork/admissions-financial-aid

GSSWSR Information Days
The Graduate School of Social Work and Social Research (GSSWSR) works with our College Admissions Office to host a series of Saturday Information Days for prospective students. Administration, faculty and current students are available to answer questions about the curriculum, field placements, the application and admissions processes, and financial aid. A list of dates is published on the social work admissions website: www.brynmawr.edu/socialwork/admissions-financial-aid/visit-school.

Career Changers Program for Prospective MSS Students
The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) Career Changers non-credit program is a half-day workshop that provides an overview of our graduate program. This workshop is designed for those considering ‘changing careers’ or returning to school to pursue social work education and training.

Prospective students may have some work or volunteer experience in a social service field and want to learn how their education and interests can prepare them for graduate social work education. Others may have no prior experience but believe that their future is “in people” and wish to discover more about the field of social work.

The Career Changers Program provides an overview of our graduate program in Social Work. This workshop is designed to give participants a chance to meet faculty and to learn about the multiple ways that people can use advanced education in Social Work. It uses a “case study” and interactive discussion approach as its format.

Upcoming dates are posted on our website: www.brynmawr.edu/socialwork/prospective-students/are-you-career-changer.

International Students
The GSSWSR welcomes applications to all of its programs from qualified international students. If English is not the applicant’s native language, the TOEFL examination is required. Bryn Mawr College has an Office of International Programs that facilitates the transition and integration of enrolled international students into the Bryn Mawr community by providing resources on matters of particular interest to international students. International students may obtain advice on U.S. immigration issues enabling them to assume personal responsibility for remaining in compliance with the regulatory requirements governing their stay in the United States. More information can be found on the web by visiting www.brynmawr.edu/pensby/international-services-and-advising.

Yellow Ribbon Program
Bryn Mawr College participates in the Department of Veterans Affairs’ Yellow Ribbon Program at the maximum level. The Yellow Ribbon program greatly expands veterans’ higher-education benefits. Eligible students admitted to degree programs in Bryn Mawr’s Graduate School of Social Work and Social Research, Graduate School of Arts and Sciences, and undergraduate college, are able to take advantage of this benefit. Students applying to Bryn Mawr may also be eligible for additional aid beyond the VA benefit. For more information about the program see: www.brynmawr.edu/financial-aid/aid/special-programs-yellow-ribbon-program.

Transfer Credit (Incoming Students Only)
In the MSS program, it is possible to obtain transfer credit for graduate courses taken at accredited colleges or universities if those courses meet Bryn Mawr’s degree requirements. Students entering the MSS program who have completed graduate level courses may be granted transfer credit for two foundation courses and one elective for a total of three transfer credits. Students who are transferring to the MSS program from another accredited MSS/MSW program may receive up to one year of transfer credits.

Students who have graduated from a CSWE accredited BSW program, and plan to apply to the Advanced Standing program, will receive eight transfer credits if all application requirements are met. The Advanced Standing program requires the completion of ten course credits at the GSSWSR.

In order to receive transfer credit, 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 transfer credit upon being admitted to Bryn Mawr. Once a student begins classes at the GSSWSR, transfer courses/credit from other institutions will not be accepted. An exception to this rule is when a student enrolls under the reciprocal plan with the University of Pennsylvania (see more details under the Academic Policies and Procedures section in this Catalog).

Transfer credit for the PhD program must be approved by the Dean and by the doctoral faculty for the PhD program.

All students requesting transfer credit for either program must specify the courses for which transfer credit is being requested and provide an official transcript and a syllabus. Students may also be required to submit any other related materials needed for an assessment to be made by faculty teaching the comparable Bryn Mawr course, or over the summer, by the faculty’s designated representative. Transfer credit will be granted after the student has successfully completed one semester in the program.

Please note that Bryn Mawr College does not grant academic course credit for life or previous work experience.

Waiver Examinations (MSS Program Only)
It is possible for students to waive certain required courses by written examination. In some cases, when students do not meet the requirements for obtaining transfer credit, they may be eligible to take a waiver exam. Examples include:

• When a course was completed at another institution, but a grade of B or higher was not earned
• When a course was completed over five years from the time of application to the GSSWSR
• When a course was completed at a non-accredited program/instalation

Students must have satisfactorily completed undergraduate or graduate course work in the area(s) in which they plan to take the waiver exam(s). This course work must be supported by an official transcript. For each waiver exam, the student must provide the course number, title and institution at which the course with similar content was taken. Students may also be required to submit further documentation such as: course descriptions and/or course syllabi.

Information about waiver examinations is made available to newly enrolled MSS students prior to the start of their first semester in the School’s MSS program. The courses that may be waived by examination are: Research Informed Practice I and II; Theoretical Perspectives I; and Social Policy Foundations. The following courses may not be waived: Field Education; Practice courses; Assessment and Psychopathology; Community Strategies and Assessment; Advocacy and Action; and Power, Privilege and Oppression.

Students receive one course unit of credit for any waiver exam that they pass, and each course waived through the passage of a waiver exam will reduce by one the number of course units required for the MSS degree. Credit will be awarded upon satisfactory completion of one semester in the program.

It is strongly suggested that graduates of BSW and related programs take appropriate waiver exams.

Waiver exam failures are noted on the student’s academic record.

All waiver examinations for first semester courses must be taken prior to the beginning of the first semester; the waiver exam for Research Informed Practice course must be taken by the date in November specified by the Dean’s Office. Each exam may be taken only once and must be scheduled through the Dean’s Office. Please refer to Moodle for specific dates for this academic year.

MSS Application Information

Application Requirements: MSS Program
To be eligible for the MSS degree program, you must possess a Bachelor’s Degree from an Accredited College or University.

(Note: Undergraduates completing their senior year of College may also apply. Accepted students must furnish an official transcript before the start of classes.)

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

For the Regular Application Plan, all application materials are due by April 15. Rolling review of applications will continue until July 1 for full-time applicants.

MSS Application Checklist:
• Application
• Essay/Personal Statement
• Three Letters of Recommendation: Three letters of recommendation are required. If you have been out of school for 5 years or less, two must be academic references
• Transcripts: An official transcript is required from all colleges and universities attended
• Admissions Interview: Students may schedule an interview in Slate, or by calling the Office of Admissions at 610-526-5152. Students may plan an interview or plan a visit by calling the Office of Admissions at 610-526-5152.

Application Requirements: MSS Advanced Standing Program
To be eligible for the Advanced Standing Program, you must possess:
• A BSW from a CSWE-accredited program within five years of application
• A minimum overall G.P.A. of 3.0

All application materials for the MSS Advanced Standing program are due by February 1.

Advanced Standing Program Application Checklist:
• Application
• Official Transcripts: An official transcript from all colleges and universities attended
• Essay/Personal Statement
• Three Letters of Recommendation from the following: BSW Program Director, a field instructor, and a faculty member.
• Admissions Interview: Students may schedule an interview in Slate, or by calling the Office of Admissions at 610-526-5152. Students may plan to visit the school by completing an on-line form: www.brynmawr.edu/socialwork/admissions-financial-aid/visit-school. Interviews may also be scheduled in Slate.

Third Letters of Recommendation: Three letters of recommendation are required. If you have been out of school for 5 years or less, two must be academic references
• Transcripts: An official transcript is required from all colleges and universities attended
• Admissions Interview: Students are required to schedule an interview by calling the Office of Admissions at 610-526-5152, or plan to visit the school by completing an on-line form: www.brynmawr.edu/socialwork/admissions-financial-aid/visit-school. Interviews may also be scheduled in Slate.

Application Requirements: MSS/MPH Dual Degree Program with Thomas Jefferson University College of Population Health (JCPH) for Current Students and Alumni within five years of graduation
GSSWSR to JCPH:
• Completed application form through SOPHAS (a centralized online application service for public health)
• Official college/university transcripts from all institutions attended. Minimum grade of B or equivalent for all GSSWSR MSS coursework, completed or in progress.
• International students: evaluation of foreign transcripts by the World Education Service (WES) or comparable agency if GSSWSR has not previously undertaken such a review
• Completion or satisfactory academic progress toward completion of all designated coursework
• Application fee (a portion of the application fee is waived upon acceptance into the program)
• Three letters of recommendation: Letters of recommendation should speak directly to the student’s ability to perform academic work at the graduate level as well as address the student’s motivation, leadership capabilities, and relevant work and/or community experiences
• Personal statement and CV, including information on volunteering and community service activities
• Interview by JCPH personnel

JCPH to GSSWSR:
Bryn Mawr College Graduate School of Social Work and Social Research seeks applicants who have been out of school for 5 years or less, two must be academic references
• 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
• Personal statement and CV, including information on volunteering and community service activities
• Three Letters of Recommendation: Three letters of recommendation are required. For students who have been out of school for 5 years or less, two must be academic references.
• Transcripts: An official transcript from all colleges and universities attended. Completion of all Designated Coursework at JCPH. Minimum grade point average of B for all MPH coursework completed at JCPH.

For more information about the MSS/MPH dual degree program, please contact:
Bryn Mawr College Admissions, Phone: 610-526-5152
E-mail: admisions@brynmawr.edu
Web: www.brynmawr.edu/socialwork/admissions-financial-aid
Jefferson College of Population Health, Phone: 215-503-0174
E-mail: gradadmissions@jefferson.edu
Web: www.jefferson.edu/university/population-health

Application Requirements: Doctoral Program
To be eligible for the Doctoral Program, you must possess:
• 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
• Additionally, two years of post-MSW work experience is recommended, but not required (NOTE: Applicants for the PhD program must speak with the Chair of the Doctoral Program, or a faculty member, prior to submitting the application for admission. Please contact the admissions office at 610-526-5152 for available times and dates.)

Doctoral Candidate Application Checklist:
• Application with personal statement: 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.
• Transcripts: An official transcript from all colleges and universities attended.
• GRE test results: GRE is examined as part of a holistic application process. Ideally, candidates have a verbal reasoning GRE score of at least 153 (500 in old scoring system), and a quantitative GRE score of at least 144 (500 in old scoring system) with a preference for a quantitative score of at least 148 (600 in the old scoring system). Preference is given to candidates who earn an analytical writing score of at least 5.0.
• Interviews are required.
• Three Letters of Recommendation: Letters of recommendation are required from three individuals capable of assessing the applicant’s ability to engage successfully in doctoral study. Two of these should be academic references.
Master of Social Service (MSS program) Overview

Effective Social Work leadership requires much needed, whether in service to individuals, families, organizations, or entire communities, and is shaped by the knowledge and level of skill and practice experience brought into the field by its professionally prepared graduates. The Master of Social Service (MSS) program at Bryn Mawr’s Graduate School of Social Work and Social Research responds to this need through a carefully balanced curriculum designed to explore the array of opportunities available to social workers, equipping them with the flexibility essential to continual growth in a changing world.

The MSS program goals are designed to:

• Teach social work ethics and frameworks for applying ethical principles to social work practice
• Promote the use of knowledge, values, and skills for effective social work leaders across areas of social work practice at the foundation and advanced concentration levels
• Develop strong relationship, assessment, intervention, and evaluation skills
• Utilize an integrated perspective on theory, practice, policy, research, and ethics
• Encourage self-reflection
• Advance social and economic justice
• Foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally
• Understand and apply knowledge of human behavior in multiple social, cultural, and economic contexts
• Emphasize critical and creative thinking skills
• Teach strategies to engage in ethical research-informed practice and learn how to use research for increased effectiveness of both
• Develop students’ skills for advocacy and policy practice on behalf of clients and client systems
• Create a learning community that is both challenging and supportive

The Bryn Mawr College GSSWSR offers a full-time (2) year program and a part-time (3) year program to meet the individual’s life circumstances. The full-time program is4 years for all students. All students begin their course of study in the fall semester except for Advanced Standing students who begin in the summer. It is possible to complete the MSS degree through taking courses scheduled during the fall, spring, and optional summer sessions. In addition, some selected foundation courses and electives may be offered on Saturdays in the fall and spring semesters. The School offers two advanced concentrations of study: Clinical Social Work Practice and Community Practice, Policy, and Advocacy. While students are not required to enroll in courses during the summer sessions, many take advantage of this opportunity to spread out their course load. In the fall and spring semesters, classes meet once a week over a 14-week period. Students should plan to be at the School at least two days per week. During the five-week summer sessions, classes generally meet twice a week. Some courses require time in the computer lab.

Course units for the MSS degree must total 18 including 4 units of field education. Students may not take fewer than two courses per semester.

Full-Time (2-Year) Plan of Study

The full-time plan of study generally allows students to complete the program in two years. This plan requires five courses per semester, including field education, be taken in the first year and that four courses per semester, including field education, be taken in the second year. Students have the option of taking two of the courses offered in the summer between their first and second year. The MSS program’s current model requires students to be enrolled in a practice class and field education at the same time.

Part-Time (3-Year) Plan of Study

Students enrolled in the part-time program usually complete their courses over a three-year period. Courses will either be in the evening at GSSWSR, on the weekend, or occasionally may be offered in a hybrid format that would include a combination of on-site instruction and self-paced online work. Students will need to take some summer courses between their second and third year to complete the program. Foundation courses are taken during the first year of the part-time plan, and the practice courses, field education, and electives are taken during the second and third years. Practice courses and concurrent field education must be taken in the same semester. All MSS students have a maximum of 4 years to complete all program requirements.

MSS Advanced Standing

Overview

The Graduate School of Social Work and Social Research (GSSWSR) Advanced MSS program is designed for individuals who have completed a BSW degree within the last five years from a Council on Social Work Education (CSWEd) accredited school of social work. Graduate social work education enables students to deepen and expand the foundational knowledge and skills gained at the undergraduate level. Students in the MSS program are challenged to think broadly about the synergy of research, policy, and practice and given the necessary tools to work as a promoter of social justice within a context that recognizes the importance of sociocultural diversity and the development of professional self-awareness.

Program Information

The Advanced Standing MSS program begins in the summer and must be undertaken on a full-time basis if the student is planning to graduate the following May. Advanced Standing students who choose to attend part-time are expected to graduate by the following September. During the two summer sessions, classes meet twice a week over 5-week periods. In the fall and spring semesters, classes meet once a week over a 14-week period. Field Education begins in the fall semester. Students should keep in mind that some courses require time in the computer lab.

Financial aid is available through a combination of Bryn Mawr College grants and subsidized and unsubsidized loans.

Transferable Courses for Advanced Standing Students

Students who are admitted to the Advanced Standing program will receive eight transfer credits if all applicable requirements are met. The Advanced Standing program requires the completion of ten course credits at the GSSWSR.

MSS Curriculum

The Master of Social Service curriculum includes foundation courses, practice courses, field education, and elective courses. The program for the MSS degree provides concentrated study in two areas of social work practice along the client continuum: Clinical Social Work Practice or Community Practice, Policy, and Advocacy. Students select one area of concentration that is supported by a set of required courses that are common to the field as a whole. Candidates must complete a minimum of eighteen course units, including four course units of field education, to receive the MSS degree.

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 mastering practice skills. The foundation courses are designed to introduce all students to the range of social and behavioral science theories, social policies, analytical methods, and values that are selected in the context of social oppression.

Students generally complete these common requirements during the first year of the full-time plan of study. Students enrolled in the part-time plan of study complete those core requirements, with the exception of practice (501 and 502) and field education (512 and 522) during the first year. In addition, all students must take the required course Power, Privilege, and Inclusion (550). This course is offered in both summer sessions as well as the spring semester in academic year 2020-2021. Practice classes and field education are taken concurrently in four consecutive semesters. After completing Foundation Practice I and II, students move into a concentration, either in Clinical Social Work Practice or Community Practice, Policy, and Advocacy.

Clinical Social Work Practice Concentration

Clinical social work is a specialized form of practice with individuals, families, and groups. Grounded in the history of the Social Work profession, this advanced concentration emphasizes practice within the profession’s code of ethics, and with special regard for the promotion of social and economic justice. Across this curriculum, students learn how research is utilized to inform practice and how practice experiences can be utilized to inform new questions. The two core practice seminars in the Clinical Social Work Practice concentration are set within a biopsychosocialspiritual framework. Students are taught to conceptualize their work from a strengths perspective, employ the skills of critical and creative thinking and self-reflection and demonstrate a social understanding of a risk and protective factor framework and an understanding of a developmentally informed approach to social work practice. Emphasis is placed on the knowledge, skills, and values required to be an effective clinical social worker. Students are expected to show mastery of the processes of engagement, assessment, intervention planning and implementation, and ending processes such as transfer and termination. Throughout, the Clinical Social Work Practice concentration emphasizes social and multicultural
diversity across and within an array of contexts. Students who complete the Clinical Social Work Practice concentration are able to compare and contrast multiple professional theoretical orientations including those found in psychodynamic, cognitive-behavioral, social-constructionist, and integrative frameworks.

**Community Practice, Policy, and Advocacy Concentration**

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 advocate most effectively for those served by professional Social Work. The concentration emphasizes community organization and development, needs assessment, organizational behavioral 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, organizations, 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 institutional practices that impact groups differentially, raising critical advocacy and practice dilemmas.

**MSS 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, our electives have been designed to build on foundation content and support and enhance the two concentrations. All MSS students must take three elective courses (three units). The elective courses provide an opportunity for specialization and depth as students prepare for professional careers at the Master’s level. They also offer students the opportunity to explore a variety of roles taken by social workers, and thus encourage flexibility for further growth during the student’s entire career.

**MSS Sample Plan of Study: Full-time plan with summer study option**

For students beginning program with 5 courses each semester; summer study between first and second year.

| First Year | Fall Semester | B501 Foundation Practice I | B503 Research Informed Practice I | B505 Theoretical Perspectives in Social Work I | B517 Social Policy Foundations | B521 Field Education I |
| First Year | Spring Semester | B502 Foundation Practice II | B504 Research Informed Practice II | B506 Assessment and Psychopathology Across the Lifespan (Clinical concentration) OR B508 Community Strategies & Assessment: Advocacy & Action (CPPA concentration) | B522 Field Education II | B595 Power, Privilege and Oppression |
| Second Year | Fall Semester | B535 Clinical Social Work Practice I OR B531 Community Practice, Policy, and Advocacy I | B541 Field Education III | B594 Trauma Informed Social Work | Spring Semester |
| Second Year | Spring Semester | B536 Clinical Social Work Practice II OR B532 Community Practice, Policy, and Advocacy II | B542 Field Education IV | 2 Electives |

**MSS Sample Plan of Study: Full-time plan without summer study option**

For students beginning program with 5 courses each semester.

| First Year | Fall Semester | B501 Foundation Practice I | B503 Research Informed Practice I | B505 Theoretical Perspectives in Social Work I | B517 Social Policy Foundations | B521 Field Education I |
| First Year | Spring Semester | B502 Foundation Practice II | B504 Research Informed Practice II | B506 Assessment and Psychopathology Across the Lifespan (Clinical concentration) OR B508 Community Strategies & Assessment: Advocacy & Action (CPPA concentration) | B522 Field Education II | B595 Power, Privilege and Oppression |
| Second Year | Fall Semester | B535 Clinical Social Work Practice I OR B531 Community Practice, Policy, and Advocacy I | B541 Field Education III | B594 Trauma Informed Social Work | Spring Semester |
| Second Year | Spring Semester | B536 Clinical Social Work Practice II OR B532 Community Practice, Policy, and Advocacy II | B542 Field Education IV | 2 Electives |

**MSS Sample Plan of Study: Full-time plan with summer study option (Graduate in September)**

For students beginning program with 4 courses each semester (summer study first and second year).

| First Year | Fall Semester | B501 Foundation Practice I | B503 Research Informed Practice I | B505 Theoretical Perspectives in Social Work I | B517 Social Policy Foundations | B521 Field Education I |
| First Year | Spring Semester | B502 Foundation Practice II | B504 Research Informed Practice II | B506 Assessment and Psychopathology Across the Lifespan (Clinical concentration) OR B508 Community Strategies & Assessment: Advocacy & Action (CPPA concentration) | B522 Field Education II | B595 Power, Privilege and Oppression |
| Second Year | Fall Semester | B535 Clinical Social Work Practice I OR B531 Community Practice, Policy, and Advocacy I | B541 Field Education III | B594 Trauma Informed Social Work | Spring Semester |
| Second Year | Spring Semester | B536 Clinical Social Work Practice II OR B532 Community Practice, Policy, and Advocacy II | B542 Field Education IV | 2 Electives |
MSS Sample Plan of Study:
Full-time plan with summer study option (Graduate in May)

For students taking 4 courses each semester.

NOTE: Summer classes are offered during two 5-week sessions and meet two times per week. Courses typically offered are: Research Informed Practice I & II; Power, Privilege and Oppression; and Electives. To qualify for federal loans, students must enroll in at least two courses in the summer.

First Year:

Fall Semester
- B501 Foundation Practice I
- B505 Theoretical Perspectives in Social Work I
- B517 Social Policy Foundations
- B521 Field Education I

NOTE: All MSS students enrolled in Foundation Practice I must take the ½ day seminar (required for graduation), B555 Ethics in Social Work, which is offered in January during the winter break.

Spring Semester
- B502 Foundation Practice II
- B506 Assessment/Psychopathology (Clinical Concentration) OR
- B508 Community Strategies and Assessment (CPPA Concentration)
- B522 Field Education II
- B595 Power, Privilege and Oppression

Summer Session
- B503 Research Informed Practice I
- B504 Research Informed Practice II

Second Year:

Fall Semester
- B535 Clinical Social Work Practice I OR
- B531 Community Practice, Policy & Advocacy I
- B541 Field Education III
- One Elective
- B594 Trauma Informed Social Work

Spring Semester
- B536 Clinical Social Work Practice II OR
- B532 Community Practice, Policy & Advocacy II
- B542 Field Education IV
- Two Electives

MSS Sample Plan of Study:
PART-TIME MSS PROGRAM

Overview:
- 2 Courses each, fall and spring semester in the first and second years.
- Field Education/Internship is added in years two and three.
- Evening and weekend placements may be available but cannot be guaranteed.
  - For students employed in human service organizations, work-site placements may be possible if approved by the Field Education office.
- Advanced year field placements may also be undertaken 2 days/week over an extended number of weeks instead of undertaken 3 days/week.

Part-time sample plan of study:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Summer I and II</td>
</tr>
<tr>
<td>Research Informed Practice I</td>
<td>Research Informed Practice II</td>
<td></td>
</tr>
<tr>
<td>Social Policy Foundations</td>
<td>Power, Privilege and Oppression</td>
<td></td>
</tr>
<tr>
<td>Foundation Practice I</td>
<td>Foundation Practice II</td>
<td>Two Electives*</td>
</tr>
<tr>
<td>Theoretical Perspectives in Social Work</td>
<td>Assessment/Psychopathology or Community Assessment</td>
<td></td>
</tr>
<tr>
<td>Field Placement I</td>
<td>Field Placement II</td>
<td></td>
</tr>
<tr>
<td>Advanced Practice I</td>
<td>Advanced Practice II</td>
<td></td>
</tr>
<tr>
<td>Trauma Informed Social Work</td>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>Field Placement III</td>
<td>Field Placement IV</td>
<td></td>
</tr>
</tbody>
</table>

*All MSS students must take 3 electives to complete the program

Notes:
Should part-time students have availability during the day, they are able to enroll in day-time courses at the GSSWSR.
Students in the part-time program will be able to complete all program requirements but may not have access to all the elective content offered at the GSSWSR.
Financial Aid considerations require that students take at least two courses/term to be eligible for financial aid. Summer I and Summer II, together, equal “one term.”
MSS Sample Plan of Study:

For Advanced Standing Students only

One year full-time/two-year part-time MSS Program for students who have completed a BSW degree within the last five years from a Council on Social Work Education (CSWE) accredited School of Social Work

Students who are admitted to the Advanced Standing program will receive eight transfer credits if all application requirements are met. The Advanced Standing program requires the completion of ten course credits at the GSSWSR.

All students are required to take three electives to complete the MSS degree requirements.

Summer Session II
- B506 Assessment/Psychopathology (Clinical Concentration students only)
- OR
- B540 Power, Privilege and Oppression (Open to all AS students, also offered spring semester)

AND
- Elective (Open to all AS students)

Fall Semester*
- Elective
- B536 Clinical Social Work Practice II
- B506 Assessment and Psychopathology (if not successfully completed in summer session)
- B595 Power, Privilege and Oppression (if not successfully completed in summer session)
- B542 Field Education IV

(Clinical concentration)
- B535 Clinical Social Work Practice I
- B541 Field Education III
- B594 Trauma Informed Social Work
- One elective

(CPPA concentration)
- B531 Community Practice, Policy, and Advocacy I
- B541 Field Education III
- B594 Trauma Informed Social Work
- One elective

Spring Semester*
- Elective
- B536 Clinical Social Work Practice II
- B506 Assessment and Psychopathology (if not successfully completed in summer session)
- B595 Power, Privilege and Oppression (if not successfully completed in summer session)
- B542 Field Education IV

(Clinical concentration)
- B535 Clinical Social Work Practice I
- B506 Assessment and Psychopathology (if not successfully completed in summer session)
- B595 Power, Privilege and Oppression (if not successfully completed in summer session)
- B542 Field Education IV
- Elective

(Open to all AS students)
- Elective
- B536 Clinical Social Work Practice II
- B506 Assessment and Psychopathology (if not successfully completed in summer session)
- B595 Power, Privilege and Oppression (if not successfully completed in summer session)
- B542 Field Education IV

Field Education

Overview

Field Education is an integral part of the Graduate School of Social Work and Social Research Master of Social Service (MSS) program. The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional Social Work practice. All details regarding student roles and responsibilities in the field, and policies and procedures pertaining to the field placement process, evaluation of the field experience, interrupted field placements, time requirements, agency holidays, field education attendance, field assignments, and other related information is listed in the Field Education Manual, 2020-2021.

Field Education Course and Structure

Field Education courses are taken concurrently with Foundation Year (Field Education I and II) and Advanced Concentration Year (Field Education III and IV) field placements are to be in different agencies (or, sometimes, different programs within a larger agency, dependent on Director of Field Education approval), with different field instructors. To be approved, field placements must meet the School’s and accrediting body (CSWE) standards, and demonstrate compatibility of the School’s mission and philosophy of service, with the values and ethics of the social work profession and the capacity to provide opportunities for students to achieve competency in all practice behaviors associated with their respective program year and/or concentration under professional supervision.

Field Education courses are taken concurrently with Foundation Practice I and II in the first year in field, and Advanced Clinical or Community Practice Policy and Advocacy (CPPA) Practice I and II in the second year in field. Foundation Year field placements expose students to a generalist experience with a broad range of client needs and populations. Advanced Year field placements are coordinated with a student’s choice of concentration (i.e., Clinical Social Work Practice or Community Practice, Policy and Advocacy).

Student Readiness

Students admitted to the Graduate School of Social Work and Social Research (GSSWSR) will have demonstrated academic preparedness. Students must also be able to perform the essential duties required in agency-based field settings. Prior to placement in the field, newly enrolled students will be interviewed for field placement readiness by a member of the Field Education Office. A delay in field placement may be recommended for students who may not have the necessary experience, abilities, or skill-level to perform successfully in social service agencies with clients.

Assignment of Students

In assigning field placements, the GSSWSR considers the student’s previous experiences, interests, academic and professional goals, along with the GSSWSR’s knowledge of agency resources and appropriate learning opportunities. It is the GSSWSR’s policy that all potential field placements are to be investigated, negotiated, and arranged by the Field Education Office.

All field placements must be approved by the Field Education Office and must meet all of our requirements. Student field placements and arrangements are made by the School. Students do not arrange their own placements and agencies do not interview students in advance of contact with the Field Education Office.

Students have an opportunity to list specific learning goals and interests as they relate to both agency services and professional standards. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process. These factors include, but are not limited to, the agency’s application and/or interviewing process, a student’s prior experience working in human service agency settings with clients, and a student’s interviewing and professional skills.

Students are referred to only one potential field agency at a time. Once a student accepts a placement offer, the student is making an agreement with the agency to begin a placement with them in the fall (or designated) semester. The placement cannot be changed without field advising consultation with the Director or Assistant Director of Field Education. If a decision is made to change a student’s field placement after it has already been confirmed, the student must inform the Field Education Office in writing of their decision to relinquish the confirmed field placement, and the previously confirmed agency must be notified of this, before the Field Education Office begins the process of identifying a new potential field placement.

Worksites

In some cases students may use a current employment site as a field education setting, subject to approval by the Field Office. Students must submit a proposal to the Field Office, using guidelines as set forth in the Field Education Manual. In these instances, the GSSWSR works closely
with the agency and student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced training opportunities for the student is to apply the principles, knowledge, and practice skills learned in courses. Students are encouraged to have a non-worksite field placement for one of the two years. Students must have been employed at the worksite agency for a minimum of 6 months, and be past the probation period, prior to the submission of a proposal for a worksite field placement. Students cannot use employment hours for field placement hours.

**Required Time in Field**

All students are required to be in the field the equivalent of 2 full (usually 8-hour) agency work days/week per semester in the Foundation, or first year, and the equivalent of 3 full (usually 8-hour) agency work days per week/semester in the Concentration, or second year. Advanced Standing students are in the field the equivalent of 3 full (usually 8-hour) agency work days per week/semester throughout the field placement. Part-time students may elect to carry out 2 days/week throughout their first and second year field placements ending at the end of June in the first year, and beginning in early August in the second year.

It is expected that at least one full (8-hour) day of field work will occur on a weekday (M-F) during regular daytime hours (between 8:30 am and 5:00 pm). All students must be available to accommodate this schedule. The field office cannot guarantee the availability of placements on evenings or weekends.

**Clearances**

Agencies may require students to apply for clearances and/or background checks as a requirement of the practicum. Some agencies, especially those serving children or serving individuals in health care settings, require child abuse, and/or criminal history, including state and FBI clearances. In some instances, agencies also require physicals, specific immunizations and drug screenings. Students must be aware that having criminal backgrounds or negative findings on screenings may delay the start of placement or prevent them from being placed in agency settings. This may also impact their ability to obtain licensure as a professional social worker. The student is responsible for all costs associated with these clearances and tests.

**Withdrawal from Field**

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine in consultation with the Dean if the student will be given another placement or be referred to the Committee for Academic Progress and Support to review the student’s program and performance. If the student is removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused a field placement, the student will not be placed again until the Committee for Academic Progress and Support meets and reviews the student’s program and performance. The purpose of this meeting is to make recommendations. These recommendations may include but are not limited to: rearrangement of student’s program to complete field placement at a later time; having the student seek additional experiences outside of the School to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program.

**Additional Academic Opportunities for MSS Students**

**The Center for Child and Family Well-Being**

Children and families are faced with a complex set of sociocultural, economic, and political challenges that practitioners, researchers, advocates, and policy analysts must learn 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 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.

**Center for Child and Family Well-Being Junior Fellows Program (For MSS Students)**

The Junior Fellows program is open to all MSS students interested in further exploration of research, policy, and practice relevant to the wellbeing of children and their families. Full-time and part-time students can apply to the fellowship program. Students who complete two years as a Junior Fellow will receive a certificate of achievement, and 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. The Junior Fellows program offers a unique training opportunity and a way to form a cohort with other students who have similar interests and career goals. Junior Fellows participate in an integrative seminar that meets five times during the academic year. Each of the integrative seminars is three-hours and held on Saturdays. The integrative seminar is an activity of the CFWB and not a course offered as part of the MSS curriculum 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 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 address issues relevant to practice, policy, research, and advocacy. Junior Fellows will share written reflections on their experiences in the integrative seminar in the area of child and family wellbeing 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 $150 per academic year.

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 and the Seminars for Reflection and Action 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.

**Home and School Visitor Certificate (For Current MSS and Post MSS/MSW Students)**

The Home and School Visitor Certificate is required by most 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 Certificate program has been carefully developed to meet all requirements established by the Pennsylvania Department of Education and is an approved PDE certification provider.

The HSV curriculum includes coursework in education law, public education issues for school social workers, and perspectives in special education.
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; and Professional Development workshops pertaining to English language learners: expanded education law; and psychological testing for school social workers.

HS Eligibility
Applicants to the Home and School Visitor Certificate Program include:
- Students enrolled in the GSSWSR Master of Social Service (MSS) degree program who complete program requirements within their graduate curriculum;
- Individuals who have completed a MSW or related degree at Bryn Mawr or another institution and who apply as non-matriculated students.

For More Information and To Apply
Please see the GSSWSR website: https://www.brynmawr.edu/swprodev/certificate-programs/home-and-school-visitor-certificate-program

Child Welfare Education for Leadership (CWEL)
The Child Welfare Education for Leadership (CWEL) program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Human Services, the Pennsylvania Child and Youth Administrators and twelve accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities at the graduate level for public child welfare workers. Qualified persons who are admitted to any of the approved schools on either a full-time or part-time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies.

Any employee of a Pennsylvania county child welfare agency may apply provided the applicant has the prerequisite academic degree from an accredited institution of higher education, has been employed by the same agency for a minimum of two years; has at least satisfactory performance evaluations; and (if applying for full-time study) is granted an educational leave by the employing agency for the purpose of enrolling in the CWEL program. Those who have already started a graduate Social Work program in a CWEL school may also apply, so long as they are in good academic standing and they do not have any outstanding debts to the school in which they are enrolled. Persons in default of federal educational loans are ineligible. Caseworkers, supervisors, and administrative personnel are all eligible to participate.

CWEL Course Requirements at GSSWSR
- SOWK B586 A, B, C, D - Child and Family Integrative Seminar (non-credit - 4 semesters)

All CWEL students must choose two of the three elective courses required for the MSS degree from among those listed below:
- SOWK B574 Child Welfare Policy, Practice, and Research
- SOWK B567 Social Work with Substance Use Disorders
- SOWK B565 Clinical Social Work Practice with Children and Adolescents
- SOWK B557 Organizational Behavior: An Introduction to the Art and Science
- SOWK B558 Managing the Work of Others
- SOWK B559 Family Therapy: Theory and Practice
- SOWK B586-D Special Topic: Trauma Informed Social Work with Children and Adolescents

Additionally, 1 elective may be chosen from among any Master’s level elective courses.

Dual Degree MSS/MPH Program Overview
In the spring of 2012, Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) and Thomas Jefferson University’s College of Population Health (JCPH) confirmed an agreement to offer a dual master’s degree program: a Master of Social Service and a Master of Public Health (MSS/MPH). This collaborative program is open to GSSWSR students who graduated within the past five years, and to current full-time MSS students. By means of this Agreement, eligible GSSWSR students will receive up to nine (9) credits toward the MPH degree for coursework taken as part of the MSS degree program, and eligible JCPH MPH students will receive credit toward the MSS degree for coursework taken as part of the MPH program that is equivalent to three courses taken as part of the MSS degree program. MSS degree students enrolled in the MSS program in fall 2015 or earlier are eligible to receive up to twelve (12) credits toward the MPH degree that will include B541/B542 Field Education IV, (practicum) in lieu of the JCPH MPH Clerkship experience. To satisfy the MPH Clerkship requirement, the MSS Field Education practicum (B541/S42) must include at least 120 hours in a community-based initiative. Current full-time students must first discuss their application to this degree program with their Faculty Advisor and be recommended to the Dean for eligibility to apply no later than the end of the first week of Semester II classes. The number of applicants eligible to apply is limited. Eligible MSS students must apply to Jefferson by July 1 for fall admission and November 1 for spring admission and must also apply for financial aid through Jefferson. Transferable MSS classes are: B500, B504 Research Informed Practice I & II; B517 Social Policy Foundations; B508 Community Assessment and Strategies: Advocacy and Action; B595 Power, Privilege and oppression.

Transferring three MSS classes to Jefferson will reduce the cost of the MPH program by 27%.

Full-time students are able to earn both degrees within three academic years. Full-time MSS students take a leave of absence from GSSWSR between their first and second year. During their leave from GSSWSR, they complete their MPH coursework at Jefferson. The following academic year, students return to GSSWSR to complete the second year of their MSS program, as well as their MPH Capstone project, and earn both degrees that spring.

Students may also apply to Jefferson after graduating from the MSS program. MSS graduates (again within the past five years) are eligible to receive transfer credit for three of the transferable classes listed above. Each academic year, JCPH will make available a partial merit scholarship to an eligible GSSWSR program MSS student or recent alumnus who is accepted into the JCPH MPH program and meets established criteria for the award.

Program Information for JCPH/MPH Students:
Transfer Credits
Jefferson MPH students who wish to complete the MSS degree are eligible to transfer the equivalent of three courses from the MPH curriculum into Bryn Mawr’s MSS program. This reduces the number of units required to complete the MSS from 18 to 15 and reduces the cost of the program by 17%.

The courses eligible for transfer include:
- Health Research Methods (PBH 510)
- Basic Public Health Statistics (PBH 504)
- One of the following: Public Health Policy and Advocacy (PBH 509), Health Communications and Social Marketing (PBH 511), Qualitative Research Methods (PBH 512), or Dimensions of Global Health (PBH 514)
- The completion of the dual degrees takes approximately three (full-time students) or four (part-time students) years.

- First year or first two years: MPH students complete all coursework for the MPH degree.
- Next two years: MPH students complete MSS curriculum while preparing and finishing their MPH Capstone project.

MPH students typically choose to complete their MPH degree at Jefferson before applying to the GSSWSR for the MSS degree.

MSS Fellowship Funds
Every year, GSSWSR MSS students meeting the criteria below may apply for a GSSWSR fellowship grant to help defray costs associated with participation in activities to enhance their social work education. These activities include: The GSSWSR spring policy trips (to DC, Harrisburg, SW day at the UN, etc.) and/or participation in a GSSWSR Professional Development workshop during the fall and spring semesters. A limited number of fellowships are available and will be granted on a first-come-first-serve basis.

Each student may request funds for one event per academic year. These funds may not be used for membership fees for organizations, or for conferences and events outside of the GSSWSR (with the exception of our Policy trips).

Eligible students may request up to $100.00 total for the academic year (with the exception of students attending the SW on the Hill [policy trip] who are eligible for up to $250.00). The request must be made prior to the activity via an email to the Dean and/or the Administrative Assistant to the Dean. Please include the title, date, the estimated cost, and a brief statement of the enhancement you will receive by participating.

Students must meet the following criteria:
- PRIOR to attending, students must email the Dean and request use of fellowship funds.
- Be currently enrolled in the GSSWSR MSS program
- Be in good academic standing
- Received approval from field instructor or course instructor for any absences associated with your attendance at any event

Other important information:
- All expenses must be paid by the student up front.
- The Request for Fellowship Funds form is to be submitted with original receipts within 3 weeks after attending the event to Sue Edgerton, Administrative Assistant to the Dean.
- All receipts must include itemized detail (i.e., a date, time, place, and cost)
restaurant receipt must list items purchased by the student — excluding alcohol).

- Meals will be reimbursed at the actual cost including up to a 20% tip but must be within a reasonable amount for the geographic region of the event.
- Alcohol is not a reimbursable expense.
- No bank statements will be accepted as receipts.

Please note the following two exceptions:

1. If the program you attended was within the last month of spring semester, you MUST submit your receipts no later than May 17, 2021.
2. If you are graduating on May 15, 2021, you must submit your expenses no later than May 17, 2021. No reimbursements will be processed after this deadline.

REQUEST FOR FELLOWSHIP FUNDS FORM

Please complete this form and submit with original receipts within 3 weeks after the event to Sue Edgerton, Administrative Assistant to the Dean.

Deadline: The third Monday of the month.

If you are graduating on May 15, 2021, you must submit your expenses no later than May 17, 2021.
No reimbursements will be processed after this deadline.

Student Name ________________________________

BMC ID# ________________________________

Event name ________________________________

Location ________________________________

Date of Event ________________________________

Relevance to SW ________________________________

GSSWSR Travel Expense Summary

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation: airfare, bus, rail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking/tolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mileage (0.575¢/mile)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRS standard rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be sure to attach the approval email from the Dean.

For Office use only:

Received (date) ________________________________

Approved (date) ________________________________

Not Approved and Why ________________________________
Named Scholar Opportunities

A large portion of the GSSWSR's institutional financial aid funding (our "discount rate") comes from scholarships established by alumnae, friends, parents, corporations and foundations. Students may be eligible to become a Named Scholar at the GSSWSR based on criteria specified by the donors, such as home state/region, course of study, and special areas of interest. This is not an opportunity for increased funding, but being a "Named Scholar" is something that could be placed on your resume, and also helps us to provide donors with information about how students are benefiting from donor philanthropic giving.

To be considered, students will need to provide information to help connect them to available opportunities for becoming a "Named Scholar." All information is based on personal experience. To learn more, please go to: https://brynmawr.wufoo.com/forms/m1hg9xo11lbm13g/.

Please note: some of the "Named Scholars" are based on specific criteria and/or areas of interest. Please be sure to indicate if you are a single parent, or have interests in Gerontology, LGBTQ, Social Justice and Inclusion, and/or Child Mental Health.

Doctor of Philosophy in Social Work (PhD)

Overview

The doctoral program at the Graduate School of Social Work and Social Research (GSSWSR) of Bryn Mawr College is designed to support the development of leaders in social work education and research. Effective leaders must be skilled at knowing how to ask the right questions, gather evidence, analyze data, and communicate findings. In addition, they must communicate effectively, presenting ideas persuasively for a variety of audiences. At the GSSWSR, doctoral education in social work focuses on the development of these skills in the context of a rigorous examination of social and behavioral theory, as well as both qualitative and quantitative methodologies.

Funded 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. Bryn Mawr admissions are highly selective, and 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 curriculum reflects GSSWSR'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 renowned scholars bring intellectual excitement to the classroom and require students to address the pressing questions, problems, and dilemmas confronting the United States and the international community. Doctoral students come from all over the world and have been awarded national and international fellowships, including those from foundations, the Council of Social Work Education, as well as Fulbright, Doris Duke, and Woodrow Wilson Fellowships.

However, with its emphasis on theory and method, the curriculum is designed to promote the development of a strong foundation for research and teaching. Successful completion of the GSSWSR PhD program is demonstrated through intellectual abilities to pursue knowledge, engage in abstract and logical thinking, and critically evaluate ideas and evidence.

Program Information

Bryn Mawr admits a small group of students (3-4) to the PhD program for full-time or part-time study. Part-time study entails enrollment in at least two courses a semester. Full-time study entails enrollment in three courses a semester. Tuition costs for up to six courses per year are awarded to each student while the student is in coursework. Enrollment in four courses in a given semester is considered an overload and requires advisor approval. A minimum of four semesters of class work is required for the degree. Students have a maximum of eight years to finish the doctoral program inclusive of the dissertation process. Within this timeframe, particular guidelines have been set for the completion of each phase of the program (coursework, comprehensive exams, preliminary paper, dissertation proposal, and dissertation). Please consult the operating procedures for the PhD program for further details.

Curriculum

The PhD curriculum emphasizes theory and an unbiased approach to methods, and seeks to integrate the domains of social work and social welfare. PhD students must complete a total of 12 courses including ten required courses and two electives. The required courses are designed to balance theoretical training, 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. Electives provide opportunities for advanced study. Doctoral students may take electives by taking courses in the Graduate School of Arts and Sciences at Bryn Mawr and at the University of Pennsylvania, adapting a GSSWSR MSS course for doctoral credit, and/or arranging for tutorials with individual faculty members.

The 10 required courses are:
• B517 Social Policy (adapted for PhD students)
• B676 Pedagogy
• B680 Developmental Theory and Translational Research in Social Work
• B681 Social Theory
• B682 Data Analysis I
• B683 Data Analysis II
• B684 Qualitative Methods
• B685 Research Methodology I
• B686 Research Methodology II
• B689 Qualitative Analysis

In consultation with a faculty advisor, each doctoral student builds on the foundation established by the required courses. Electives provide opportunity for advanced study.

Foreign Language Requirement

There is no foreign language requirement.

Comprehensive Exams

Students must take and pass their comprehensive exams in August following the completion of the sequence of classes for the exam. In the August following the completion of the following sets of courses, comprehensive exams will be given for the following sets of courses:

• Data Analysis I (SW 682) and Data Analysis II (SW 683)
• Research Methods I (SW 685) and Research Methods II (SW 686)

• Qualitative Methods (SW 684) and Qualitative Analysis (SW 694)

Students must receive a “satisfactory” grade on each of these comprehensive exams to continue in the program.

Admission to Candidacy

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 candidacy, require performance on the comprehensive examinations and to guide work toward the dissertation. The Supervising Committee consists of a Director of Work plus two additional faculty members and an outside Chair, who is a member of Bryn Mawr College's faculty of Arts and Sciences. Please consult the operating procedures of the PhD program for more details regarding comprehensive examinations and the formation of supervising committees.

Preliminary Paper

The preliminary examination paper takes the form of a lengthy essay/paper. This paper is designed to allow students to demonstrate their independent work in an area of substantive interest and to utilize this framework to inform practice, research and/or policy in this area of work. Students are advised to use the preliminary exam paper as a basis for their dissertation work, although this is not a requirement.

This preliminary exam paper may be no longer than 30 pages, double-spaced, must comply with the most recent APA guidelines, and must include an abstract. The 30 pages include reference pages, titles, and all other written work.

Dissertation Proposal

Before proceeding to the actual dissertation work, students meet with their Supervising Committee to review a proposal summarizing the scope of the proposed research and the method(s) to be followed. Well in advance of the meeting, the student distributes the proposal to committee members.

Before scheduling a meeting, and in consultation with the Director of Work, the student will ascertain the opinion of committee members regarding whether or not the proposal is ready for discussion. The student then sets the meeting time after consulting with committee members regarding their schedules.

Once a dissertation proposal is approved by the Supervising Committee, students are expected to keep committee members informed of all substantial changes.
All dissertation proposals must undergo review by the College’s Institutional Review Board for the Protection of Human Subjects.

Submission of Dissertation
Dissertations must be submitted by a specific 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.

Additional information about degree requirements will be found in the PhD Operating Procedures manual. Questions may be referred to faculty advisors, to the Director of the PhD Program, or to the Dean.

Enrolled PhD students are expected to refer to the PhD Operating Procedures manual for detailed information on the program. This document can be found on the web site: https://www.brynmawr.edu/socialwork/degree-programs/doctoral-program-social-work/curriculum.

PhD Fellowships: AY 2020/21
For academic year 2020/21, $800.00 of fellowship money is available for each PhD student. The offer of fellowship monies expires upon the student’s graduation date.

This fellowship money may be used toward attending conferences, seminars, and/or professional development. The PhD student may be serving on a discussion panel, presenting a poster or a paper, speaking at a session, or attending a program related to their dissertation topic for professional development.

PRIOR to attending the conference/program, the PhD student must get permission from the Dean to apply for the fellowship fund. This may be done by way of sending the Dean an email, providing the Dean with the name of the program/conference, location, date/ time, and their involvement in the conference.

All expenses must be paid for by the PhD student first. After the conference students submit a request for reimbursement.

- The receipts for credit cards must include itemized details, i.e., a restaurant receipt must have a list of beverage and food items purchased, in addition to the credit card receipt in which you may have added a tip. Thus, restaurant receipts charged on a credit card must have both receipts.
- Meals will be reimbursed at the actual cost, including up to a 20% tip. The meal must be within a reasonable amount for the location of travel.
- Alcohol is a non-reimbursable expense.
- No bank statements will be accepted as receipts.
- If you shared a hotel room, you must submit a receipt for your portion of the hotel room only and it must have your name on the receipt. Please have the hotel prepare separate receipts for each person in the room, Hotels will do this upon request.

The PhD student completes the “PhD Reimbursement Form,” and submits it to the Dean’s Administrative Assistant (Sue Edgerton) along with all original receipts and a copy of the permission from the Dean approving the student’s reimbursement.

All requests for reimbursement must be submitted within 3 weeks after returning from the conference. Do not delay.

All materials must be submitted to the Dean’s Administrative Assistant by the 3rd Monday of each month in order to receive reimbursement the following month.

Reimbursement checks are sent to the student’s mailing address as indicated on the PhD Reimbursement Form.

Should you have any questions about the process, please contact the Dean’s Administrative Assistant, Sue Edgerton at sedgerton@brynmawr.edu, or 610-520-2611.

PhD Reimbursement Form – 2020/21
Please complete this form. Attach all original receipts and a copy of your permission from Dean Shapiro approving your conference reimbursement. All requests must be submitted within 3 weeks after returning from the conference. Do NOT delay.

Student Name __________________________
BMC ID# __________________________
Mailing Address __________________________

Name of Event __________________________
Location __________________________
Date __________________________

GSSWSR Travel Expense Summary

<table>
<thead>
<tr>
<th>Date</th>
<th>Airfare</th>
<th>Taxi/Shuttle</th>
<th>Rail/bus/subway</th>
<th>Parking/tolls</th>
<th>Mileage @ 0.575¢/ mile</th>
<th>IRS standard rate</th>
<th>Lodging</th>
<th>Total meals for self</th>
<th>Conference registration fee</th>
<th>Other</th>
<th>Total expenses</th>
</tr>
</thead>
</table>

Student Signature __________________________ Date __________________________

DEADLINE: The 3rd Monday of the month.

For Office use only:
Date Forwarded to Controller’s Office __________________________
Total Amount Approved to be reimbursed: $ __________________________

DEADLINE: The 3rd Monday of the month.
STUDENT EXPECTATIONS, RIGHTS AND RESPONSIBILITIES

Equal Opportunity

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. 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, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in undergraduate programs at Bryn Mawr College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding non-discrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-7630) or the Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7630), who administer the College’s procedures.

Standards of Professional Behavior for All Contributing Members of the GSSWSR Community

Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of Social Work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large. Attention to these standards is part of the official evaluation of students undertaken by Faculty, Field Instructors, and Field Liaisons and are markers of excellence for all in our Community.

- Accountability: Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are in compliance with institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession’s code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed, and in written work properly attribute all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior. Students show a willingness to fully utilize supervision and feedback to enhance their professional development and when having difficulties seek appropriate support to ensure success in completing course and field placement requirements.
- Respect: Members of the GSSWSR community treat all with whom they come in contact with dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR community members are active listeners and strive to use positive and nonjudgmental language.
- Confidentiality: Personal information about any member of the GSSWSR community or client is held as confidential, respecting any privileged personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.
- Interpersonal Skills
  - Self-Awareness: GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships.
  - As professional Social Workers, everyone must be willing to examine and change their behavior when it interferes with work with colleagues, clients, and others, and are able to work effectively with those in supervisee positions as well as those in authority.
  - Empathy: GSSWSR Community members strive to comprehend another individual's way of life and values, both in the field and in the classroom. All members are able to communicate empathy and support as a basis for productive professional relationships.
  - Objectivity: Social Work students must be sufficiently objective to evaluate client systems systematically in an unbiased, factual way

Professional Commitment to Ethical Behavior: The GSSWSR Social Worker must have a strong commitment to the standards and ethics of the Social Work profession. As such, GSSWSR community members commit to the basic and essential Social Work values, which include respecting the dignity and worth of every individual and the individual’s right to a just share of society’s resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, community members value and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR community recognize, accept, and benefit from constructive feedback.

Honing of Differences and Recognition of Similarities: In accordance with Social Work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual’s age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender, sexual and gender identities and orientation, ability, and value system.

Ethics

All new students are given a copy of the National Association of Social Work (NASW) Code of Ethics and return a form verifying that they have read it. This document is used frequently, especially in MSS Practice classes.

To fulfill a graduation requirement, all MSS students must attend a non-credit workshop, Ethics in Social Work Practice (except Advanced Standing Students who are exempt from taking). This workshop is typically held in early January during Winter Break and is offered on several days at varying times to accommodate students’ schedules. All MSS students enrolled in Foundation Practice are required to attend one workshop.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202-5920, concerning alleged failures by the institution to comply with the act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the College’s Registrar’s Office.

Directory Information

Bryn Mawr College designates the following categories of student information as public or “directory” information. Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, dates of attendance, class, current enrollment status, electronic mail address
- Category II: Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III: Date of birth
- Category IV: Telephone number
- Category V: Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Registrar’s Office by August 15. Forms requesting the withholding of directory information are available in the Registrar’s Office. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

Communication

All students are issued a Bryn Mawr College email account. Incoming students receive their passwords and instructions for using their Bryn Mawr email prior to beginning classes. The Graduate School of Social Work and Social Research faculty and administrators communicate important information to students via their Bryn Mawr College email. College email addresses are listed in the on-line directory, so students may also use them to communicate with each other.

All students are responsible for making sure their Bryn Mawr email is functioning and for frequently checking incoming mail to that account. Students should not forward their Bryn Mawr email to another account as other email providers may block mail from Bryn Mawr.

Students are expected to inform the Dean’s Office of any changes in their phone numbers and addresses and to update this information via self-service in the College’s on-line administrative system, Bionic.

brynmawr.edu.
Student Organizations at GSSWSR

Graduate Student Association (GSA) and GSA Executive Committee (GSAEC)

The Graduate Student Association (GSA) of GSSWSR consists of the entire MSS student body. It is the means by which students participate in many aspects of the School’s governance and is the best opportunity to participate in the School community beyond the boundaries of the classroom. Due to the COVID-19 pandemic, it was necessary to adapt this governance structure to best meet the needs of the students. The GSA Executive Committee (GSAEC) is being piloted during the 2020-21 academic year.

The purpose of the GSAEC is to coordinate graduate student initiatives, share relevant information from committees with the student body, promote the visibility of the GSSWSR both within and outside the College, and provide an open forum for discussion of issues related to graduate student life at the GSSWSR.

GSAEC meetings are held monthly, or more frequently, as needed. The GSAEC is comprised of all representatives to faculty committees and one representative from every existing student organization or affinity group in a given academic year. Any student is eligible to attend a GSAEC meeting with prior permission from the Convener (the Student Services Coordinator). The Convener schedules GSAEC meetings, communicates scheduling with students, and takes and disseminates meeting notes. All GSAEC members in attendance receive a copy of meeting notes.

The GSA works best when a majority of students participate. To enable the maximum number of students to hold leadership positions, students may only hold one such position at a time, unless special permission is granted from Student Services Coordinator.

Association of Black Social Workers (ABSW)

ABSW is the Bryn Mawr student chapter of the National Association of Black Social Workers (NABSW). The NABSW was formed in 1968 during the Civil Rights Movement, initially as an advocacy group to address social issues and concerns of the Black community. Specifically, it advocates for social change, works toward eliminating racism in the social welfare system and advocates for the inclusion of people of African descent at the decision and policy-making levels. It functions as a change agent of people of African descent at the decision and welfare system and advocates for the inclusion of Black/African students who identify as being of Black/African descent are invited to become members.

Forming Student Organizations and Affinity Groups

While the GSA provides many opportunities for active involvement, a group of students may wish to create a student organization or an affinity group to address a specific interest that is beyond the focus of the GSA. An affinity group is a sub-group of the Graduate Student Association. They do not receive independent funding from the school, nor do they have a formally structured governing body like the larger student organizations: GSA and ABSW.

Applications for the formation of a new affinity group are made available and reviewed in the beginning of the fall and spring semesters only, by the Student Services Coordinator. Students are encouraged to explore the activities of the GSA and/or ABSW and any group already in existence at GSSWSR before submitting an application to start a new affinity group. If a student finds that these organizations are not able to focus on their area of interest, and they can identify at least 5 like-minded peers, they can choose to apply to create an affinity group. However, the affinity group must be different than any already existing at GSSWSR.

Applications for forming an affinity group are accepted in the beginning of the fall (September 1-October 30) and spring (January) semesters only. A minimum of five members is required for any new group.

New affinity groups should submit the Application Form (included below) during the specified times. The members listed as contact persons for the group will be notified via email whether or not their group has been approved, or if anything needs to be clarified.

If funding is desired, the new affinity group must submit a written request to the Student Services Coordinator for review. All requests for funding are subject to approval by the GSA and Student Services Coordinator and the availability of funds.

GSSWSR Student Affinity Group Application Form

Name of student submitting form

First Last

Email

Student ID# (required)

Name of Affinity Group

Statement of Purpose: Please describe in detail the group’s decision-making process (majority consensus, etc.)

Please describe in detail the group’s decision-making process (majority consensus, etc.)

Primary Contact

First Last

Email

Secondary Contact

First Last

Email

Email completed forms to Carolyn Solo at cshank@brynmawr.edu
Student Participation on Committees

At Bryn Mawr, faculty, staff, and students value each other as colleagues. There are student members on the following GSSWSR standing committees: The Committee on Policy, The Committee on the Master’s Curriculum, The Field Education Advisory Committee, and any constituted Search committees. In addition, there is GSSWSR student representation at the monthly meetings of the full-time Faculty, on the School’s Board of Advisors, Bryn Mawr College Board of Trustees, the College Ad Hoc Commencement Committee, College Budget Committee, and the College Diversity Council. GSSWSR workgroups and ad hoc committees may also have student representation.

Generally, students participating on committees must have completed one year in the program. The Committee on Policy includes one returning MSS student and one returning PhD student; the Committee on the Master’s Curriculum includes two returning MSS students; Faculty Search committees include one returning MSS student and one returning PhD student. Every fall, opportunities to serve on all committees are emailed to all students and interested students may sign-up by emailing the Student Services Coordinator or GSA representative. The final selection of MSS student representatives may be made in collaboration with the Student Association. Student members of the various committees report back to the Graduate Student Association and on some occasions, survey the student body or facilitate focus groups on various curricular or policy issues.

Attendance Policy

Students are expected to attend all classes at the graduate level. A significant amount of material is missed when they are unable to attend class. However, when sickness or other circumstances arise that prevent a student from attending class, the instructor must be notified as soon as possible. If a student has three absences in a 14-week class, the instructor will report this to the student’s Faculty Academic Advisor and to the Student Services Coordinator. Three or more absences automatically result in the student appearing before the Committee for Academic Progress and Support. The student’s grade in the class may result in a U. For Summer Sessions and 7-week classes, the instructor will report two absences to the Faculty Academic Advisor and the Student Services Coordinator and the student will be referred to the Committee for Academic Progress and Support.

In Field Education, lack of a field placement assignment for more than six weeks of the academic semester may be grounds for referral to the Committee for Academic Progress and Support and may result in the recommendation of withdrawal from the Field Education and corresponding Practice Courses.

The method by which each instructor has chosen to record attendance will be reviewed during the first class. This method (roll call, sign-up sheet, etc.) is the official attendance record for that course. If class is cancelled due to instructor illness, bad weather, etc., it is the responsibility of the instructor to determine how the missed course content will be covered (e.g., attend an additional class, add extra hours to existing course hours).

Class Communication

Each class should develop an agreed upon means of communication so that faculty can contact students when a class has to be canceled because of emergencies or bad weather.

Class Cancellation Policy and Procedures

Bad Weather Procedure

The Graduate School of Social Work and Social Research uses the services of radio station KYW 1060 AM (kywschools.com) and CBS 3 Eyewitness News to alert you as to whether or not classes will be held. If classes have been canceled, the School’s emergency weather closing number – 415 in Montgomery County – will be read on the radio. Community members outside of KYW’s range may call the College’s Snow Closing Hotline for information at (610) 526-7310; the information on the Snow Closing Hotline is updated hourly. Students may also check https://storm.brynmawr.edu for weather updates. Please note that the Graduate School of Social Work and Social Research may close even when the College remains open.

School Policy on Observation of Religious Holidays

Occasionally, students in the Graduate School of Social Work and Social Research miss class to observe religious holidays not recognized in our present College calendar. The following accommodations should be made whenever possible, either singly or in combination, depending on student needs and circumstances:

- In the case of a multi-section course, arrangements may be made for the student(s) to attend a section that meets on a different day.
- If recording is an accepted practice in a given class, arrangements may be made for another student to record the class for the absent student(s) and/or to share class notes.
- Faculty may share instructional notes with absent student(s).
- Faculty may meet with the absent student(s) at an agreed-upon date and time to discuss material presented during the missed class.
- If a large number of students in a class will be absent in order to observe a specific religious holiday, and if the instructor and all class members come to a consensus about rescheduling, the class may be rescheduled. It is the responsibility of the instructor to inform the Dean’s Office of all rescheduled classes. These accommodations are not considered requirements; faculty and students are encouraged to consider alternative accommodations as appropriate. Students are responsible for communicating with their instructors in a timely manner about any upcoming absence related to religious holiday observance. Faculty are responsible for discussing possible accommodations with students who plan to miss class to observe religious holidays, and for helping them develop a plan that fits the situation.

Religious Holidays
STUDENT SUPPORT

Access Services
Bryn Mawr College welcomes the full participation of individuals with different abilities in all aspects of campus life. The Access Services Office in Guild Hall provides support and reasonable accommodations for eligible students, employees, and guests with disabilities. Individuals who think they may need accommodations associated with a disability should contact the Coordinator of Access Services as early as possible to discuss their concerns.

Like other services at Bryn Mawr, Access Services strives to respond to each person’s concerns individually. Reasonable accommodations are provided, when necessary, to minimize the impact of a disability in the campus environment as much as possible, and to ensure equal access to our programs, services, activities, and employment opportunities. They include the elimination of physical barriers to campus buildings and facilities whenever possible, as well as appropriate academic and workplace adjustments. Current relevant documentation from a qualified professional is required to support a request for accommodations. We will protect the confidentiality of any information shared.

For additional information, contact:
Access Services
Bryn Mawr College
Euugenia Chase Guild Hall
101 N. Merion Avenue
Bryn Mawr, PA 19010
Contact Deb Alder, Coordinator, at dalder@brynmawr.edu or Telephone: 610-526-7351.

Advising

At the beginning of each student’s course of study, students are assigned a Faculty Academic Advisor through the Dean’s office. Students may have the same advisor throughout the MSS program, but factors such as faculty leaves may require students be reassigned to another advisor during the MSS program. Advisors help in orienting the student to the School and College, its curriculum and its policies, providing educational guidance in the selection of a student’s course of study, identifying resources for resolving problems that may be interfering with the student’s academic performance, and discussing and evaluating career goals.

In the Master’s program, Advisors are responsible for reviewing the academic performance of students during and at the end of each semester. Advisors may discuss any performance issues with their advisees and inform the Assistant Dean, who oversees advisement, when performance concerns place a student in academic jeopardy. If a student is referred to the Committee for Academic Progress and Support, their Advisor is asked to join the student at the meeting.

Incoming MSS students are expected to meet with their advisor during the first part of their first semester at the GSSWSR. During the mid-semester advising period, students are also expected to meet individually with their Advisors to discuss preliminary career goals, future courses, a tentative plan of study, and performance in class and field.

Returning students in the Master’s program are also required to meet with their Advisors during the mid-semester advising period. During that meeting, students may wish to discuss performance in class and in field, the past semester’s evaluations, any difficulties or matters affecting performance in class or field, and a plan of study for the spring semester. Students will find their assigned Faculty Academic Advisor by logging into their Bionic account. If a Faculty member goes on leave, students will be reassigned to another Advisor at the beginning of the semester in which the leave is taking place.

It is the student’s responsibility to make an appointment with their assigned Advisor during the advising period. If, after meeting with the Advisor, a student feels that there are issues needing further clarification, the student can make an appointment to meet with the Student Services Coordinator.

In the Doctoral Program, advisors are responsible for reviewing the progress of their advisees at the end of each semester and for reporting to the Doctoral Faculty any student who is in academic jeopardy. The Advisor recommends a student for candidacy upon completion of course requirements. A more detailed discussion of doctoral program matters can be found in the GSSWSR Operating Procedures manual of the PhD program.

Students Bringing Guests to Meetings:
If a student wishes to bring another individual to a scheduled meeting with faculty or staff, the student is expected to inform the person who has called the meeting beforehand, with the understanding that this individual would attend in a supportive role as observer and not to engage as a participant in the conversation.

Career Development Services at GSSWSR

Career Development Services at GSSWSR

Mindful of the profession’s unique partnership between academic and practice settings, the School offers students and alumni the resources and expertise of specialized career development services. At the GSSWSR, Social Work careers are conceptualized as a developmental process, becoming more focused and directed as the student progresses indefinitely over the span of a career. The School’s on-site Career Counselor along with Faculty Academic Advisors and the Bryn Mawr Alumnae/i Network, provide support, training, and individual assistance with career-related issues and place an emphasis on professional networking and development of lifelong career skills.

Individual Career Advising

The GSSWSR Career Counselor and Writing Coach is located in our building to facilitate easy access. In addition to personal and confidential career counselling, coaching on resume writing, cover letter writing, job search and interviewing strategies are integral to the service model for current GSSWSR students and alumni.

Career Workshops

Planned conveniently during students’ class breaks throughout the fall and spring semesters, GSSWSR Career Development Services offers workshops developed according to student needs and in alignment with CSWE practice behaviors and core competencies for personal and professional growth as a Social Worker. Workshops address social work specific career development topics such as: earning a license in Pennsylvania, resume and cover letter format and content, interviewing skills, and job search strategies. The schedule of career workshops will be distributed each semester.

Networking Contacts

Many alumni from the Graduate School of Social Work and Social Research and from Bryn Mawr College are willing to share information about their professional experiences. Our alumni are among our most valued resources, if you are evaluating career opportunities, seeking information about employers, or wish to learn more about a professional role, the advice of experienced alumni can be a rich resource. Using Athena’s Web online alumni directory advanced search feature, you may locate information about all Bryn Mawr College alumni working in your field of interest. Access Athena’s Web and College Alumnae Career Services at https://www.brynmawr.edu/alumnae/services-and-benefits. If you are a new user, follow the instructions to register.

While at this site, be sure to update your own information profile in the directory. Bryn Mawr alumni groups also connect on LinkedIn.

Business Cards

Every fall, all incoming students are offered a set of free Bryn Mawr College business cards, personalized with their name, degree, concentration and contact information. Useful in field placement, conferences, interview and training settings, the calling-cards are immediately useful to promote a professional presentation for networking and other outreach endeavors.

Letters of Reference Service

As part of the Bryn Mawr College Career and Civic Engagement Center, the Career Planning Office offers a “credentials” service whereby you may store your letters of reference. Upon request, letters of recommendation may be forwarded on your behalf to potential employers or to graduate schools.

Learn more about the service and download forms at: https://www.brynmawr.edu/career-civic/career-planning/credentials-files.

Employment Opportunity Job Boards

Through the year, the GSSWSR lists jobs from many employers via multiple sources including alumni in various agencies. These jobs are forwarded to an online board. The job board offers full and part-time job listings for Master’s and PhD prepared social work professionals across a wide spectrum of categories. Access this resource from the GSSWSR homepage (https://www.brynmawr.edu/socialwork/career-services/job-board-and-fellowships-0).

Career Information and Jobs Fair

Located on-site at the Graduate School of Social Work and Social Research, the annual GSSWSR Career Information and Jobs Fair held each March, hosts 30+ employers who come to campus specifically to meet with Bryn Mawr’s Social Work students; many with job openings for graduating students. GSSWSR alumni are also invited to attend.

Membership in Professional Organizations

Students are urged to join one or more related professional organizations, such as the National Association of Social Workers, Council on Social Work Education, Association of Black Social Workers, Clinical Social Work Association, the National Network for Social Work Managers, the Association for Community Organization and Social Administration, the Pennsylvania Society for Clinical Social Work, Child Welfare League of America, and the Gerontological Society.

Membership Information

For additional information, contact:
Access Services
Bryn Mawr College
Euugenia Chase Guild Hall
101 N. Merion Avenue
Bryn Mawr, PA 19010
Contact Deb Alder, Coordinator, at dalder@brynmawr.edu or Telephone: 610-526-7351.
These organizations give students an immediate opportunity to participate in professional activities and thereby to influence the future of social work as well as the opportunity to work with leaders in the field. Many organizations offer reduced rates for students and provide a number of benefits, including publications and insurance programs.

Center for Professional Development (ProDev)
The Center for Professional Development (ProDev) at Bryn Mawr College Graduate School of Social Work and Social Research seeks to enhance the career-long learning objectives of professional social workers, counselors, and marriage and family therapists. ProDev trainings offer a broad range of opportunities for personal reflection and enrichment in areas ranging from ethical principles that guide professional practice to dimensions of diversity that characterize and shape the human experience.

Social and economic justice are addressed in half- and full-day workshops; certificate programs combine knowledge with essential skills and values so that professionals are equipped with tools that may be applied to their mission of enhancing clients’ personal capacities to resolve life’s challenges. ProDev faculty are experienced and employ both didactic and experiential teaching methods. In addition, ProDev provides continuing education credits through co-sponsorship agreements with other providers in the region. Workshops are designed to include offerings of interest to those working in clinical practice, social service management, community practice, policy and advocacy, and program development.

Registration is limited. For further information, contact the Center for Professional Development at 610-520-2602 or visit the website at www.brynmawr.edu/swprodev.

Licensure
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. The GSSWSR offers numerous opportunities for its graduates and those of other schools of social work to attend one-day preparation courses designed to prepare individuals for the LSW and LCSW examinations.

Special attention is given to practice theory, social work terminology, therapeutic strategies, treatment, practice techniques, ethics, social work values, DSM-5, psychopharmacology, as well as diversity sensitive practice. A study guide is included in the cost of the course.

Post-Graduate Certificate Programs Offered through the Center for Professional Development
- Certificate Program for Home and School Visitor (MSS courses as well as Professional Development workshops)
- Certificate in Cognitive Behavioral Therapy
- Certificate in Trauma

Professional Liability Coverage
All students enrolled in Field Education are covered by professional liability insurance. This insurance protects students for duties performed as part of their field placement during hours required toward the MSS degree. The School does not assume liability for injury to, or caused by, the student when in their field placement. If students are expected to use their own automobiles as part of their field placement, the student should check with their agency to learn about their policy regarding reimbursement and insurance coverage.

Student Health Insurance
All graduate students are required to have health insurance and complete the online insurance registration process (https://www.brynmawr.edu/socialwork/health-insurance). During the process, students will be asked to provide either information on their current medical insurance coverage, or to confirm enrollment in the College-sponsored Graduate Student Health Insurance Plan.

If the registration process is not completed by the deadline, students will be automatically enrolled in the College’s Insurance Plan and liable to pay its costs. All students must either accept or waive the College insurance. After the deadline, if you have not waived it, your automatic enrollment in the College Plan is final and cannot be changed, whether or not you have obtained other insurance.

The cost of health insurance premiums will be billed to students by Bryn Mawr and will be payable to Bryn Mawr College. A charge will be automatically billed to your student account each semester.

Graduate and Professional School Program (GPS)
The Graduate School of Social Work and Social Research offers a unique non-credit Summer Graduate School Transition Workshop Program to all newly enrolled students entering the GSSWSR in the fall. The program also welcomes currently enrolled students who:
- Will be balancing work and family responsibilities along with education
- Have not been involved in higher education for five years or more
- Have had little experience in academic writing in APA

Note: Support of the Writing Coach is available during the academic year for all enrolled MSS students.

Writing Lab
The Writing Coach is available to support GSSWSR students who wish to sharpen their writing skills in order to perform at appropriate academic and professional levels. Practice in the usage of Standard English grammar, instruction in scholarly writing, relative to sentence and paragraph construction and discussion of APA style and plagiarism are included.
ADDITIONAL SCHOOL AND COLLEGE RESOURCES

Campus Safety
Emergency Contact Information
From an on-campus phone line or phone box: x7911. Off-campus: (610) 526-7811. If off-campus and police assistance is required: dial 911.

Campus Crime Awareness/Clergy Act and Higher Education Opportunity Act
Bryn Mawr College is committed to assisting all members of the community in providing for their own safety and security. The website for the Department of Campus Safety (https://www.brynmawr.edu/safety) contains information regarding campus security and personal safety. The Commonwealth of Pennsylvania enacted the College and University Security Act in 1988 (Clergy Act) and the Higher Education Opportunity Act in 2008. These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use. These acts also require that this information be available to prospective students and employees upon request. Should you have questions please contact the Department of Campus Safety at (610) 526-7811 or go to https://www.brynmawr.edu/safety.

Student ID Cards
All newly enrolled GSSWSR students are required to obtain a College identification card called OneCard. OneCard provides access to various College resources, including building access into the GSSWSR. More information can be found on the web (www.brynmawr.edu/onecard/).

Parking
All members of the College community who wish to park on campus, including the Graduate School of Social Work and Social Research, must register their vehicles with the Department of Campus Safety and purchase a parking permit. Parking permits must be renewed each academic year. GSSWSR students should use the Commuter Student Parking Application: https://www.brynmawr.edu/safety/parking/commuter-student-parking-application. Purchase of a parking permit does not guarantee a parking space. Fees for the parking decals that you request will be billed to your Bryn Mawr account. Should you have any other questions pertaining to parking rules and regulations, please go to https://www.brynmawr.edu/safety.

Safe Rides
The College partners with a local cab company to ensure the safe return of students to campus in the event that they are not able to return to campus on their own. Students wishing to use the service must contact Campus Safety to request transport, and Campus Safety will contact the cab company on behalf of the student. The cab fare is charged to the student’s account.

The Department of Campus Safety provides a free shuttle service to and from local train lines and various campus locations. Students can request a ride by contacting Campus Safety. GSSWSR currently offers van transportation from the Rosemont Station on Tuesdays and Wednesdays from 4 pm-9 pm.

The College provides free bus transportation to and from Haverford College regularly throughout the day and evening. Students wishing to attend a party or event at Haverford College can do so without using personal transportation.

Lost and Found
Lost items (i.e., car keys, books, purses, wallets) can be reported, and found items brought to the Dean’s Administrative Office. After hours, any urgent queries regarding lost or found items should be directed to the Campus Safety Department at (610) 526-7811.

Libraries
The Marim Coffin Canaday Library is the center of Bryn Mawr’s library system. Opened in 1970, it houses the College’s holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the Old Library building and houses the collections in classical and Near Eastern Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are freely accessible to students.

Tripod (https://tripod.brynmawr.edu), the online public access catalog, provides information about the more than three million books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. A large percentage of the Tri-College holdings are accessible online.

Bryn Mawr students may use the Haverford and Swarthmore libraries and 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 home page (http://www.brynmawr.edu/libraries), students may connect to Tripod; expand or modify searches; search multiple databases; and tap into other library services and resources such as reference services, research consultation, reserve readings, interlibrary loan, etc.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can borrow materials from more than 30 academic libraries in the mid-Atlantic region. Students may also request items from libraries across North America through interlibrary loan.

Special Collections
The Special Collections Department, based in Canaday Library, houses extensive holdings of art, music, archival materials, rare books, and manuscripts. Objects held in all of these collections are available to students for individual research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students and faculty. The collection of late medieval and Renaissance texts includes one of the country’s largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other important subsets of the collection are travel and exploration, women writers and women’s lives, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementing the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women’s rights movement; the experiences of women, primarily Bryn Mawr graduates, travelling and working overseas; the plays of playwrights, writers, and scholars; and extensive collections of the letters, diaries, and scholarly works of Bryn Mawr faculty and alumnae.

The College Archives contains the historical records of Bryn Mawr, including the papers of the Presidents, and an extensive photographic collection that documents the social, intellectual, administrative, and personal aspects of campus activities and student life. The Art and Artifacts collection includes objects of interest to students of anthropology, archaeology, the fine and decorative arts, geology, and related inter- and multi-disciplinary courses of study.

The Anthropology collections include objects from around the world, with the largest portion of these collections originating from North America, South America and Africa. These collections comprise numerous categories of objects: African and Oceanic works, Southwest pottery and Native American ritual, functional, and decorative objects, and Pre-Columbian ceramics and textiles from present-day Peru, among many others. The Archaeology collections include an extensive group of Greek and Roman objects, especially vases, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests of Bryn Mawr faculty from the beginnings of the college to the present day.

The Fine Art collections include important holdings of prints, drawings, photographs, paintings and sculpture. The painting collection of approximately 250 works is primarily composed of 19th- and 20th-century American and European works; a highlight is an 1899 portrait by John Singer Sargent. The print collection illustrates the history of Western printmaking from the 15th through the mid-20th centuries and includes Old Master prints, art prints, and engravings of 19th-century book illustrations. The collection also includes Japanese ukiyo-e woodblock prints, works in a wide range of media by contemporary women artists, Chinese paintings and calligraphy, and early modern, and contemporary photography.

Special Research Resources
The Rhys Carpenter Library houses the new Digital Media and Collaboration Lab in the Visual Resources Center, which provides technologically enabled spaces for collaborative work and individual work stations with scanners. Assistance is available for video and image editing and for developing digital instruction by providing access to visual media and by facilitating the use of digital tools. Carpenter staff also work with faculty, staff, and students on building digital collections and publishing digital scholarship.

Information Technology
Students have access to a high-speed wireless Internet connection in all residence halls, libraries
(which contain public computers), and classrooms throughout the campus. Online course materials, registration, e-mail, shared software and Tripod, the online library catalog, are shared by Bryn Mawr, Haverford and Swarthmore Colleges are accessible from a Web browser - many of these are available from off-campus as well. Each new Bryn Mawr student receives their own e-mail and Network file storage accounts upon matriculation (typically late spring).

Professional staff are available to students, faculty and staff for consultation and assistance with their technology needs.

The Help Desk is located on the main floor of Canaday Library and is available during building hours for walk-up help, email and telephone assistance. The Canaday Media Lab, located on Canaday’s A Floor just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings:

- Canaday (1st Floor and A Floor)
- Carpenter (B Floor)
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

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

Language Learning Center
The Language Learning Center (LLC) provides the audio-visual and computing resources for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to explore a foreign culture through film, CDs, DVDs, software programs, the internet or international satellite television.

The Language Learning Center maintains a collection of more than 800 foreign films and has individual and group viewing rooms. The lab is permanently equipped with computers and an instructor workstation to accommodate classes in the center. The lab supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

The Bern Schwartz Fitness and Athletic Center
The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room which houses everything from broad offerings of physical education classes, Bryn Mawr Fit Club classes, and strength and conditioning sessions for student athletes. The fitness center has over 100 different workout options, free weights, indoor cycling, bicycles, ergs, and cardio and strength training machines.

The Class of 1958 Gymnasium is home to the College’s intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the-art eight lane swimming pool, athletic training room, locker rooms, a conference smart room, and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. More information please consult www.brynmawr.edu/athletics/facilities/.

The outdoor athletics and recreation facilities include: Applebee Field, Shillingford Field, seven tennis courts, a recreational and club sport field at the Graduate School of Social Work, and an outdoor track and field practice area. The Applebee Field named for Constance M. K. Applebee, the first director of physical education at the College and credited for bringing field hockey to the United States, was renovated in August 2012. The field was converted from natural grass to a synthetic field, and expanded to meet NCAA requirements for lacrosse, soccer, and field hockey.

ACADEMIC POLICIES AND PROCEDURES
Registration
Incoming students enroll in fall courses during the summer preceding their first semester. Questions regarding initial course registration will be handled by the Assistant Dean for Administration and the Student Services Coordinator.

Spring semester registration materials are available for all returning students by the end of October. Students in their second or third year register online for elective courses. All students are pre-enrolled in continuing required courses (all foundation courses, practice concentrations and field education). In March and April, returning students receive registration materials and register online for the subsequent summer and fall semesters.

Enrollment in all classes is limited and subject to the availability of openings in the course. Online registration dates and drop/add deadlines are also listed on the School’s Academic Calendar (https://www.brynmawr.edu/socialwork/current-students/calendars).

In AY 2020-2021, MSS courses are typically offered on Tuesdays, Wednesdays and Saturdays to allow ample time for field placements. Students are strongly advised not to schedule all of their courses on the same day.

BIONIC: All students are issued an account and password for using BIONIC (https://bionic.brynmawr.edu). Students use BIONIC for a variety of processes and information, including registering for classes, viewing their transcript and their student account, requesting an official transcript, and viewing their paycheck if they are employed on campus. Complete instructions for using BIONIC are on the School’s website.

Special Courses: Independent Study, Master’s Papers, master’s students taking doctoral courses, and University of Pennsylvania courses all require prior permission of their Advisor and of the instructor. These courses may not be available on BIONIC.

Procedure for enrolling in these courses are included below. Before enrolling in these courses students must document appropriate permission. All of these courses are billed the same as regular GSSWSR courses.

PhD Faculty members will offer tutorials only after consultation with the GSSWSR Dean on the availability of teaching time and School policies.

University of Pennsylvania Reciprocal Plan
Under the Reciprocal Plan, elective courses at the University of Pennsylvania Graduate School of Arts and Sciences are available to Bryn Mawr graduate students during the academic year. (Summer courses at the University of Pennsylvania and courses at Penn’s School of Social Policy and Practice are not part of the Reciprocal Plan.) The courses must be related to graduate social work education and approved by the student’s Advisor. All full-time and part-time matriculated MSS students are eligible to take these electives in their concentration year. PhD students may also choose to take electives under the Reciprocal Plan.

The number of courses that may be taken at the University of Pennsylvania is limited to one per semester. Students register with both Bryn Mawr College and the appropriate department at Penn. Tuition, however, is billed through Bryn Mawr College at the GSSWSR rate. Instructions for enrolling in a Penn course during the scheduled registration period are on the Registrar’s webpage (https://www.brynmawr.edu/registrar/graduate-students-registering-penn-classes).

Before enrollment is confirmed, the student must secure permission from their Advisor then proceed to request permission from the professional school of the University of Pennsylvania to enroll in her/his course. The student forwards a copy of those permissions (letter or email) to the GSSWSR Dean. Further details are available on the GSSWSR website. The University of Pennsylvania charges a small general fee for the use of the library, a library deposit that is refundable, and fees for late registration.

Collaboration with the Graduate School of Social Work and Social Research and the Graduate School of Arts and Sciences
At Bryn Mawr, we embrace a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do advanced work by participating in graduate level courses offered in several academic areas including: Graduate social work students may take graduate courses in the Bryn Mawr College Graduate School of Arts and Sciences (GSSAS). Students interested in these opportunities should first discuss the course with their Faculty
Advisor, whose permission is required along with the permission of the GSAS instructor.

Add/Drop
Students may request to change their registration during the Add/Drop period specified in registration materials. Students are required to use an Add/Drop form, available on the School’s website under “Current Students/Academic Information.” Students must also use an Add/Drop form for status changes between audit and credit prior to the beginning of classes. The Add/Drop deadline for the Fall 2020 semester is September 18, 2020, and for the Spring 2021 semester the deadline is January 29, 2021. No enrollment may be changed between Audit and Credit status after the deadline date. Any courses dropped after the deadline will become a Permanent Withdrawal grade on the student’s transcript. If students reduce the number of units per semester, the amount of their GSWSR financial grant will be reduced proportionately. Please see the refund policy in the Financial section.

Wait Lists
Each course section has a maximum enrollment capacity. When registering for courses, if the student’s preferred section has reached maximum capacity, they may refer to a wait list in Bionic. The Dean’s Office will notify students should a space become available. It is important to note that although Bionic reflects a student’s “number ranking” on the wait list, this number is only one of the deciding factors used when the Dean’s Office makes decisions to move a student from the wait list to enrollment in the course.

Auditing and Overload Courses
Any student wishing to audit a course can do so only by stating this intention in writing to the Dean’s office before the first day of classes. No change in status (from audit to graded or graded to audit) can be permitted after classes have begun. Students should also be forewarned that an auditor will have no official status, i.e., there will be nothing official to indicate that the auditing student ever took a course. Auditors must still pay 1/2 of the tuition fees, and any associated fees. Auditors are expected to be fully participating members of their classes, completing all the assignments and/or exams required of every other student.

Audits are subject to availability of space. When not enrolled in the MSS program (and not on leave or withdrawn), individuals who wish to audit a course must first contact the Dean for approval. An overload is defined as any course taken in addition to the required number of courses. Overloads are charged at the normal tuition rate. Students will be permitted to enroll in overload courses only after all students taking the course for required credit have been accommodated. Social Work grant funds may not be used for overload or audited courses.

Independent Study and Master’s Papers in the MSS Program
For Credit Independent Study and Master’s Papers are academic credit options that may only be used to fulfill elective requirements once the student has completed all foundation year course work. Both an Independent Study and a Master’s Paper require supervision by a tenured or tenure track member of the GSWSR Faculty who agrees to supervise the work.

A student may propose either of these study options in any area of social work that is not available to the student as a regular course within the timeframe of the student’s expected matriculation at Bryn Mawr College. One course credit will be given after satisfactory completion of either the Independent Study or the Master’s Paper. An Independent Study is one semester in length. It typically is not offered during the summer sessions. A Master’s Paper spans the fall and spring semesters (the student must register for the Master’s Paper for both semesters). There is no credit given or charge incurred for the fall semester. The Master’s Paper is completed in the spring semester. Charges are incurred and a grade given at that time. A Master’s Paper will typically require the permission of two faculty members who would serve as readers, or as the result of a research project in a particular interest area, one faculty member would serve as the instructor and the second faculty member would serve as a reader. MSS students are required to take three electives, only one of which may include an independent study or a Master’s Paper. A student (receiving the approval as noted) may pursue an Independent Study over and above the required number of electives; however, this would be an “overload” and treated as such (e.g., no GSWSR grant funds would be awarded).

Content of Proposal:
Students intending to apply for an Independent Study or a Master’s Paper should prepare a study proposal in consultation with their supervising faculty member(s) prior to the semester when such a study is to be initiated. The proposal should include the scope of the study, the goals to be accomplished, a preliminary reference list identifying basic texts and reading materials and a description of the process that will be used to identify additional readings/texts. In addition, the proposal should include a plan for a mid-term assessment as well as an end of semester assessment that includes a description of what the student will submit as a final project/paper. The proposal should also address why an Independent Study or a Master’s Paper, as opposed to an existing course at the GSWSWR, is required for the student to engage this content.

Timing:
For spring semester independent studies, proposals must be reviewed at the December curriculum committee meeting. The Dean’s office should receive the proposal at least one week prior to the December curriculum committee meeting. For fall semester independent studies, proposals must be reviewed at the May curriculum committee meeting. The Dean’s office should receive the proposal at least one week prior to the May curriculum committee meeting.

Evaluating Student Performance
Preparation for professional social work practice requires the student to read widely, think critically, analyze, synthesize, and engage in reasoned debate, and produce independent and collaborative work. To meet these requirements, the student must be present for class and ready to participate fully in the entire range of educational opportunities. Students are expected to complete all assigned readings in advance of class meetings, to attend all class sessions, and submit written assignments on time. The instructor should be notified well in advance if the student expects to miss a class meeting or an assignment due date. Continued tardiness and two or more absences will result in a referral for the student to appear before the Committee for Academic Progress and Support. More than three absences may result in a grade of Unsatisfactory. Each instructor will determine the method by which attendance will be recorded, satisfactory participation, and completion of assignments for their course. These expectations are noted on the syllabus of each course.

While the School does not have a formal honor code system, students, faculty, and staff are expected to comply with the NASW Code of Ethics and GSWSWR Standards of Professional Behavior. In-class or online exams are given with the expectation that the work submitted will be the student’s own. If instructions for assignments and/or tests are unclear, instructors should be asked for clarification.

Plagiarism
Plagiarism is an unethical and unacceptable act. Plagiarism occurs when someone deliberately or accidentally uses the words, ideas, or other original thoughts of someone without proper acknowledgement. Plagiarism includes copying from another source without citation, closely paraphrasing another source without citation, building closely on someone else’s ideas without citation, paying someone to write a paper, and buying, stealing, copying, or borrowing a paper and submitting it as one’s own work. It is a student’s responsibility to become familiar with the definition of plagiarism and the proper methods of documentation and the citation of sources. Students are encouraged to consult with any of the following whenever there is a question about possible plagiarism in one of their assignments: the most current Publication Manual of the American Psychological Association, the class instructor, and the GSWSR Writing Center. The consequences of plagiarism include, but are not limited to, the student being required to meet with the Committee for Academic Progress and Support, and possible dismissal from the School. If an instructor suspects that a student has plagiarized material, the instructor will first discuss the issue with the student and will then refer the matter to the Committee for Academic Progress and Support, or to the Doctoral Faculty Committee for further evaluation and recommendation.

Grading and Mutual Accountability
Please see the GSWSWR policy on Satisfactory Academic Progress which follows later in this catalog; any revisions will be in the most current document that is posted on the School’s web page: www.brynmawr.edu/socialwork/current-students/academic-information. It is the instructor’s responsibility to provide the Master’s student with an evaluative grade for a course or seminar. These grades are entered into Bionic at the end of each semester. The instructor will provide a narrative “End of Semester Evaluation of Student Performance” form for any MSS student who receives a grade of S- or U. A qualitative analysis of achievement of learning objectives, oral and written presentations, examinations and other educational outcome measures is also required. In addition, the instructor may choose to provide a written analysis of the student’s performance to students who receive a grade of $5 as a private communication between the instructor and the student. The PhD student receives an evaluative grade of Satisfactory, Marginal Satisfactory or Unsatisfactory on the grade sheet form; however, only a Satisfactory
Recognizing the importance of Field Education as the “signature pedagogy” of professional Social Work schools, Master’s students in field placements will complete an evaluation of their field experiences, including Field Agency, Field Instructor, Field Liaison, and the Field Office at the end of the academic year. Feedback is used in the development of enhanced Field Office processes and procedures, preparation of future students for field practicum experiences, and field instructor training to support field settings as quality sites for student learning. (Refer to the Field Education Manual for further details.)

Grading

Defining the Meaning of Grades

The specific standards of each course are based on the expectations of the course instructor (or instructors in the case of multiple sections of the same course). Faculty members and Field Liaisons give considerable thought to their standards and they make every effort to apply them consistently and fairly. These standards are reported on each course syllabus and the Field Education Manual to reflect both the grading philosophy behind standards as well as broader beliefs about the academic performance expected of a social work graduate student. All grades are based on a common expectation of satisfactory graduate-level performance (equivalent to a letter or numeric grade of “B” or “3.0” or better) and are further specified by the following performance categories:

- **S (Satisfactory Performance - equivalent to a B [3.0] or better: Passing)**
  - A student has shown an adequate or superior mastery of knowledge and related practice behaviors reflected on the Learning Agreement and Field Evaluation.
  - A grade of “U” is a failing grade and the student does not receive credit for the course. A student who fails will lose their scholarship funds for any course that is repeated as a result of having received a “U” grade.
  - A “U” grade requires a timely review of the student’s status by the Committee for Academic Progress and Support. A required course cannot only be retaken once. A student who fails a required course a second time will be removed from the program. A third grade of “U” in any combination of required and elective courses will result in removal from the program. The decision to remove a student from the program based on grade deficiencies will be made by the Dean after consultation with the Committee for Academic Progress and Support.

- **S- (Marginal Satisfactory Performance - equivalent to a B- [2.7]: Not Passing/No Academic Credit)**
  - A student who receives a grade of “S-” in any course will be required to meet with the Academic Advisor to consider what actions should be taken to mitigate future academic difficulty. The student and the Advisor will jointly prepare a brief statement describing these proposed actions. This statement will be submitted by the advisor to the Dean’s Office and will be placed in the student’s permanent file for future reference.

- **A second “S-” grade requires a timely review of the student’s status by the Committee for Academic Progress and Support, and a third “S-” grade may be considered sufficient grounds for the Committee to recommend that a student be removed from the program.**

A grade of “U”:

- A “U” is a failing grade and the student does not receive credit for the course. A student who fails will lose their scholarship funds for any course that is repeated as a result of having received a “U” grade.

Consequences of cumulative deficiencies in academic performance, a grade of “S-”:

- A student who receives a grade of “S-” in any course will be required to meet with the Academic Advisor to consider what actions should be taken to mitigate future academic difficulty. The student and the Advisor will jointly prepare a brief statement describing these proposed actions. This statement will be submitted by the advisor to the Dean’s Office and will be placed in the student’s permanent file for future reference.

- A second “S-” grade requires a timely review of the student’s status by the Committee for Academic Progress and Support, and a third “S-” grade may be considered sufficient grounds for the Committee to recommend that a student be removed from the program.

In the case of a student receiving either a “S-” or “U” grade, the Dean’s Office will notify the student’s Faculty Advisor of the grade and inform the student that a meeting with the Dean’s Office (and the Faculty Advisor during the Summer Sessions) is required within a timeframe specified for that academic period. At GSSWSR grading is the responsibility of individual faculty. If a student believes that their academic performance does not warrant an S-, U or INC grade, they should first discuss the matter with their instructor. If they still believe that the grade they received is unjust, they should contact the Dean to request an appointment to discuss the matter. If the issue still remains unresolved, the student may consult the College Provost or their designee. The decision of the College Provost or their designee shall be binding.

Attendance Policy

Students are expected to attend all classes at the graduate level as a significant amount of material is missed when they are unable to attend class. However, when sickness or other circumstances arise that prevent a student from attending class, the instructor must be notified as soon as possible.

If a student has two or more absences, the instructor will report this to the student’s Faculty Academic Advisor and to the Student Services Coordinator. Three absences automatically result in the student appearing before the Committee for Academic
Progress and Support. The student’s grade in the course may result in a U. For Summer Sessions and the week or the term will reflect the dates and hours the absence to the Academic Advisor and the Student Services Coordinator and the student will be referred to the Committee for Academic Progress and Support. Further, in Field Education, lack of a field placement assignment for more than six weeks may be grounds for referral to the Committee for Academic Progress and Support and may result in the recommendation of withdrawal from the Field Education Course.

The method by which each instructor has chosen to record attendance will be reviewed during the first class. This method (roll call, sign-up sheet, etc.) is the official attendance record for that course.

The Community Day of Learning (CDL) is held during the spring semester. All students are expected to attend. Classes at the GSSWSR are cancelled until 4 pm, in order to facilitate participation.

Extensions, Incompletes, and Withdrawal

Extensions

Students in need of extensions for written work, or alternative exam dates, must request these extensions at least a full week in advance of the due date for the work from their professors. Extensions may be granted but this is at the discretion of the instructor. Extensions must be completed and graded by the time grades are due.

Incomplete Grades: MSS Students

A grade of “I” (temporary incomplete) may be given by the instructor only when extraordinary and unforeseen circumstances prevent a student from being able to complete their work. Incompletes must be completed within 30 days of the end of the semester in which the Incomplete is incurred. Any Incomplete remaining after this date automatically becomes permanent and no degree credit is received. On the rare occasion of an exception to this policy, permission of the PhD Director, in consultation with the Dean, is required.

Withdrawal from a Course

The guidelines for withdrawing from a course are governed by the GSSWSR. A student who withdraws from a course after the 10th week of classes with field work is not awarded a grade in the course and no degree credit is received. A student who withdraws from a course after the 60% point in the semester or summer session may receive an Unsatisfactory (U) grade. If an Unsatisfactory grade is given the student will be referred to the Committee for Academic Progress and Support and will need to retake the class (in the case of elective classes, take another elective) without the benefit of being able to use Bryn Mawr grant or funding. Academic Advisers should refer students to the Office of Financial Aid to discuss any financial implications for their Academic Plan.

Withdrawal from a Field Placement

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine in consultation with the Dean if the student should be given another placement or be referred to the Committee for Academic Progress and Support to review the student’s program and performance. If the student is again removed for reasons related to documented poor performance in the next placement, or for the replacement process, refuses or is refused a field placement, the student will not be placed again until the Committee for Academic Progress and Support meets and reviews the student’s program and performance. The purpose of this meeting is to make recommendations. These recommendations may include that the student must complete their work in order to gain placement opportunity; or removal from the program.

Temporary Leave of Absence for Medical Reasons or Pregnancy/Parenting

Students may elect to take a temporary leave of absence from coursework, and/or fieldwork in the event of a medical need, pregnancy or parenting. The student is entitled to a temporary leave plan guided by the following process and principles:

Temporary leave planning is to be initiated by the student by consulting first with their academic advisor in a timely and professional manner. In addition, if in field placement, the student should inform the field education office and the field liaison that a leave will be needed. Students should contact their advisor, and field office as early as possible to plan for a leave.

A. The academic advisor, after consulting with the student, will engage the field education office, inclusive of the field liaison for the student if they are in field placement, as well as the relevant faculty to begin the leave planning.

B. The academic advisor, in consultation with the field office, inclusive of the field liaison, and relevant faculty will construct a temporary leave plan as well as given the student the opportunity to begin the leave planning.

C. The academic advisor, in consultation with the field office, inclusive of the field liaison, and relevant faculty will construct a temporary leave plan as well as given the student the opportunity to begin the leave planning.

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

Leaves and Withdrawal

A student whose academic work is in good standing may apply in writing to the Dean for a leave of absence after consulting with their Academic Advisor. The Dean may ask to speak directly with the student. A leave is typically requested for no more than one academic year. If the student wishes to return to the School at the end of the leave, a letter should be
be written to the Dean requesting reinstatement. Availability of space in the program and length of time the student has been away from the School will be factors affecting the granting of a reinstatement. A student extending a leave beyond the approved period will need to apply for readmission to the School.

The student may, on the recommendation of a physician, request a medical leave of absence for reasons related to physical or psychological health. Readmission may be granted by the Dean, upon recommendation of the treating physician and based upon evidence of the student’s capacity to meet the demands of the program. A student who has withdrawn from the School is not automatically readmitted. After a year's absence, readmission may be requested after consultation with the Dean. Students who withdraw or take a leave of absence before the end of the enrollment period must contact the Office of Financial Aid at (610) 526-2545 for an exit interview before departure from the program to ensure that the financial account is settled. Students must also meet with the Dean or the Student Services Coordinator to discuss their experiences at the School.

Participation in School Sponsored Educational Activities While on Leave

A student who is on medical leave is temporarily inactive in terms of their enrollment status. Students on leave may attend school events which are open to the public; however, they may not attend events or participate in activities designated for active students or hold officer positions in student organizations. This would include policy trips, being eligible to receive fellowship funds, etc. Students may resume participation in all GSSWSR sponsored activities upon their approved return to the School.

Exclusion

Bryn Mawr College reserves the right to exclude at any time any student whose academic standing is unsatisfactory or whose conduct violates the GSSWSR Community Standards of Professional Behavior. Such a student may not be remitted or refunded in whole or in part; fellowships and scholarships will be canceled. Findings regarding academic standing and conduct are made by the Committee for Academic Progress and Support, or the Doctoral Faculty, or the Dean.

Academic Probation

Students who are struggling to successfully complete their coursework may be in danger of being declared to be on academic probation. If a student is experiencing difficulties, they should first seek guidance from their instructor who may give additional instructional support, or refer the student to the writing center or to a TA for additional help. The instructor may also inform the student’s Academic Advisor of the student’s difficulties who may then request a meeting with the student. If the student is in danger of failing a class, or is given a grade of Unsatisfactory, the Academic Advisor is notified, and the student is referred to the Committee for Academic Progress and Support. A student may be put on probation if they have failed to meet the academic standards of the School by receiving a grade of Unsatisfactory (U) in a class or in field education. Students on academic probation are not allowed to hold officer positions in student organizations, nor are they eligible for fellowship funding until their status has been changed to being in good standing. Students placed on academic probation will also receive a financial aid warning letter from the Office of Financial Aid. In order to regain good standing, the student must appear before the Committee for Academic Progress and Support and follow the recommendations outlined in the Academic Plan which is sent to them after they have met with the Committee.

Committee for Academic Progress and Support

Students whose performance in coursework and/ or fieldwork places them in academic jeopardy or whose behavior raises questions about their appropriateness for the Social Work profession may be asked to appear before the Committee for Academic Progress and Support (the Committee). The purpose of the Committee is to assist students in determining obstacles which may have impacted their academic performance and to develop an Academic Plan in order for them to move forward in the School. It is generally composed of two elected faculty members and is convened by the Dean. Others such as the Director of Field Education and the Student Services Coordinator may be invited to meetings as needed. The student’s Academic Advisor is also invited and students may invite another person to serve as support. The summer session or fall semester committee with fewer faculty may be convened.

Reasons for referring a student to the Committee include:

- Charge of plagiarism
- Failure in one course
- Marginal performance in more than one course.

A second S- grade may be considered sufficient grounds for the Committee to recommend that a student be removed from the program.

- Marginal performance in field education
- Excessive tardiness or violation of the School’s attendance policy as outlined in the course syllabus.

Failure to adhere to Standards of Professional Behavior as outlined in the document signed by all students at the beginning of their first academic year at GSSWSR.

Referral to the Committee:

After the instructor has taken all appropriate steps to assist the student to improve performance to an acceptable level and has reached the conclusion that the student is in jeopardy, the student’s Academic Advisor is informed, and the Dean’s office is notified that the student is not meeting the requirements of the course. The Academic Advisor gathers information about the student’s performance in other classes and the field and provides summaries to the Student Services Coordinator. The Student Services Coordinator notifies the Dean; who will convene a meeting of the Committee. The student is notified in writing (via email) of the meeting day, time and location. The Academic Advisor is copied on the letter and invited to attend. If the issue is related to field education, the Director of Field Education, Field Liaison and/or Field Instructor may be asked to attend this meeting as well.

The Committee, after discussing the issues with the student and the Academic Advisor, will make recommendations to the student as to how best to proceed in the master’s program. These recommendations range from repeating a failed class, to reducing course load, or taking a leave of absence. In some cases, the Committee may determine that the student needs to withdraw from the School. It is not the purview of the Committee to change the grade issued by a faculty member to a student.

Appeals

The decision or recommendations of the Committee may be appealed. The student must submit a request to the College Provost, who will review the student’s academic performance as well as the decision of the Committee for Academic Progress and Support. The decision of the Provost or their designee shall be final. All Bryn Mawr College GSSWSR students have the right to present a formal grievance to the College Provost, after having met with the Committee.

Grounds for Dismissal

The Graduate School of Social Work and Social Research maintains high standards and expectations of its students, faculty, and staff. As a professional school we believe it is imperative that all honor professional standards of behavior, and adhere to social work ethics and the high academic standards outlined herein. However infrequently, a student may be dismissed from the School. This would usually be a recommendation by the Committee for Academic Progress and Support, but may also be a decision made by the Dean if the circumstances warrant prompt action. Grounds for dismissal may include:

- Failure to adhere to Standards of Professional Behavior
- Violation of NASW Code of Ethics
- Violation of the Bryn Mawr College Drug and Alcohol Policy
- Violation of HIPAA laws in field or school
- Three or more appearances before the Committee for Academic Progress and Support
- Receiving a grade of Unsatisfactory in two required courses
- Receiving a grade of S- in three courses
- A documented charge of plagiarism substantiated by the Committee for Academic Progress and Support
- Engaging in illegal activities in school or in placement resulting in felony charges

Appeals and Grievance Procedures

All students who believe that they have been treated unfairly have the right to be heard. The Graduate School of Social Work and Social Research has in place both policies and procedures for students to follow. The appeal procedures for the Committee for Academic Progress and Support, as well as the process to appeal a grade, are detailed earlier in the catalog. The appeal process for the doctoral program is in the PhD Operating Procedures Manual. With the exception of appealing decisions of the Committee for Academic Progress and Support and decisions of the Doctoral Faculty, the following procedure is to be used by all students:

In all instances where a student feels treated unfairly, the student should first discuss the issue directly with the individual involved, whether that individual is a student, member of the Faculty or staff, Field Education Liaison, or Field Instructor.

If the issue is not resolved at those levels, the student should consult:
Satisfactory Academic Progress Policy

Purpose

This policy defines satisfactory academic progress for all Graduate School of Social Work and Social Research (GSSWSR) matriculating students.

Accountability

The Dean of the GSSWSR is responsible for implementing this policy.

Policy

Satisfactory Academic Progress (SAP) is defined here as the successful completion of degree requirements, according to (A) established completion rates, (B) standards for academic performance, and (C) time limits.

Sound academic principles require that students maintain standards of satisfactory academic progress. In addition, federal regulations require the GSSWSR to establish SAP standards for students receiving federal funds. The following standards apply to all matriculating students, regardless of whether they are financial aid recipients. Students who fail to maintain SAP must be informed of their failure to meet SAP standards and notified of their academic status by the Dean/designated representative. Students may be placed on financial aid warning or probation, suspended, or dismissed, in accordance with GSSWSR policies. SAP will be reviewed at the end of each grading period.

Completion Rate

At the end of each grading period the Assistant Dean for Administration will evaluate all students' academic progress by comparing the number of attempted courses with the courses successfully completed to date. At the end of each grading period, a student must have successfully completed a minimum of 67% of all the courses they have attempted in that grading period; if not, they are considered to be on Academic Probation and are referred to the Committee for Academic Progress and Support and an Academic Plan is developed for the student to follow. Repeated courses are treated as credits attempted.

The program completion rate standards listed below differ between the Master of Social Service (MSS), and Doctor of Philosophy (PhD) programs, due to the different requirements for each of those programs.

MSS Program

A student in the MSS program must successfully complete a minimum of three (3) courses at the end of each academic year; however, a student may need to complete more than the minimum number in some years to meet other benchmarks. In addition, students must take certain courses in sequence. By the end of the spring semester of the student's second academic year in the program, students must have completed all 10 foundation courses (including 2 semesters of field placement), inclusive of transfer credits or successful waiver exams. No more than two foundation courses may be taken in the summer between the first and second year. MSS students who are not Advanced Standing must complete all degree requirements (18 units) within a maximum of 4 years.

Advanced Standing students may receive up to 8 transfer credits contingent upon completion of appropriate course work with a grade of B or higher, and upon review of syllabi by faculty teaching in specific curricular areas. Advanced Standing students must begin the MSS program in the summer of their first academic year, and complete 2 courses during that first summer. They must enroll in concentration level practice courses and field placements in their first year. They must complete the program degree requirements no later than September of the following academic year.

PhD Program

A student in the PhD program must successfully complete a minimum of three (3) courses at the end of each academic year in order to be considered making satisfactory academic progress. PhD students must complete a total of 12 courses within the first 4 years in the program. Preliminary exams must be passed within 18 months after the completion of coursework. The dissertation proposal must be accepted within one year after completion of preliminary exams. The dissertation must be successfully defended within 4 years after the proposal is accepted. All degree requirements must be completed within 8 years. Thus, students can take the maximum amount of time for some requirements, but cannot take the maximum time for all requirements. If a student fails to finish any given part of the program in the maximum amount of time allowed, that student will be removed from the PhD program.

MSS and PhD programs

Courses will be considered as attempted or completed as follows:

• Attempted and completed: Courses with a grade of S (Satisfactory) equivalent to a B or better;
courses with a grade of S- (Marginal Satisfactory) equivalent to a B-;

• Attempted but not completed: Courses with a grade of U (Unsatisfactory), INC (Permanent Incomplete), WD (Withdrawal). Temporary incomplete grades (I) change to S, S-, U, or INC;

• Not attempted and not completed: Courses with a grade of AUD (audit) and non-credit/no fee courses.

Students who attempt but do not complete courses/degree requirements at the appropriate rate (as described above) will be placed on Warning status for the first failed term. A student in Warning status may continue to receive institutional and federal assistance for one payment period. A student who fails to meet the satisfactory academic progress standards after the Warning period must submit an appeal to continue to receive federal aid. If an appeal is submitted and approved, a student who has failed to meet satisfactory academic standards may enroll for another term on Probationary status (see below). Appeals must be made in writing to the Dean.

Academic Performance

The Dean of GSSWSR (or designee) determines satisfactory academic progress for students enrolled in the GSSWSR and notifies them accordingly. Upon notification by the Dean of GSSWSR (or designee), the Office of Financial Aid will also notify students who failed to meet the academic progress standards of GSSWSR of their financial aid eligibility status.

• At the end of each grading period the Dean/ designated representative will determine which students have not achieved a passing grade in each course attempted. “S” (Satisfactory), is the passing grade; in the MSS program “S-” (Marginal Satisfactory) is also a passing grade; however, any student who receives a second “S-” must meet with the Committee for Academic Progress and Support.

• MSS students who attempt but do not complete a required course shall meet with the Committee for Academic Progress and Support. Except in extenuating circumstances such as family or medical emergencies, a student who attempts but does not complete a course will lose SAP status and be placed in Warning status (as described above) or on Probationary status (described above). The Dean determines what constitutes
Doctoral Faculty, and satisfying the completion rate and minimum GPA required by Sections A and B of this policy within the maximum time frame required in Section C of this policy.

Appeal of Unsatisfactory Academic Progress Designation
Students who wish to dispute a determination of unsatisfactory academic progress and financial aid eligibility have the right to appeal such decisions. The student must submit a written request for appeal to the Dean.

The first appeal for Masters Students is to the Committee for Academic Progress and Support. The first appeal for doctoral students is to the Doctoral Financial Aid Subcommittee. If a student’s failure to make satisfactory progress is due to extenuating circumstances, the student may request that the Dean approve an exception to the requirements of the SAP policy.

The second appeal is to the College Provost or their designee. The results of the appeal to the Provost or their designee are final.

Financial Aid Probation: Students who are not progressing satisfactorily at the end of the Warning period may be placed on financial aid probation. A student on Probation is defined as one who has failed to make Satisfactory Academic Progress for two terms. Students on financial aid probation may receive federal assistance for one payment period if they appeal and the appeal is granted. The Dean of GSSWSR (or designee) determines satisfactory academic progress for students enrolled in the GSSWSR. Upon notification by the Dean/designee, the Office of Financial Aid will notify students who failed to meet the academic progress standards of the GSSWSR that they can continue to receive financial aid for a probationary term, or if their financial aid eligibility has been terminated.

While on financial aid probation the student is eligible for financial aid if an appeal has been made and the appeal has been approved by the Dean. The student must complete the following term successfully as well as successfully complete all requirements established by this policy. This will allow the student to return to good SAP standing. After one year, students who remain out of compliance with the SAP policy lose eligibility for financial aid and can no longer appeal. A student who has lost eligibility for financial aid cannot regain eligibility by paying for enrolled courses or by sitting out for a term. The student must successfully complete requirements specified by this policy.

Dissemination
This policy will be published in the same manner as other academic policies of the GSSWSR, including online publication and inclusion in all new editions of the GSSWSR Catalog and the PhD program Operating Procedures Manual. All students who enroll in any GSSWSR degree program will be notified of this policy.
Refund Policies for Withdrawing from the School

A student who has submitted a written withdrawal notice to the Dean of the Graduate School of Social Work and Social Research will receive a pro-rated refund based on the time period they were enrolled. A student receives a 100% refund if the withdrawal takes place before the first day of class.

Federal financial aid refund and repayment policies will be applied if a student receives federal financial aid funds and completely withdraws. These policies may require that a portion of the student’s federal funds be returned to the federal Title IV programs.

Bryn Mawr College Financial Aid

Bryn Mawr College believes that the student has the primary responsibility for financing the costs of education. Financial aid is intended to supplement the resources of the student to meet the expenses of a Bryn Mawr education and is administered on the basis of demonstrated eligibility. To meet your eligibility for assistance, the Office of Financial Aid uses funds from federal, institutional, and alternative sources. As stewards of these funds, the College must comply with the regulations specified by these funding sources to ensure its continued ability to participate in the Federal Student Aid Award Program. Your eligibility for assistance is determined at the time of award. Detailed information may be found at https://www.brynmawr.edu/financial-aid/graduate-school-social-work.

The School’s policy on Satisfactory Academic Progress is stated in this catalog and also online at: https://www.brynmawr.edu/financial-aid/graduate-school-social-work#SAP.

COURSE DESCRIPTIONS

SOWK B501 Foundation Practice I

As the first course in our foundation practice sequence, Foundation Practice I covers the core knowledge, values and skills applicable to practice with individuals, families, small groups, organizations, and communities and is taken by all students in the MSS program. In conjunction with other foundation courses, this course examines the field of social work and forms the base from which students later develop advanced knowledge and skills in our various concentrations and specializations. We teach Foundation Practice from a generalist perspective and as such, focus on elements of the social work knowledge base that are important and relevant to all fields of social work practice. This course explores the history and purpose of the social work profession and introduces students to the unique role of social work, as a distinct field, amongst the helping professions. The mission of social work is conceptualized broadly as reflecting the person-in-environment and strengths perspectives with particular emphasis on working with diverse populations and populations at risk.

The course also reflects the school’s mission, goals, and objectives of promoting a global perspective, social justice, and human well-being. Over the course of the semester, Foundation Practice students learn about the centrality of social work values and ethics, the critical role of helping relationships across fields of social work practice, the challenges of forming assessments of diverse populations across and within nation borders, building skills of advocacy and cultural competency, the knowledge and skills for developing and analyzing policies and services and the importance of utilizing research-based knowledge and evidence of best practices in evaluating practice effectiveness. Additionally, all students acquire knowledge and skills to formulate community, organizational and biopsychosocial assessments. Critical thinking skills are emphasized as students are taught to integrate policy, theory and research in practice.

SOWK B502 Foundation Practice II

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.

SOWK B503 Research Informed Practice I

This course prepares students to use and contribute to the knowledge base of social work by: (1) gathering and incorporating research knowledge into social work practice, (2) actively participating in research, and (3) interpreting and disseminating the knowledge gained from research activity. The course enables the student to act independently and with some technical competence with other foundation courses, this course examines the field of social work and forms the base from which students later develop advanced knowledge and skills in our various concentrations and specializations. We teach Foundation Practice from a generalist perspective and as such, focus on elements of the social work knowledge base that are important and relevant to all fields of social work practice. This course explores the history and purpose of the social work profession and introduces students to the unique role of social work, as a distinct field, amongst the helping professions. The mission of social work is conceptualized broadly as reflecting the person-in-environment and strengths perspectives with particular emphasis on working with diverse populations and populations at risk.

The course also reflects the school’s mission, goals, and objectives of promoting a global perspective, social justice, and human well-being. Over the course of the semester, Foundation Practice students learn about the centrality of social work values and ethics, the critical role of helping relationships across fields of social work practice, the challenges of forming assessments of diverse populations across and within nation borders, building skills of advocacy and cultural competency, the knowledge and skills for developing and analyzing policies and services and the importance of utilizing research-based knowledge and evidence of best practices in evaluating practice effectiveness. Additionally, all students acquire knowledge and skills to formulate community, organizational and biopsychosocial assessments. Critical thinking skills are emphasized as students are taught to integrate policy, theory and research in practice.

SOWK B504 Research Informed Practice II

Following the prerequisite course in Research Informed Practice I (B503), this course enables students to analyze, interpret, and present data. Emphasis is placed on the use and misuse of data in social work. The course is designed to enhance students’ ability to (1) read, understand, and critique research findings and (2) apply basic principles of data analysis to the development of knowledge about social work clients and services in agency and community settings. Univariate and bivariate statistics are taught and structured assignments develop elementary computer skills and familiarity with SPSS. Each student prepares a paper in the style and format of a journal article, based on his/her own analysis of data.

SOWK B505 Theoretical Perspectives in SW I

This course considers major theories of human behavior and human development over the lifespan. It covers relevant biological, psychodynamic, cognitive, behavioral and ecological systems theory that informs social work practice with diverse populations.

The course requires students to achieve mastery of the course content including the ability to apply theory to policy and practice, and examine the relevance of theory to social work research.

SOWK B506 Assessment/Psychopathology

This course will provide an overview of principles used in the assessment of psychopathology across the lifespan. Emphasis will be placed on assessment issues, theoretical frameworks, and research findings related to each diagnosis, and the clinical manifestations of these conditions will be illustrated through the use of case examples and video presentations. The uses, strengths, and limitations of our present systems of diagnostic classification will be considered. Students will learn to use the DSM-5 as a diagnostic tool and to critically evaluate it as an extension of the medical model of assessing human distress; in addition, students will be introduced to the Person-in-Environment System (PIE) used to assess the strengths and social functioning problems experienced by clients across a range of practice settings. Psychological factors related to physical conditions will be considered, and cultural influences on the expression and diagnosis of mental disorders will be explored. The impact on the assessment process of oppression, discrimination, and trauma, especially as they intersect with race, sex, ethnicity, and sexual orientation, will also be examined. A strengths perspective that leads to a competence model of assessment and intervention that is compatible with social work principles and values will be emphasized. This course supports the assessment skills that are emphasized in Foundation Practice I and II and further developed in Clinical Social Work I and II, and essential to the field instruction experience. Readings and discussions build on the social and behavioral theories introduced in Theoretical Perspectives in Social Work I.
SOWK B508 Community Strategies and Assessment: Advocacy and Action
This course is designed for students intending to concentrate in Community Practice, Policy, and Advocacy. Students develop the skills 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 multicultural perspectives, advocacy with marginalized and at-risk populations, and practice in a diverse and global landscape.

SOWK B517 Social Policy Foundations/Analysis
This course deepens students’ understanding of current controversies in U.S. social welfare policy and their relevance for professional social work. The course provides historical background on the evolution of U.S. social welfare policy with comparison to other nations’ social welfare approaches; critically examines the concepts of social and economic justice and the current and historical development of professional social work in the U.S.; and gives practice in analyzing the underlying assumptions of social policy, particularly in relation to issues of race, gender, and class conflict. The emphasis throughout is on helping students develop a thoughtful, conceptually sophisticated position on the policy and advocacy aspects of their profession and their practice within it. Individual projects allow students to pursue their own interests in specific policy areas.

SOWK B521 Field Education I
Supervised experience in using social work skills is provided in a field setting. The field instructors are agency staff members and are responsible for facilitating the student’s learning. Field Education I and II are taken concurrently with B501 and B502, Foundation Practice I and II. Students spend two full days per week in the field during the regularly scheduled hours of the assigned agency.

SOWK B522 Field Education II
Supervised experience in using social work skills is provided in a field setting. The field instructors are agency staff members and are responsible for facilitating the student’s learning. Field Education I and II are taken concurrently with B501 and B502, Foundation Practice I and II. Students spend two full days per week in the field during the regularly scheduled hours of the assigned agency.

SOWK B531 Community Practice, Policy & Advocacy I
This is first of the two practice seminars in the Community Practice, Policy and Advocacy concentration (CPPA). It builds on the student’s knowledge of social work practice with individuals, communities and organizations acquired in the first year practice classes including issues of advocacy for social change. The emphasis in this course is on finding one’s own voice as an advocate, learning the diverse roles and relationships involved in advocacy, working the policy system as an advocate to promote social change, and developing skills to advocate in the policy process effectively. Case studies, examples from the field, and learning from successful advocates will be featured in a class that allows students to develop their own particular relationship with advocacy for social change.

SOWK B532 Community Practice, Policy & Advocacy II
This course is the last of the concentration year practice classes in the Community Practice, Policy, and Advocacy (CPPA) concentration. The second semester will focus in depth on skills used by policy advocates in developing social policies and programs. Emphasis is on policy advocacy, program development, planning, evaluation, service coordination and management.

SOWK B535 Clinical Social Work Practice I
This is the first of the concentration year practice classes in the Clinical Social Work (CSLW) concentration. The primary goal of the seminar is the refinement of knowledge and skills in differential diagnosis and treatment. Content of the course emphasizes biological, psychological, social, and systemic assessment as the basis for interventions. Students are encouraged to develop a range and variety of roles in the service of specific populations with specific needs. Attention is given to current practice research.

SOWK B536 Clinical Social Work Practice II
This is the last of the concentration year practice classes in the Clinical Social Work (CSLW) concentration. This is an integrative seminar which builds on and extends the content of the first semester. Additional content is determined by seminar participants who select problems, populations, methods of intervention, and professional issues for study.\n
SOWK B541 Field Education III
Second year field education provides an opportunity for the student to focus on the further development of skills. It is taken concurrently with Clinical Social Work (B535), or Community Policy Practice and Advocacy (B531). Concentration year students are assigned to a field setting for three days per week for each of the two semesters. Their work is supervised by an agency staff member who assumes responsibility for facilitating the student’s learning.

SOWK B542 Field Education IV
Second year field education provides an opportunity for the student to focus on the further development of skills. It is taken concurrently with Clinical Social Work (B535) or Community Policy Practice and Advocacy (B531). Concentration year students are assigned to a field setting for three days per week for each of the two semesters. Their work is supervised by an agency staff member who assumes responsibility for facilitating the student’s learning.

SOWK B545 Ethics & Social Work Practice
Social workers are often called the “conscience” of society. Intimately involved with the details of clients’ lives, social workers practice at the highly charged intersection of ethical, moral and legal issues. Balancing a need to be sensitive to differences in culture and a responsibility to confront oppression requires a finely nuanced ability to identify ethical dilemmas. Once identified these issues are complex to sort through. Whether acting as a therapist, a community organizer, policy or legal advocate, social workers have a responsibility to make ethical decisions that are informed by thoughtful and thorough ethical reasoning process. In establishing themselves as ethical practitioners, social workers have a responsibility to become competent in:

- fostering and maintaining their own ethical practice
- stimulating and participating in discussions about ethics with clients and colleagues
- facilitating the often charged ethical discussions that ensue
- and then helping to bring such discussion to closure and subsequent action

The purpose of this ethics workshop is to provide a provocative look at the study of ethics. The objectives are as follows:

- Delineate different definitions of ethical practice.
- Articulate the numerous challenges to maintaining an ethical practice in the social work field.
- Apply the concept of an “ethical work-up” to analyze ethical dilemmas.

SOWK B556 Caring for an Aging America
The course broadly explores the biological, psychological, and social aspects of aging into middle and late adulthood for individuals, families, communities, and society at large. This is accomplished through exploration of a) the psychological and social developmental challenges of adulthood, b) the core biological changes that accompany this stage of life, c) research methodology for inquiry into aging, d) the demands and impact on care givers and families, e) psychopathology common in older adults, f) social welfare policies and programs designed to ameliorate stress and promote well-being among older adults, and g) the political, social, and academic discourse around the concept of aging successfully in the 21st century. Throughout the course, the experience of aging and the ways in which this experience differs by race, ethnicity, gender, class, culture, and sexual orientation are considered. This course builds on theory, knowledge, and skills of social work with older adults introduced in Foundation Practice and Theoretical Perspectives in Social Work I. This course is relevant to the clinical, management, and policy concentrations; in that it focuses on the concepts, theories, and policies central to effective assessment and intervention with older adults.

SOWK 557 Organizational Behavior: An Introduction to the Art and Science
Whether as an administrator, staff/service provider or board member, or even as a consumer, we all have multiple opportunities to interact with organizations. This course explores the 10 basic components of organizations which impact people, place, processes, and placement. In this seminar-style class, students will contribute as both teachers and learners in the study of how people, as individuals and as groups, operate within the context of change that surrounds their organizations. The skills taught in this course will help students think about, advocate within, elicit change from, and lead organizations. We will use a “10-S” model of organizational practice to guide our thinking. This model champions multicultural competency and
examines a number of mezzo- and macro-level influencing factors. For instance, we will consider how even an organization’s physical setting impacts the delivery of its mission. Also examined is the leadership style of organizational administrations as well as the types of staff and their skills, and the agency’s strategy, structure, systems, and the services provided to diverse stakeholders. In the course of the semester, students will explore various mezzo- and macro-level components, their interrelatedness, and reciprocal impacts through individual and small group presentations, self-reflection exercises, and a final paper. A particular emphasis will be placed on ways to invoke both “right brain/synthesizing and non-linear thinking with more ‘left-brain’/analytical methods to better understand the responsibilities and various styles of effective leaders. This class will be interactive, co-constructed, and provide foundational theories and practical skills.

SOWK B558 Managing the Work of Others

This course has as its focus understanding the work for which a supervisor or manager is responsible, the context of that work and the tasks into which the work can be divided. Focusing on the work to be accomplished, the course includes administrative, educational and clinical models of supervision and management. Course work will include the role of the master’s prepared social workers as a team to oversee the work of others, either as program directors, managers or supervisors. Literature for the course is drawn from social work, psychology, business, organizational development and social science.

SOWK B559 Family Therapy: Theory & Practice

This seminar considers contemporary theories of family therapy within a historical perspective. Building on approaches associated with communication, inter-actional, structural, intergenerational, feminist, symbolic and psychodynamic theories, the seminar emphasizes practitioner decision-making in family treatment. Experiential learning methods utilizing practice simulations and videotapes are used to focus on a range of social work practice issues including family developmental stages, economic strains, single-parent and extended family systems they will encounter, and how best to work with them and their families.

SOWK B563 Global Public Health

This course is open to graduate and undergraduate students and has relevance for students in Praxis, field education, study abroad and various internships (although these practice experiences are not required for the course). Globalization increasingly dictates the availability of social and economic resources as well as access to them, and at the same time presents a shared set of problems such as violence (particularly against women and children), unemployment, HIV/AIDS, poverty and starvation, threats to indigenous populations, and environmental destruction, among others. Changes in global population and socialization require new ways to conceptualize and implement the welfare state and an envisioning of social justice that crosses borders. A domestic perspective and the lens of cultural context are no longer adequate; they require expansion to include geographic context as well as ideas and practices to address troubles shared by nations (such as assimilation) and by populations crossing borders (into areas not always welcoming of them).

SOWK B564 Group Treatment

This seminar explores the group dynamics, theory and processes that are applicable to all groups and explores the special focus on groups. There is an experiential component of this course. A portion of the time will be devoted to examining our own group functioning. Readings and discussions will focus on the role of groups and interventions. Topics include leadership skills, client selection, sub-grouping, group conflicts and clinical management of beginning, maintaining and termination stages of groups. Concurrent practice with groups is desirable.

SOWK B565 Clinical SW Practice with Children/Adolescents

The purpose of this course is to introduce students to some of the theoretical and practice issues related to adapting the clinical social work process to work with children and adolescents. Work in the course will concentrate on a social work framework that stresses the complexity of the person-environment transactions and emphasizes strengths and competencies.

SOWK B567 Social Work with Substance Use Disorders

This course reviews the major theoretical approaches to the treatment of substance use disorders and to assessment and treatment with individuals, families, groups and communities. The pharmacology of drugs and alcohol and the nature of addiction are included, as are the influence of culture, ethnicity, gender, the peer group, and social deviance. The principles of self-help and therapeutic communities are applied.

SOWK B570D Public Ed Issues-School SW (7 weeks)

This course is designed to prepare the students to integrate the practice of social work into the unique context of the public educational system. The students will examine the various roles and responsibilities of school social workers. By also examining the hierarchy of the educational and legal systems in the United States, the student will gain an understanding of the organizations that school social workers work within and the implications of educational laws and regulations on their work.

SOWK B571D HSV ED Law (7 weeks)

This course will provide social work students with a working knowledge of the education and related laws that relate to minors in the Commonwealth of Pennsylvania, with an emphasis on analyzing and interpreting primary legal sources. The students will learn to identify, locate and discriminate among the various sources of law, as well as understand the hierarchy of the various Federal, State and Local laws and regulations, and how that hierarchy governs their implementation. Students will also examine the complexities of the overlapping, and sometimes conflicting, responsibilities of various agencies involved in the supervision and education of Pennsylvania children, and the role of the social worker within this complex legal and educational framework.

SOWK B574 Child Welfare Policy/Practice

This course examines social policies and interventions that address problems of child abuse, neglect, and abandonment. First, child maltreatment and dependency are considered in historical, cross-national and political contexts. Then, theories and research on the causes and consequences of child maltreatment are studied. The legal and political structure of child welfare services in the U.S. is considered, along with the extent to which this system provides a continuum of care, copes with residential and non-residential services, and the role of social work in providing child welfare services (e.g., welfare, mental health, substance abuse, and housing), and prevents or perpetuates oppression of women, children, and other socially disadvantaged groups. The course focuses on micro-, meso- and macro-level practice issues and research findings in the areas of child protection, in-home services, out-of-home care, adoption, treatment, and prevention of child maltreatment. Issues of cultural sensitivity and new directions for practice are considered in each of these areas.

SOWK B583 Clinical Social Work with LGBTQ Population

This practice course, which will incorporate several macro level issues, will examine: variations in gender presentation and the complex issues associated with different types of gender transitions; the work of managing dual oppressions for LGBTQ communities of color; the differential experience of countertransference and transference with the LGBTQ population; the use and abuse of drugs and alcohol in the LGBTQ population; current practice concerns related to the treatment of HIV/AIDS; work with the developmental stages of "coming out" to oneself and others; the examination of family construction and family structures with the LGBTQ population; managing self-disclosure and use of self with LGBTQ clients; attention to policy issues (particularly local ones) that have an impact on LGBTQ societal functioning, access to health care and overall experiences of inequality.

SOWK B586 Special Topic: SW Trauma and the Arts

Social Work, Trauma, and the Arts provides instruction for social work students seeking to understand and apply the arts to encounters with traumatized individuals, communities, and systems. The course, which uses creative engagement and didactic strategies, is divided into three phases. In the introductory phase, participants will learn basic information about (1) the impact of trauma, (2) possible consequences related to the neurobiological implications of traumatization, and (4) best practices and common factors in trauma treatment. In the second phase, students will explore the relationship between social work, creativity and trauma healing. Students will critically analyze (1) the impact of trauma, (2) the consequences related to the neurobiological implications of traumatization, and (4) best practices and common factors in trauma treatment. In the third phase, participants will consider ways to integrate the arts...
into both clinical and macro contexts. Students will create and share a plan for implementation of a creative, arts-based intervention in a clinical or macro social work setting.

BSW6A Special Topic: Social Group Work In Action: Sociometry, Psychodrama & Experiential Trauma Group Therapy

This course will introduce students to Sociometry, Psychodrama, and Experiential therapy while also integrating essential teachings from trauma-specific experiential models. Throughout the semester, we will learn, experience, and practice using a variety of strengths-based experiential sociometric and psychodramatic techniques while also considering their application within a multitudes of social work settings with diverse client populations and treatment concerns. Upon completion of this course, students will have acquired nearly half of the 90 required hours for certification in experiential therapy (CET). The theoretical underpinnings of sociometry and psychodrama compliment social work’s emphases on person-in-environment, mutual aid, the importance of human relationships, the dignity and worth of each individual, and social justice. Psychodrama’s role theory, along with spontaneously-creativity theory, provides a non-pathologizing conceptualization of the individual personality and the process of change. Sociometry, which is a study of the inter-relationships of humans, allows one to examine the underlying social forces impacting the structure and functioning of a group. Sociometric tools will also provide social workers with experiential methods of highlighting and strengthening connections within a group while examining the distribution of social wealth and the impact of the sociodynamic effect. Psychodramatic processes, which can be adopted for use with any content or theoretical perspective, offer social workers potent tools for creating both intrapersonal shifts and interpersonal change. Psychodrama is one of the first body-oriented forms of psychotherapy, moving beyond just words and narrative. “However important verbal behavior is, the act is prior to the word and ‘includes it’ says Jacob Moreno, founder of psychodrama. Co-founder, Zerka Moreno, later states that “even when intervention is primary. There can be no interpolation without previous action.” Neuroscientists research will be incorporated throughout the curriculum, has demonstrated that trauma memories are stored in non-verbal parts of the brain and body, which are more accessible through the creative arts therapies. This course will focus on clinical applications of action-based group work for trauma survivors, while also demonstrating how these tools can be used in any group setting.

SOWK B586-D Special Topic - Trauma Informed Social Work with Children and Adolescents

This course will introduce the core concepts of trauma informed social work practice with children and adolescents. Students will be introduced to core concepts of trauma informed practice from a biopsychosocial perspective; identifying risk and resilience factors at micro, mezzo and macro systems levels. Students will learn to combine developmental, neurobiological and social-ecological approaches to trauma informed social work practice with children and adolescents. Emerging research in child and adolescent development has changed our understanding of childhood trauma and its impact on development over time. Building on available teaching materials from organizations such as the National Childhood Trauma Stress Network and SAMHSA and NIMH, students will be introduced to core concepts of trauma informed practice from a biopsychosocial perspective. Research on “Brain Basics”, the stress response system and the ACES (Adverse Childhood Experiences) will be utilized to examine the mechanisms by which exposure to childhood trauma can affect health across the lifespan, including an analysis of social disparities in trauma exposure. From a relatational perspective, this course examines the mediating role of attachment relationships for children and adolescents exposed to traumatic stress. Our emphasis will be on the connection between trauma exposure and the development of behavioral health challenges such as depression, substance abuse, eating disorders and a range of chronic health and social problems. We will also address the concepts of vulnerability and resilience and the many factors that support developmental wellbeing even in the context of adversity; including introducing students to current research on global perspectives on child and adolescent trauma. The first section of this course examines the definition of trauma and traumatic stress; keeping in mind the developmental status of children and adolescents. A primary focus is the importance of holistic assessment of the psychosocial, biological, neurobiological, cognitive and relational impacts of trauma. Students will learn core concepts of trauma informed social work from an EcoBioDevelopmental framework. This framework will assist students in understanding the impact of adversity and traumatic stress on health and wellbeing across the lifespan. Throughout the course, we examine how risk and protective factors shape the impact of traumatic stress on individuals, families, and communities. Connected to the strategic foci of the GSSWSR, this course builds on foundation level content in our curriculum, including an emphasis on power, privilege and oppression.

SOWK B587 Integrated Health Care and Social Work Practice

This course explores integrated health care with an emphasis on providing services to individuals in multiple settings. The course focuses on integrating physical and mental health, and practice that merges micro and macro perspectives. Content will include theories and practice models focused on the effects of stress and trauma across the lifespan; the ways that theories of resilience can be applied to practice with diverse populations; and the strengths and challenges inherent in interdisciplinary health practice.

SOWK B593 Mindful Facilitation: Engaging Difference

Mindful Facilitation: Engaging Difference, is an advanced elective course which builds on the foundational knowledge and skills gained in the required Power, Privilege and Oppression course. It is an elective designed for both clinical and CPSPA concentration students, to help them further develop specific strategies and skills to engage clients, supervisors, colleagues and peers in acknowledging, discussing and working-through issues related to differences in social identities. Students will gain transferable skills applicable to social work practice in a variety of settings in the United States. Core concepts of this class derive from Critical Race Theory, Intersectionality and Mindfulness Facilitation of Cross Cultural Dialogues. Thus it is assumed that in the United States, social work practice is greatly influenced by race and racism and how this intersects with other forms of social oppression. It also acknowledges the need for students to acquire skills in order to assist people in exploring and combating forms of oppression which may overlap with other problems of living encountered in social work practice.

SOWK B594 Trauma Informed Social Work

In this required course, students will address key knowledge, values and skills that support trauma informed approaches to social work practice. Students will learn core concepts of trauma informed social work from an EcoBioDevelopmental framework. This framework will assist students in understanding the impact of adversity and traumatic stress on health and wellbeing across the lifespan. Throughout the course, we examine how risk and protective factors shape the impact of traumatic stress on individuals, families, and communities. Connected to the strategic foci of the GSSWSR, this course builds on foundation level content in our curriculum, including an emphasis on power, privilege and oppression.

This course is comprised of five modules that are connected by key concepts of trauma informed social work. Module 1 focuses on the definition of trauma and traumatic stress; differentiating amongst levels of stress and clarifying unique elements of traumatic stress. In this module we examine research on ACEs (Adverse Childhood Experiences) on how this work supports our understanding of how early life experiences of traumatic stress shape developmentally throughout the life course. Module 2 focuses on the interrelatedness of trauma and “intersectional” identity-based oppression – the accumulation of multiple forms of related subjugation (for example, based in racism, homophobia, transphobia, other gender-based oppression, and socioeconomic classism) that can cause and/or mediate traumatic experience. Module 3 prepares students to develop a grounding in assessing the trauma-informed capacity of their field agency, as well as for the promotion of trauma-informed principles in agency structure, policies, and in the organizational climate. Module 4 examines how cross-cultural perspectives on trauma are key to knowledge, values and skills relevant to local and global models of social work practice. This module builds upon a perspective of trauma that moves away from its conceptualization as a natural category to embrace the cultural and ecological systems that shape human experience and model ways of coping and meaning making. In Module 5 students will identify and explain some connections between individual and collective trauma and also explore unique opportunities and avenues for healing within the experience of collective trauma. Module 6 explores pathways to trauma healing and particular implications for the promotion of trauma-informed social work practice at all levels and including Macro and Clinical Practice.

SOWK B595 Power, Privilege and Oppression

This foundation course focuses on the development of awareness and understanding of structural inequities and systemic oppression in the United States. The impact of culture, race, ethnicity and socioeconomic status, and gender expression on differences in values, beliefs, communication style, family functioning, help-seeking behavior, and problem-solving, is examined. Particular attention will be paid to the sociopolitical factors affecting people of color and immigrants and to the negative consequences of biases and stereotypes. Implications of this cultural awareness and knowledge for effective, ethical social work practices will be examined. All students must take this required course.
SOWK B676 Making Space for Learning: Pedagogical Planning and Facilitation

Supported by the Teaching and Learning Institute (TLI) and a grant from Andrew W. Mellon Foundation, this series of pedagogy workshops for graduate students may be taken in its entirety for course credit, or individual workshops may be attended as stand-alone sessions. Seven two-hour workshops focused on a variety of pedagogical issues (e.g., course design, teaching styles, creating culturally responsive classrooms, grading) are scheduled for both the fall and the spring semesters.* These are interactive workshops, some of which require the completion of reading in advance and some of which include discussion of texts during the workshops themselves, but all of which focus on active, collaborative explorations of pedagogical issues. A full list of the workshop topics is available through the workshop coordinators. Workshops count toward the completion of the Dean’s Certificate in Pedagogy (www.brynmawr.edu/qsas/Resources/certificate.html).

SOWK B681 Social Theory

This seminar covers a range of theories useful for understanding social structure and social process at various levels of social organization. The purpose is (1) to increase familiarity with different theoretical perspectives, and (2) to allow practice in identifying and using conceptual frameworks suitable for guiding analysis in dissertations or other professional and scholarly work. In addition to assigned readings discussed in class, students will have the opportunity to prepare and present individual papers based on original texts by one or more major social theorists of their choice.

SOWK B682 Data Analysis I

Data analysis is seen as one step in the research process. Statistical methods of analysis include descriptive and inferential statistics with major emphasis on partial and multiple correlation and regression, and analysis of variance and covariance. Knowledge of the assumptions and conditions under which statistical methods are valid, and discrimination in the selection, application, and interpretation of statistical tests are developed.

SOWK B683 Data Analysis II

Advanced training in multivariate data analysis is preceded by training in file construction on the Vax 8200 computer. Among the topics covered in this seminar are multiple factor analysis, multiple regression analysis and path analysis, time series analysis, logit, probit and log linear analysis. The seminar concludes with an introduction to models used in the social sciences. Students are expected to prepare a paper based on an original multivariate data analysis of an existing data base, utilizing the Byn Mawr Vax 8200 computer and SPSSX.

SOWK B684 Qualitative Inquiry: Methods

This course is the first of a two-semester sequence in qualitative inquiry. Both seminars address the philosophical underpinnings, ethical concerns, and the assessment of rigor within qualitative research. Course aims for the entire sequence are both conceptual and practical. These courses prepare students for qualitative research that is ethical, rigorous, reflexive, and relevant to social work practice and the enhancement of social work’s evidence base. This first course in this sequence prepares students to conceptualize, design, and carry out research by providing an in-depth understanding of methods, focusing on open-ended interviews, focus groups and ethnographic observations, all designed to deepen students’ understanding of qualitative inquiry and to promote sophistication in using these methods, either alone or with quantitative approaches. The first semester also covers issues such as the role qualitative approaches play in social work research and related disciplines; the development of research problems appropriate for qualitative methods; development of conceptual lenses to guide inquiry; reflexivity; sampling strategies; development of interview guides, with appropriate probes; and an introduction to mixed methods. Assignments will include learning how to critique existing qualitative research studies and to plan and collect one’s own data. Students will develop a small class project, consisting of either two intensive interviews or one focus group. These data will be transcribed and loaded into NVivo for analysis in the second course in this sequence, B694 Qualitative Inquiry: Analysis.

SOWK B685 Research Methodology I

This course considers major issues in the design and conduct of empirical research. Students are introduced to historical trends, landmark studies, epistemological and methodological debates, and current issues in social work research. Emphasis is on developing the knowledge and skills necessary to identify relevant and manageable research topics. Experimental and naturalistic research methods are covered, and students read and critique examples of research in these two traditions. Integration of qualitative and quantitative approaches is considered in strength in research design. Examples of faculty research are provided to illustrate applications of research methods at all levels of social work practice.

SOWK B686 Research Methodology II

This is a continuation of Research Methodology I. Survey research and secondary analysis of data are discussed and examples are examined. Important methodological details are then considered along with adaptations required for different types of research. Topics include: sampling, statistical power, measurement, data collection, data management, and the initial phases of data analysis. The course focuses on the knowledge and skills necessary to read research articles critically, plan and cost research proposals, develop research proposals, acquire funding, write research reports, and achieve publication of research findings. Protection of the rights of human subjects and other ethical concerns are taken up throughout the course.

SOWK B689 Applied Development Theory and Translational Research

Core concepts and theories of human development are critical elements of building an integrated approach to research, practice and policy. Relating to various aspects of the wellbeing of individuals, families, and communities. In particular, developmental science has made important contributions to our work by increasing our understanding of the nature of human development and processes of risk and resilience. Social work researchers interested in promoting health and wellbeing need to build capacity in the nature of translational research, and the tools needed to apply our understanding of developmental science to a broad range of social problems and issues. A social work perspective places this knowledge in the context of our understanding of poverty, the changing nature of family structure and composition, discrimination, oppression and family/community violence and stress.

SOWK B694 Qualitative Inquiry: Analysis

This course, offered in Semester II, builds on the foundation provided in Qualitative Inquiry: Methods, and is the second course in this two semester sequence in qualitative inquiry. This course prepares students to analyze and report qualitative research that is ethical, rigorous, reflexive, and relevant to social work practice and the enhancement of social work’s evidence base. This class focuses on helping students explore different ways to make sense of qualitative data - how to clean and organize data; how to embark on thoughtful analysis that relies on systematic methods, ethical considerations, and assurances of rigor; and how to prepare and undertake a writing process wherein they detail findings in a credible and useful form. The course explores the philosophical assumptions and practical methodology involved in various analytic strategies for organizing and analyzing qualitative data, using NVivo, a widely used qualitative data analysis software package, supported by Bryn Mawr College. This practical, experiential course addresses various techniques and analytic practices. Students will acquire practice both with analytic depth and analytic breadth as they learn to think deeply within their data, which has been collected and transcribed in Qualitative Inquiry: Methods, as well as to “zoom out” from their data to place findings in a broader context of scholarly work and theory on their area of focus. Throughout the semester, a focus will be on the practice of analysis and writing up of qualitative data; students should thus come prepared each week to workshop their process in a spirit of collegial critique and exploration.
BOARD OF TRUSTEES OF BRYN MAWR COLLEGE

Ann Logan, Chair
Cynthia Archer, Vice Chair
Denise Hurley, Vice Chair
Justine D. Jentes, Vice Chair
Susan L. MacLaurin, Vice Chair
Janet L. Steinmayer, Vice Chair
Kimberly E. Cassidy, President
Kari A. Fazio, Treasurer, CFO and CAO
Timothy Harte, Provost
Ruth H. Lindeborg, Secretary of the College
Samuel Magdovitz, College Counsel
Chrisy Allen
Cynthia Archer
Sandy Baum
Aparajita Sanjoy Bhattacharyya
Stephanie L. Brown
Cynthia Chalker
Mary L. Clark
Cecilia A. Conrad
Susan Jin Davis
Gabrielle Farrell
Ivy Glick
Rhea Graham
Jing-Yea (Amy) Hsu
Denise Lee Hurley
Kiki Jamieson
Justine D. Jentes
Eileen P. Kavanagh
Karen Kerr
Jeffrey I. Kohn
Amy T. Loftus
Ann Logan
Susan L. MacLaurin
Patrick T. McCarthy
Barry Mills
Susan C. Moreno

Tim Blake Nelson
Margaret Sarkela
Thabani Clemens Sinkula
Janet L. Steinmayer
Saskia Subramanian, President of the Alumnae Association
Severa von Wenzel
Teresa Wallace
Elizabeth Vogel Warren
Jennifer Suh Whitfield
Nanar Tabrizi Yoseloff

Trustees Emeriti

Catherine Allegra
Bridget B. Baird
Fred C. Baumert
Betsy Zurbow Cohen
Anna Lo Davol
Anthony T. Enders
Constance Tang Fong
Lucy Greenewalt-Frederick
Donald N. Geller
Ferl Hunt
Cheryl Holland
Beverly J. Lange
Jacqueline Koldin-Levine
Roland Machold
Jacqueline Badger Mars
Margaret M. Morrow
Ruth Kaiser Nelson
Dolores G. Norton
David W. Oxtoby
Robert Parsky
Shelley D. Peterson
R. Anderson Pew
Georgette C. Phillips
William E. Rankin
Barbara P. Robinson
Sally Shoemaker Robinson
Willie Seldon
Susan Savage Speers
Barbara Janney Trimble

Betsy Havens Watkins
Caroline C. Willis
James Wood
Sally Hoover Zeckhauser

Special Representatives to the Board

Edith Aviles de Kostes
Linda A. Hill
Charles G. Beever, Chair, Board of Managers, Haverford College

Ex Officio

Sarah (Sally) Bachofner, President-elect of the Alumnae Association (October 2020)
Kimberly Wright Cassidy, President of the College

GSSWR BOARD OF ADVISORS

Ann A. Abbott, MSS ’69, PhD’77, Professor Emeritus and Past Chair of the Graduate Social Work Department at West Chester University
Yvette S. Bradford, MSS, MLSP ’90, Director of Quality Improvement and Training, Vice President for Programs, Liberty Lutheran (Retired)
Paul DiLorenzo, ACSW, MLSP ’90, Interim Executive Director of the Philadelphia Children’s Alliance
Kary A. James, MSW, Executive Director, Child Welfare Information Gateway, Washington D.C.
Anne L. Shenberger, MSS, MLSP, Executive Director, CASA Youth Advocates, Inc.
Lorelei Atalie Vargas, MA, MPP, Deputy Commissioner, Division of Child and Family Well-Being at City of New York

Emeriti

Sharon L. Bishop, MSS ’70, Senior Vice President, ICF International
Juliet J. Goodfriend, MSS ’63, President, Bryn Mawr Film Institute
Gloria Guard, MSS ’78, MLSP ’80, Former President, Families Forward Philadelphia
Geneva Bolton Johnson, Former President and CEO, Family Service America, Inc. and Families International, Inc.
John G. Loeb, MSS ’69, Chair of the Board of Advisors, Former Senior Vice President, Public Health Management Corp.
Dolores G. Norton, MSS ’60, PhD ’69, Samuel Deutsch Professor Emerita, University of Chicago
Scott Wilson, MSS ’65, PhD ’76, Former Owner, SMW Consulting
Lynn H. Yeakel, Director, The Institute for Women’s Health & Leadership, and Betty A. Cohen Chair in Women’s Health, Drexel University College of Medicine

Ex-Officio

Janet Shapiro, PhD, Dean and Professor, Director of the Center for Child and Family Well-Being
Kimberly W. Cassidy, President – Bryn Mawr College
Sara Bressi, PhD, Faculty Convener

Board of Trustees Liaison

Cynthia Chalker, MSS, MLSP ’98, Consultant/Clinical Social Work Therapist
Patrick McCarthy, PhD ’81, President, The Annie E. Casey Foundation

GSSWR 2020-21 FACULTY AND FIELD EDUCATION LIAISONS

ALEXANDER, Leslie B., Professor Emeritus
APPLEGATE, Jeffrey, Professor Emeritus
BAILEY, Darlyne, Professor, Dean Emeritus, Director of the Social Justice Initiative, Special Assistant to the President for Community Partnerships
BAUMOHL, James, Professor Emeritus
BECKER, Dana, Professor Emeritus
BISMAN, Cynthia, Professor Emeritus
BRESSI, Sara, Associate Professor, Faculty Convener
BROBERG, Merle, Associate Professor Emeritus
BUTERA, Dianne, Field Education Liaison
BYERS, David, Assistant Professor
CARRICK, Kathleen, Instructor
CORRADO, Meagan, Interim Faculty
CORWIN, Maria DeOca, Associate Professor Emeritus
CRISTOFALO, Carolyn, Field Education Liaison
DESMONT, Fabiola, Instructor and Field Education Liaison
DILORENZO, Paul, Instructor
DOUGHERTY, Joanna, Field Education Liaison
DUFFIN, Thomas, Instructor
FLAHERTY-FISCHETTE, Patricia, Instructor
FLEMING, Paula, Instructor
GERSTEIN, Fran, Field Education Liaison
GRIFFITHS, Angela, Field Education Liaison
HARRIS, Donna, Interim Faculty
HAUSMANN-STABLE, Carolina, Assistant Professor
HURSTER, Thomas, Instructor
KELMAN, Caren, Field Education Liaison
KERSON, Toba S., Professor Emeritus and the Mary Hale Chase Professor Emeritus in the Social Sciences and Social Work and Social Research
KIRK, Virginia A., Field Education Liaison
LITTELL, Julia H., Professor
MARTIN, James A., Professor
MARTIN, Marcia, Lecturer, Dean Emeritus
MONTEMURO, Lauren, Instructor
MORROW, Nancy, Instructor
MOSER, Karen
MOSS, Tamarah, Assistant Professor
MURRAY, Curtis, Field Education Liaison
NEEDLEMAN, Carolyn E., Professor Emeritus
NEWBERG, Stephanie, Field Education Liaison
NORTON, Lindsey, Instructor
RHONE, Charisse, Field Education Liaison
SALMON, Jacqueline, Field Education Liaison
SHAPIRO, Janet R., Dean and Professor; MSS Program Director, Director of the Center for Child and Family Well-Being
SOLO, Carolyn, Instructor
SOUSA, Cindy, Associate Professor and Alexandra Grange Hawkins Lectureship, Director of the PhD Program
TICE, Corrie, Field Education Liaison
VARTANIAN, Thomas P., Professor
VINDLER, Kim, Instructor
VOSBURGH, William W., Professor Emeritus
YOUNG, Carrie, Instructor
ZUCKERMAN, Kelly, Instructor
ZYBON, Greta, Associate Professor Emeritus

GSSWSR 2020-21
ADMINISTRATION AND STAFF
Margie DuBrow...............(610) 520-2650
Director, Non-Profit Executive Leadership Institute (NELI)
Diane Dell’Arciprete........(610) 520-2607
Academic Administrative Assistant
Sue Edgerton.....................(610) 520-2611
Administrative Assistant to the Dean
Antoinette Harrison.........(610) 520-2612
Assistant Dean for Administration, Building Advocate
Laura Henrich...............(610) 520-2616
Program Coordinator, Non-Profit Executive Leadership Institute (NELI)
Beth Lewis .....................(610) 520-2617
Director of Field Education
Nancy Morrow...............(610) 520-2609
Assistant Director of Field Education, Instructor
Peggy Robinson...............(610) 520-2614
Director, Center for Professional Development, Certifying Officer, Home and School Visitor Program
Janet Shapiro...............(610) 520-2618
Dean and Professor; Director, Center for Child and Family Well-Being
Susannah Sinclair.............(610) 520-2605
Program Coordinator, Field Education, Child and Family Well-Being, Communications
Sarah Slates...............(610) 520-2615
Career Counselor and Writing Coach
Carolyn Solo...............(610) 520-2642
Student Services Coordinator

Research and Teaching Assistants
John Edwards, GSSWSR Computing Lab Teaching Assistant
Maisy Hughes, GSSWSR Computing Lab Teaching Assistant
Mary Florence Sullivan, GSSWSR Computing Lab Teaching Assistant

APPENDIX: COLLEGE AND SCHOOL POLICIES
ALCOHOL AND DRUG POLICIES

All members of the College community are expected to be familiar with and abide by the principles of the Alcohol Policy.

It is the duty of all students to conduct themselves in a manner consistent with this Policy, the College’s other policies, and the GSSWSR Standards of Professional Behavior (pp. 35-36). With regard to the consumption of alcohol, students are responsible for their own well-being. Behavior that puts students at mental, physical and/or legal risk cannot be condoned.

The GSSWSR prohibits alcohol in all required classrooms and class activities. This includes end of semester celebrations held during scheduled class periods.

Alcohol Effects
Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physiological abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

1. When community members lose their ability to reason and control their actions due to excessive alcohol consumption, it is threatening to them, to those around them, and ultimately to the community as a whole. Students are urged to accept responsibility for preventing themselves from ever reaching that point.
2. Inebriation shall not be seen as an acceptable or justifiable excuse for disruptive behavior and suspected inebriation will be referred to the Dean.
3. When an individual’s behavior allegedly violates this Policy and/or the College’s other policies, that individual will be referred to the Dean.
4. If there is a threat to the lives or safety of individuals or of damage to College or private property resulting from inebriation or a violation of the Alcohol Policy, immediate action will be taken by the College, up to and including, but not limited to, separation from the College.
5. In some cases, the Dean will consult counselors who have expertise in alcohol abuse and alcoholism if such expertise is deemed relevant. Such consultation will take place only with the knowledge of the student involved.

Students who entertain others should be aware of the responsibilities and risks to the College and to themselves as individual social hosts under the laws of the Commonwealth.

Services and Referrals
Bryn Mawr College provides services and referral for individuals who need help with an alcohol-related problem. For confidential assistance, contact:

- Kay Kerr, M.D., Medical Director, Bryn Mawr College Health Services, The Health Center, 610-526-7360
- Reggie Jones, LCSW, Counseling Director, Bryn Mawr College Health Services, The Health Center, 610-526-7360
- Alcoholics Anonymous Information Center, 311 Sd Juniper St., Philadelphia, 215-545-4023
- Alcoholics Anonymous Clubhouse, 562 W. Lancaster Ave., Ardmore, 610-527-9711

The Drug Policy
The drug policy is designed to achieve the following goals:

- to remind students of the laws of the Commonwealth of Pennsylvania and the College’s policies, all of which govern their behavior with respect to alcohol; and
- to stress moderation, safety and individual accountability for those who choose to drink; and
- to maintain a College social atmosphere that is free of coercion for those who choose not to drink and a climate in which alcohol is not the focus of parties or other social events; and
- to maintain a College community in which alcohol abuse and its effects are minimal; and
- to provide confidential and effective guidance for those with questions related to alcohol use and alcoholism; and
- to provide information and education about the effects of alcohol for all students.

All members of the College community are expected to provide information and education about the availability of confidential and effective guidance and resources for those with questions and concerns related to drug use, dependence and abuse; and
- to encourage all members of the College community to become familiar with the physiological, psychological and legal aspects of drug use.

All members of the College community are expected to be familiar with and abide by the principles of the drug policy. This policy stresses prevention and concern; it charges the community with the responsibility for drug education and heightened awareness of campus resources for dealing with drug problems. It also asks us to consider the relationship between the individual and the community, and the question of responsibility to one’s peers. In summary, we have a responsibility not to withdraw from the community by abusing drugs.

The illegal possession, use, sale or distribution of drugs is in violation of the law, and the College will not protect students from prosecution under federal, state or local law.

The College as an educational institution, being concerned about the harmful effects of the illegal drug use, dependence and abuse, and to discourage the illegal use, possession, sale or distribution of drugs.

The administration of Bryn Mawr College reserves the right to act when it has reason to believe that involvement with drugs is having an adverse effect upon the life and/or academic performance of students or adversely affects or legally implicates others in the academic community. College action may take such forms as education, counseling, referral to outside agencies, separation or exclusion, depending on the situation.

Procedures
The following guidelines are not meant to cover all situations. They are intended, instead, to remind students of the variety of resources available and to reassure them about the consequences of seeking help.

When a student is concerned about another student’s drug use and its self-destructive potential, he or she should express his or her concern and, if appropriate, encourage that student to seek confidential help from one of the counselors, nurses or physicians at the Health Center, or from a professional off campus.

A student with questions about how best to assist another student may seek guidance from a drug and alcohol counselor, counselor or the Dean.
may be sought without revealing the identity of the student needing help, if that seems best.

If a student's behavior as a result of drug use has disturbed or harmed other individuals or the community in a more general sense, the behavior itself should be brought to the attention of the Dean. The drug use that may have caused the behavior should not be viewed as an excuse, but as a second problem for which the individual may be encouraged to seek help from a professional counselor.

If an individual’s involvement with drugs is such that it, or behavior associated with it, is violent or life-threatening, or if that involvement, such as in the case of the sale or distribution of drugs, may not present immediate danger to life but may have legal implications which are administrative concerns, it should be brought to the attention of the Dean without delay by any member of the community who becomes aware of the situation.

Policy on Drug-Free Schools

The unlawful possession, use or distribution of illicit drugs and alcohol poses a threat to the health and safety of all members of the Bryn Mawr College community and is not permitted.

The sanctions for the unlawful possession, use or distribution of illicit drugs and alcohol are defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. Sections to 780-144); Controlled Substances Forfeiture (42 Pa. C.S. Sections 8001-6902); the Pennsylvania Crimes Code (18 Pa. C.S. 6307-6314); the Pennsylvania Motor Vehicle Code (75 Pa. C.S. 1546-1547; 3715, 3731); and the Lower Merion Township Code (Article IV, Section 111-4). These statutes are on file at the reference desk in Canaday Library. A summary of federal law and relevant sanctions is also on file.

The College’s policies on disciplinary sanctions for graduate students are stated in the applicable Catalog. Policies on sanctions for faculty and staff are stated in the handbooks appropriate to them. This policy is instituted effective immediately, to comply with the Drug Free Schools and Communities Act of 1989 (P.L. #101-226). No institution will receive federal financial assistance of any kind after October 1, 1990, unless it has certified that it has "adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees."

The College will conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that it is consistently enforced.

Policy on a Drug-Free Workplace

The College, as an employer, and students as employees of the College have obligations under the Drug-Free Workplace Act of 1988 (41 U.S.C. Section 701). The College’s statement of compliance is reproduced here.

The use of illegal drugs poses a threat to the health and safety of members of the Bryn Mawr College community. Therefore, the illegal use, possession, dispensation, distribution or manufacture of controlled substances (as defined in federal statutes) by any faculty, staff or student employees in the workplace is not permitted.

As a condition of College employment, every employee shall abide by the terms of this policy, and shall notify their supervisor of any criminal conviction for a violation occurring in the College workplace no later than five days after such conviction.

Any employee found in violation of these prohibitions and regulations may be required to participate in a drug-abuse assistance or rehabilitation program and shall be subject to disciplinary action, which action might include dismissal. Information regarding such assistance or rehabilitation is available through Human Resources and/or the Employee Assistance Program. All of the insurance programs offered to staff, faculty and students through the College provide some form of support to persons in various forms of treatment for substance-abuse problems.

This policy is instituted, effective immediately, to comply with federal laws and regulations. Federal agencies cannot legally award any contract over $25,000 or any grant monies without certification that the College has implemented a drug-free workplace program.

The College also complies with the Drug-Free Schools and Communities Act of 1989 (P.L. #101-226). Information on state law imposing sanctions for unlawful possession, use or distribution of illicit drugs and alcohol is available at the reference desk of Canaday Library and in Human Resources. Information on counseling, treatment and rehabilitation programs is contained in the College’s drug and alcohol policies.

This Handbook’s statements on policies and procedures relating to alcohol and controlled substances form part of the College’s compliance with the Drug-Free Schools and Communities Act.
SMOKING AND FRAGRANCE POLICY

In accordance with the Pennsylvania Clean Indoor Air Act and to enable students, faculty, staff, and visitors to avoid exposure to second-hand smoke, the College has enacted a smoking policy that prohibits smoking in all College owned and leased buildings, College athletic facilities (including fields and spectator areas), and College-owned vehicles. Smoking is also prohibited on the plazas in front of Canaday Library, the Campus Center, and the Park Science Building. This policy applies to all faculty, staff, students, contractors and visitors. In addition:

- Smoking is prohibited outdoors within 25 feet of the perimeter of any College building, including arches and covered entrances, to ensure that second-hand smoke does not enter the area through entrances, windows, or ventilation systems.
- Cigarette butts are to be extinguished and placed in appropriate outdoor receptacles. Throwing cigarette butts on the ground or pavement is considered littering.
- “Smoking” also includes the use of e-cigarettes that create a vapor.

The College is committed to assisting students, faculty and staff in making healthy lifestyle choices. Students can go to the Health Center for information and assistance. Faculty and staff who are interested in smoking cessation programs may obtain information from Human Resources. In addition, residents of Pennsylvania can access services available through the PA Free Quitline at 1-800-Quit-NOW (784-8669) or www.determinedtoquit.com/. Penalties for violation of the College’s smoking policy shall be disciplinary action in accordance with general College provisions for misconduct.

In addition to the smoking policy above, GSSWR also asks that the use of fragrances be minimized to avoid affecting community members with allergies.

PET POLICY

Students and staff are not permitted to bring pets to work. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Bryn Mawr College will provide reasonable accommodations for individuals with disabilities when necessary to ensure equal access to our programs, services and activities. Although animals are not allowed in College facilities, an appropriately trained service dog will be permitted if necessary to ensure access for a person with a disability. Dogs that are not trained to perform specific tasks that mitigate the effects of a disability, including animals used for emotional support, well-being, comfort, or companionship, are not considered to be service animals.

The health and safety of Bryn Mawr’s students, faculty, and staff are of utmost importance. The handler is responsible for the overall care and management of the service animal, including appropriate waste clean-up. A service animal should have a harness, leash, or other tether, unless that is not feasible due to the nature of the disability or the dog’s work. If it becomes disruptive or aggressive, or is not housebroken, a service animal may be required to leave the College.

For more information and/or to discuss an accommodation, please contact the Coordinator of Access Services at 610-526-7351.

Student Resources

Office of Campus Safety
x7911 (if calling from off campus, dial 610-526-7911)

Health Center & Counseling Service
610-526-7360

ProtoCall
(for counseling emergencies when the Health Center is closed)
610-526-7778

Title IX Coordinator
610-526-7630 titlex_coordinator@brynmawr.edu

Office of the Dean of the Undergraduate College
610-526-5375

Lower Merion Police Department
610-642-4299; call 911 in an emergency if you are off campus

Graduate Assistants (GA)
(available from 10 pm to 9 am during the week and on weekends when classes are in session)
Contact Campus Safety or an HA who can call the GA on duty
INTRODUCTION

While Bryn Mawr College attempts through its programs and policies to prevent sexual assault from occurring, it recognizes that significant numbers of women throughout the nation are sexually assaulted while they are college students. Bryn Mawr is committed to helping any of its students who have experienced sexual assault. Counselors, health center personnel, residential life staff, campus safety officers, and deans will support a student as she goes through the recovery process. Title IX requires that the College investigate reported and suspected cases of sexual assault. The College is also committed to assisting a student in lodging charges with local police, if she so desires; holding disciplinary hearings to adjudicate formal accusations; and disciplining any student found to have violated the policy concerning sexual assault.

The College also recognizes that most campus sexual assaults involve people who are acquainted with one another. Coercive or violent acts between people who, because of their membership in the College community, must continue to interact with each other are particularly traumatic to the victim and violate the trust that is essential to the College’s mission and sense of community. Therefore, should a sexual assault be reported, the College shall take reasonable action to protect the accusing student from any unnecessary or unwanted contact with the accused.

OPTIONS FOR STUDENTS WHO HAVE BEEN SEXUALLY ASSAULTED

Any student who is sexually assaulted is strongly encouraged to seek help either from resources available through the College or from outside sources. The following is a short list of options available to students seeking help at Bryn Mawr. More detailed information about each option is provided below.

You can contact the Bryn Mawr College Health Center (610-526-6571 or title ix@bryn.mawr.edu) at Bryn Mawr Hospital, to report a sexual assault or to request emergency medical assistance.

Medical Care: You are strongly encouraged to receive medical attention after an assault. Because sexual assault can be physically and emotionally traumatic, you may not know whether or not you have been injured.

Medical personnel at the Health Center or the hospital can answer questions you may have about health concerns. A follow-up exam is recommended to test for pregnancy and sexually transmitted diseases (STDs), and to be sure that no other injuries were sustained during the assault.

The on-campus Health Center is able to counsel you on your options for medical care after an assault. An examination done at the Health Center is NOT the same as a rape kit and is not admissible in court as evidence of an assault. If you think you may wish to press charges at any time, the Health Center personnel will recommend that you go to Bryn Mawr Hospital, where medical evidence can be preserved for the police.

The Health Center is able to check for internal injuries, test for pregnancy and STDs and provide someone with whom you can talk. The Health Center can also provide information and testing for HIV (HIV testing at the Health Center is confidential). The Health Center can provide medication to help prevent STDs. In addition, emergency contraception is available to prevent pregnancy if you go to the Health Center within 72 hours of the assault.

The Health Center will keep all information confidential; the assault will not be reported to the police, Campus Safety, parents or other College personnel without your written permission. If it determined that you or another member of the College community is in danger, necessary information will be released to the appropriate administrators and every effort will be made to protect your identity.

Legal Issues: You are not required to report a sexual assault. If you do talk to the police and/or Campus Safety, they may be able to take steps to protect others from experiencing sexual assault. In addition, the police can inform you of your legal rights and options should you decide to prosecute. The College is strongly committed to providing medical and emotional support to victims and survivors of sexual assault regardless of whether they decide to take legal action.

Bryn Mawr College Campus Safety can provide transportation to the Health Center or to Bryn Mawr Hospital. You may wish to notify Campus Safety that a sexual assault has occurred. If you choose to make a report, the Department and you will then determine whether the assistance and/or intervention of the police is necessary to protect other members of the community and/or to arrest the assailant.

Counselors, health center personnel, residential life staff, campus safety officers, and deans will support a student as she goes through the recovery process. Should a sexual assault have taken place, both the Department of Campus Safety and the Dean’s Office will make every effort to protect your privacy. If it is necessary to disclose confidential information (in cases involving legal requirements, requirements of the College policy on sexual assault, or if personal safety is at issue), the College will inform you that this is taking place.

Further Assistance: If you have any questions about the College’s policies and procedures for dealing with a sexual or sexual assault, you should consult Stephanie Nixon, Bryn Mawr College’s Title IX Coordinator at 610-526-6571 or titleix@bryn.mawr.edu.

Survivor’s Bill of Rights

If you are sexually assaulted, you have basic rights and considerations as a crime victim (including but not limited to):

- Have any allegations of sexual assault taken seriously and without any suggestion that survivors are responsible for their assault.
- Be treated with respect and dignity, regardless of gender, gender identity, race, age, income level, physical abilities, cognitive abilities, or sexual, medical and mental health history.
- Have timely access to emergency and counseling services.
- Be accompanied by an advocate while receiving victim services.
- Be informed of legal rights and available resources.
- Be informed of safety planning and protection services.
- Be informed of appropriate follow-up treatment, medical testing and counseling.
- Be notified of options for and assistance with

If you are assaulted or need help in Philadelphia, call Women Organized Against Rape at (215) 985-3333.

If you are assaulted or need help at Haverford, call Campus Security at (610) 896-1111.

At Swarthmore, call (610) 328-3333.

You can also call Delaware County Women Against Rape at (610) 566-4342.

If you are assaulted or need help in Philadelphia, call Women Organized Against Rape at (215) 985-3333.

If you are assaulted or need help in Philadelphia, call Women Organized Against Rape at (215) 985-3333.

If you are assaulted or need help in Philadelphia, call Women Organized Against Rape at (215) 985-3333.
Colleges Policies on Sexual Assault

Policy Concerning Sexual Assault

No person shall sexually assault any member of the student community. Students shall be free to report any sexual assault without fear of retaliation. Retaliation or threats of retaliation against a student bringing a charge of sexual assault will be treated as a separate and serious violation of College policy.

For the purposes of this policy, sexual assault is defined as any act in which a member of the student community is forced to engage in sexual activity against will or without consent, including situations in which physical sexual acts are perpetrated against a person’s will or when a person is incapable of giving consent due to use of drugs or alcohol, or due to an intellectual or other disability. Consent must be mutual and unambiguously communicated to participate in sexual activity. “Sexual assault” as used in this policy includes not only physically assaultive behavior but also extreme verbal threats, physical or verbal intimidation, and/or indecent exposure. Although Pennsylvania criminal law distinguishes between rape and sexual assault (defining rape as involving penetration), the College policy defines as unacceptable any act in which one person forces another or attempts to force another to engage in any sexual act.

Reporting Procedures

Any undergraduate student who believes they have been sexually assaulted or that an act of sexual assault has taken place may notify any Campus Security Authority, such as the Dean of the Undergraduate College, an Associate or Assistant Dean, the Director of Campus Safety, a Residential Life staff member, a hall advisor, or an athletic coach. Any one of these people will notify the Dean of the Undergraduate College as soon as possible that an accusation of sexual assault has been made.

The first concern of any official to whom an assault is reported will be the well-being of the student reporting the assault. In particular, the official will inform the student of both on- and off-campus resources available and help the student make contact with the resources they choose.

The second concern of College officials must be the safety of the community. If there is reason to believe that an assailant is at large who poses an immediate threat to other members of the community, the Dean of the Undergraduate College and the Director of Campus Safety will take action to protect the campus. In doing so they will reveal no information that might allow the student reporting the assault to be identified, unless compelled by Court process to do so.

After seeing to the well-being of the student reporting the assault and to the immediate security of the campus, the Dean of the Undergraduate College and the Director of Campus Safety will investigate the charge as required under Title IX. Such investigation may involve the examination of physical evidence, the interviewing of persons with relevant information, or other steps which particular circumstances make necessary. In conducting this investigation, the confidentiality and privacy of all parties will be respected to every extent possible.

Charges of sexual assault brought by a Bryn Mawr student against a member of the Bi-College student community, or a guest in the community, will be heard by a Dean’s Panel. Charges of sexual assault brought by a Bryn Mawr student against a member of the faculty or staff will be handled through the College’s procedures concerning sexual harassment and other forms of harassment and discrimination. Both procedures are outlined later in this guide. After the completion of the College’s investigation and any disciplinary proceedings, both the accuser and the accused will be informed of the outcome.

An individual accused of sexual assault may be subject to prosecution under Pennsylvania criminal statutes. A victim is free to bring charges through the College system and the criminal system simultaneously; however, the two processes are separate. It is not necessary for a student to pursue the matter in a criminal court in order to initiate a Dean’s Panel proceeding. Also, the College is not obligated to wait until prosecution procedures are initiated or until a judgment is reached in court in order to proceed with its own decision-making process or to impose penalties.

Equal Opportunity, Non-Discrimination, and Discriminatory Harassment Policies

Statement of Principles

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. 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, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding non-discrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-7630) or the Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7630), who administer the College’s procedures.

The College is firmly committed to academic and professional excellence and to freedom of inquiry and expression for all members of the College community. In order to preserve an atmosphere in which these goals can be pursued, certain norms of civility, based on mutual respect and appreciation of differences, recognition of the rights of others and sensitivity to their feelings, must govern the interactions of all members of the community. The pursuit of these goals and the preservation of this civil atmosphere depend on the active commitment of all community members to making the College’s programs and resources as inclusive as possible.
I. Policy
It is the policy of Bryn Mawr College to maintain a work and academic environment free from discrimination and offensive or degrading remarks or conduct. Unlawful discrimination, including sexual harassment and sexual violence, will not be tolerated.

II. Definition of Harassment
The College is committed to maintaining an environment in which all members of the community, staff, students and faculty, are treated with respect and dignity. It is the policy of the College not to discriminate on the basis of sex, including sexual harassment, in any of its programs, activities or employment practices.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic treatment, or is accompanied by overt or implied threats concerning one’s job, grades, letters of recommendation, etc.;

2. Submission to or rejection of such conduct by an individual is used as a basis of employment or academic decisions affecting such individual; or

3. Such conduct has the purpose or effect of interfering with an individual’s work performance or academic performance or creating an intimidating, hostile or offensive environment.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

III. Behavior That Can Constitue Sexual Harassment
Sexual harassment can include verbal behavior such as unwanted sexual comments, suggestions, jokes or pressure for sexual favors; nonverbal behavior such as suggestive looks or leering; and physical behavior such as physical contact, sexual advance or physical sexual orientation. Prohibited sex discrimination includes both sexual harassment and sexual violence. It is important to recognize that not all conduct that might be offensive to an individual or a group necessarily constitutes discriminatory conduct. Whether a specific act constitutes discrimination must be determined on a case-by-case basis in light of all relevant circumstances.

V. Individuals Covered Under This Policy
This policy covers all staff members and faculty members as well as students. The College will not tolerate, condone or allow harassment or discrimination, whether engaged in by fellow staff members, students, faculty members or non-employees who conduct business with the College.

VI. Reporting a Complaint of Harassment or Discrimination
If College community members believe they are being harassed or discriminated against by staff members, students or faculty members or any other person in connection with a community member’s obligations at the College, or if a community member is aware that another member has been harassed or discriminated against, it is the community member’s responsibility to take the following steps:

• Staff or faculty members should take action immediately by discussing this issue with these individuals, community members may contact the President of the College or a Staff and Faculty Liaison, who will help community members to find appropriate College officials with whom to discuss their concern.

• Students should take action immediately by discussing their concerns with their dean, the Equal Opportunity Officer or the Title IX Coordinator.

• Students should take action immediately by discussing their concerns with their dean, the Equal Opportunity Officer or the Title IX Coordinator.

• If community members are uncomfortable for any reason in discussing this issue with these individuals, community members may contact the President of the College or a Staff and Faculty Liaison, who will help community members to find appropriate College officials with whom to discuss their concern.

• The College encourages prompt reporting of complaints so that a rapid response and appropriate action may be taken. No retaliation against employees or students who make a good-faith report of a violation of this policy will be tolerated.

VII. Investigating the Complaint
The College will investigate promptly all complaints of violations of this policy. The investigation will include interviews with the parties who are directly involved and possibly with others. These interviews may be conducted by the Equal Opportunity Officer, the Title IX Coordinator, deans, Campus Safety officers or others as the circumstances warrant. Both parties will have an opportunity to present any information that they have to those investigating a complaint, and both will be kept informed in a timely manner of information used in the investigation to the extent possible, consistent with FERPA and confidentiality constraints. Both parties will be updated periodically regarding the status of the investigation. In its investigation, the College will find that harassment/discrimination has occurred if the information collected indicates that it is more likely than not that sexual harassment or sexual violence occurred. The College will complete its investigation within 60 days after its receipt of a complaint, unless circumstances not within the reasonable control of the College require additional time, in which case both parties will be informed of the delay and the reason therefor. Each situation will be responded to promptly and handled as expeditiously and discreetly as possible.

VIII. Resolving the Complaint
If the College determines that this policy was violated, it will take corrective action as warranted by the circumstances. Resolution of complaints against Bryn Mawr College students and employees can include requiring an apology, transfer, direction to stop behavior, counseling or training, suspension without pay or termination of employment, or, in the case of students, temporary separation or permanent exclusion from the College. Both parties involved will receive written notice of the resolution of the complaint within one week of the conclusion of the investigation. If it is determined that sexual harassment or sexual violence did occur, the College will include in its resolution steps to prevent a recurrence of harassment and, when applicable, steps to correct the discriminatory effects on the complainant and others. If an investigation results in a finding that the complainant falsely accused another of harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions, up to and including termination of employment or, in the case of students, up to and including permanent exclusion from the College.

POLICY CONCERNING SEXUAL RELATIONSHIPS BETWEEN STUDENTS AND FACULTY OR STAFF MEMBERS

Fulfilling the mission of Bryn Mawr College to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work depends upon the existence of a relationship of trust, respect and fairness between faculty or staff members and students. Romantic and/or sexual relationships between faculty or staff members (including teaching assistants) and students threaten this relationship. Further, the unequal nature of their respective roles calls into question a student’s ability to fully consent to a romantic and/or sexual relationship with a faculty or staff member. The College considers such a relationship, even if believed to be consensual, to violate the integrity of the student/faculty or student/staff relationship, and to be unethical and unacceptable.

In acting on complaints regarding sexual relationships that come to the College’s attention, it will be presumed that any complaint by a student against a faculty or staff member is valid if sexual relationships have occurred between the parties. In addition, third parties, including other students, parents, and other faculty/staff members, may report suspected violations of this policy. All complaints will be investigated and should allegations of such a relationship be substantiated, the College will take appropriate disciplinary action against the involved faculty or staff member, up to and including termination of employment.

Statement of Procedures Concerning Sexual Harassment and Other Forms of Harassment and Discrimination

I. Policy
It is the policy of Bryn Mawr College to maintain a work and academic environment free from discrimination and offensive or degrading remarks or conduct. Unlawful discrimination, including sexual harassment and sexual violence, will not be tolerated.

II. Definition of Harassment
The College is committed to maintaining an environment in which all members of the community, staff, students and faculty, are treated with respect and dignity. It is the policy of the College not to discriminate on the basis of sex, including sexual harassment, in any of its programs, activities or employment practices.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or any prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic treatment, or is accompanied by implied or overt threats concerning one’s job, grades, letters of recommendation, etc.

2. Submission to or rejection of such conduct by an individual is used as a basis of employment or academic decisions affecting such individual; or

3. Such conduct has the purpose or effect of interfering with an individual’s work performance or academic performance or creating an intimidating, hostile or offensive environment.

The College also prohibits this type of behavior when it is based on race, color, age, national origin and religion or on any other basis prohibited by law. Harassment on the basis of one’s sexual orientation can also constitute discrimination on the basis of sex.

III. Behavior That Can Constitute Sexual Harassment

Sexual harassment can include verbal behavior such as unwanted sexual comments, suggestions, jokes or pressure for sexual favors; nonverbal behavior such as suggestive looks or leering; and physical behavior such as pats, where such behaviors are severe, offensive, and occur repeatedly unless a single instance is so severe that it warrants immediate action.

Some specific examples of behavior that are inappropriate include:

- Continuous and repeated sexual slurs or sexual innuendoes
- Offensive and repeated risqué jokes or kidding about sex or gender-specific traits
- Repeated unsolicited propositions for dates and/or sexual relations.

IV. Definition of Discrimination

Discrimination is unequal or disparate treatment of groups or individuals, including their exclusion from any of the College’s programs or activities, or any attempt to hinder access to the College’s resources on the basis of race, religion, color, age, national origin, physical ability, sex or sexual orientation. Prohibited sex discrimination includes both sexual harassment and sexual violence. It is important to recognize that not all conduct that might be offensive to an individual or a group necessarily constitutes discriminatory conduct. Whether a specific act constitutes discrimination must be determined on a case-by-case basis in light of all relevant circumstances.

V. Individuals Covered Under This Policy

This policy covers all staff members and faculty members as well as students. The College will not tolerate, condone or allow harassment or discrimination, whether engaged in by fellow staff members, students, faculty members or non-employees who conduct business with the College.

VI. Reporting a Complaint of Harassment or Discrimination

If College community members believe they are being harassed or discriminated against by staff members, students or faculty members or any other person in connection with a community member’s obligations at the College, or if a community member is aware that another member has been harassed or discriminated against, it is the community member’s responsibility to take the following steps:

- Staff or faculty members should take action immediately by discussing their concerns with their supervisor, the Director of Human Resources, the Equal Opportunity Officer or the Title IX Coordinator.
- Students should take action immediately by discussing their concerns with their dean, the Equal Opportunity Officer or the Title IX Coordinator.
- If community members are uncomfortable for any reason in discussing this issue with these individuals, community members may contact the President of the College or a Staff and Faculty Liaison, who will help community members to find appropriate College officials with whom to discuss their concern.
- The College encourages prompt reporting of complaints so that a rapid response and appropriate action may be taken. No retaliation against employees or students who make a good-faith report of a violation of this policy will be tolerated.

VII. Investigating the Complaint

The College will investigate promptly all complaints of violations of this policy. The investigation will include interviews with the parties who are directly involved and possibly with others. These interviews may be conducted by the Equal Opportunity Officer, the Title IX Coordinator, deans, Campus Safety officers or others as the circumstances warrant. Both parties will have an opportunity to present any information that they have to those investigating a complaint, and both will be kept informed in a timely manner of information used in the investigation to the extent possible, consistent with FERPA and confidentiality constraints. Both parties will be updated periodically regarding the status of the investigation. In its investigation, the College will find that harassment/discrimination has occurred if the information collected indicates that it is more likely than not that sexual harassment or sexual violence occurred. The College will complete its investigation within 60 days after its receipt of a complaint, unless circumstances not within the reasonable control of the College require additional time, in which case both parties will be informed of the delay and the reason therefor. Each situation will be responded to promptly and handled as expeditiously and discreetly as possible.

VIII. Resolving the Complaint

If the College determines that this policy was violated, it will take corrective action as warranted by the circumstances. Resolution of complaints against Bryn Mawr College students and employees can include requiring an apology, transfer, direction to stop the behavior, counseling or training, suspension without pay or termination of employment, or, in the case of students, temporary separation or permanent exclusion from the College. Both parties involved will receive written notice of the resolution of the complaint within one week of the conclusion of the investigation. If it is determined that sexual harassment or sexual violence did occur, the College will include in its resolution steps to prevent a recurrence of harassment and, when applicable, steps to correct the discriminatory effects on the complainant and others.

If an investigation results in a finding that the complainant falsely accused another of harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions, up to and including termination of employment.

Fulfilling the mission of Bryn Mawr College to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work depends upon the existence of a relationship of trust, respect and fairness between faculty or staff members and students. Romantic and/or sexual relationships between faculty or staff members (including teaching assistants) and students threaten this relationship. Further, the unequal nature of their respective roles calls into question a student’s ability to fully consent to a romantic and/or sexual relationship with a faculty or staff member. The College considers such a relationship, even if believed to be consensual, to violate the integrity of the student/faculty or student/staff relationship, and to be unethical and unacceptable.

In acting on complaints regarding sexual relationships that come to the College’s attention, it will be presumed that any complaint by a student against a faculty or staff member is valid if sexual relations have occurred between them. In addition, third parties, including other students, parents, and other faculty/staff members, may report suspected violations of this policy. All complaints will be investigated and should allegations of such a relationship be substantiated, the College will take appropriate disciplinary action against the involved faculty or staff member, up to and including termination of employment.