UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university’s accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

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

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

ACCREDITATIONS & MEMBERSHIPS

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

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

Widener University’s graduate programs hold membership in the following: Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

CONTENTS

University Information ................................. 1
School of Human Service Professions Information ...... 2
Master of Social Work (MSW) Program Information .... 4
MSW Degree Requirements & Curriculum Sequences ... 6
Advanced Standing Program ........................... 8
Elective Requirements ................................. 9
Joint Degree Programs ................................. 9
Master’s Program Courses ............................. 10
Doctor of Philosophy (PhD) Program Information ..... 16
PhD Curriculum & Course Sequencing ................. 17
Doctoral Program Courses ............................ 18
Comprehensive Paper and Dissertation ................. 19
Faculty ............................................. 21
Center for Social Work Education Advisory Board .... 22
School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education
- Master of Education (MEd)
- Certification Programs
- Doctor of Education (EdD)

Center for Social Work Education
- Master of Social Work (MSW)
- Doctor of Philosophy (PhD)

Institute for Graduate Clinical Psychology
- Doctor of Psychology (PsyD)

Institute for Physical Therapy Education
- Doctor of Physical Therapy (DPT)

PHILOSOPHY AND PURPOSE OF THE PROGRAMS

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

COURSE OFFERINGS

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

DROP/ADD POLICY

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

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

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director’s office.

AUDITING

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

GRADING SYSTEM

Grades are recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<td>2.3</td>
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<tr>
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</tr>
<tr>
<td>C–</td>
<td>1.7*</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.0</td>
</tr>
<tr>
<td>W (Withdrawal without prejudice)</td>
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</tr>
<tr>
<td>P/NP (Pass/No Pass)**</td>
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</tr>
<tr>
<td>AU (Audit—no credit)</td>
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</tr>
</tbody>
</table>

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

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

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

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

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Standards for Academic Integrity” in the Graduate Student Handbook.

GRADES AND POINTS
GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

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

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

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

STUDENT STATUS

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

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

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar. The first transcript offered on behalf of any student is provided without cost.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university’s web site at www.widener.edu/about/administration/enrollment/services/studentfinancialservices. The Financial Aid Handbook is located under “Forms and Publications” on this site.

ACADEMIC CALENDAR

At the start of each semester, students should check online at CampusCruiser’s “Calendars” section for their graduate program’s academic calendar and deadline information.

CAMPUS SAFETY

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

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university’s policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university’s procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to whom fires should be reported, and plans for future improvements in fire safety. It also contains statistics (commencing with calendar year 2009) for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports for the Main and Exton Campuses are available online at www.widener.edu by selecting “Quick Links” then “Campus Safety.” The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.
Center for Social Work Education Information

MASTER OF SOCIAL WORK

GOALS
The master of social work (MSW) program is designed to prepare social workers for agency-based clinical social work practice with individuals, families, and small groups. The program equips social workers with the knowledge base necessary to provide a range of skilled interventions with diverse client populations and systems. The program emphasizes critical thinking and the acquisition of skills for effective work within human service organizations. The program stresses commitment to the principles of client self-determination, the strengths-perspective, social and economic justice, and the other values upon which the social work profession is founded. Students are provided with the opportunity to clarify their own values in relation to the values of the profession and with the skills needed to continue their professional development throughout their careers.

PROGRAMS OF STUDY
The MSW program has two admission options—regular admission and admission with advanced standing. Students accepted for regular admission complete 62 credits of graduate study in two years of full-time study or three years part-time. Students holding a BSW from an accredited program may be accepted for advanced standing and complete 38 credits of graduate study in three semesters of full-time study or five semesters part-time.

On the Chester Campus, regular admission students begin the program in September, and advanced standing students begin the program in May. On the Harrisburg Campus, both regular and advanced standing students begin in September.

Chester Campus Classes—Chester Campus graduate classes are generally held on Wednesday, Thursday, and Saturday. Part-time students can complete the program by taking late afternoon, evening, and Saturday classes.

Harrisburg Campus Classes—All required core curriculum courses and many electives are available on the Harrisburg Campus. Harrisburg Campus classes are held on weekday evenings and in a variety of weekend formats. Students enrolled through the Harrisburg Campus may need to complete elective requirements by taking Saturday classes on the Chester Campus.

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

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

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

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

- a bachelor’s degree from an accredited college or university.
- an undergraduate cumulative GPA of at least 3.0 on a 4.0 point scale. Applicants with GPAs below 3.0 may be admitted on a conditional basis. Conditional students must achieve a GPA of 3.0 or better in their first semester of course work (minimum of six credits) to continue in the program.
- undergraduate course work in the liberal arts covering the social, psychological, and biological determinants of human behavior and diverse cultures, social conditions, and social problems. At a minimum, applicants must have successfully completed a course containing content in human biology or biological psychology; at least 6 credits in the arts and literature (humanities, literature, and philosophy); at least 3 credits in history; and at least 12 credits in the social sciences (economics, political science, psychology, sociology, and social work/social welfare), with at least one course in human development.
- the personal qualities and values that are needed for agency-based social work practice with oppressed and disadvantaged populations. These include evidence of the ability to form professional helping relationships with clients from diverse backgrounds and value systems; the ability to respect human dignity and to be nonjudgmental; concern over social justice and the empowering of oppressed individuals and groups; and a commitment to helping others.

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

- a baccalaureate degree from a Council on Social Work Education (CSWE) accredited social work program earned within six years from the date of matriculation into the MSW program.
- an overall GPA of 3.0 or better, and a GPA of 3.3 in the social work major.

ADMISSION PROCEDURES
To be considered for admission, applicants must submit a completed application packet that includes the following:

- an application form.
- a nonrefundable application fee of $25. The $25 application fee is waived for applicants who apply online via www.widener.edu/admissions/graduate/apply
- two letters of recommendation.
- transcripts from all previously attended collegiate institutions.
- a biographical essay describing motivation and capacity for graduate education in clinical social work.

The applicant will receive notification that his or her application packet is completed when all materials have been received. Upon receipt of the completed application packet, the
material is reviewed by the center’s faculty. An interview with the candidate may be requested by the Admissions Committee. Candidates wishing to meet with a member of the faculty may request a personal interview.

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

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

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

COURSE REGISTRATION
Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations. Pre-registration takes place in April for the summer and fall semesters and in November for the spring semester.

COURSE LOADS
Full-time students take at least 12 credit hours per semester, and part-time students must take at least 6 credit hours each semester. Students must follow the curriculum ladders for their program of study—that is, regular admission, full-time; regular admission, part-time; advanced standing admission, full-time; advanced standing admission, part-time.

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

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

FACULTY ADVISORS
All students are assigned a faculty advisor when they begin their course work. Students are encouraged to meet with their advisors periodically during the school year to discuss academic and professional goals.

MSW STUDENT ORGANIZATIONS
The MSW Student Organization is a student-run body created by students to assist them in their academic, professional, and social lives, and to provide students with a formal mechanism to channel information back and forth between students and the program. All graduate social work students are encouraged to participate in the MSW Student Organization by attending meetings, serving on various committees, and participating in sponsored activities.

The center’s student chapter of the National Association of Black Social Workers was founded in 1998 to provide support, mentoring opportunities, and professional development to social work students of African descent. In addition, the organization espouses a commitment to community service and engages in a number of volunteer efforts throughout the academic year.

REQUIREMENTS FOR GRADUATION
To be eligible for the master of social work degree, students must have fulfilled the course requirements as prescribed by the curriculum within a four-year period from the date of initial registration. Regular admission students must have a minimum of 62 credit hours, and advanced standing admission students must have a minimum of 38 credit hours. Please note that a waiver of any requirement for the degree must be approved in writing by the associate dean of the Center for Social Work Education.

RETENTION AND DISMISSAL
A student can be dismissed from the program for failing to meet academic performance requirements, for inappropriate or inadequate performance in the field, for violations of professional standards of behavior, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems, such as personality difficulties that interfere with the student’s ability to engage in clinical social work practice.

A student is placed on academic probation if his/her GPA falls below 3.0 or when a grade of “C” or below is received in a second course. Students placed on academic probation must develop a plan to resolve their academic difficulties with their faculty advisors. In addition, full-time students may not take more than 12 credits, and part-time students may not take more than 6 credits while on academic probation.

To be taken off of academic probation, a student must raise her/his cumulative GPA above a 3.0 within one semester. A student whose GPA is still below 3.0 after one semester is automatically dismissed from the program.

Courses for which a student has received a grade of “C” or lower can be repeated only once. However, if a student earns a grade of “F” as a result of academic fraud, that student is prohibited from exercising the repeat-of-course option.

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

A student is placed on field probation if she/he fails to earn a grade of P (Pass) for any semester of field instruction. Students placed on field probation receive a letter from the director of field instruction outlining the specific performance deficits and the specific field competencies that need to be improved during the next semester of field instruction placement.
If the student does not show improvement in the identified areas by the end of the probation semester, she/he may fail field placement for the entire year. The director of field instruction will make the final grading decision with input from the faculty field liaison. The student failing field instruction is dismissed from the program.

A student dismissed from the program due to failure in field instruction may request a review by the director of field instruction after one semester of absence from the program. The student must submit relevant documentation of her/his resolution of the identified problems. The director of field instruction assesses the student’s readiness for fieldwork and presents a recommendation to the Center for Social Work Education’s Committee on Academic Affairs for final disposition. The student can only enter the field practicum in the fall semester. The student must repeat the corequisite practice course along with the required field practicum. The student may not be absent from Widener for more than two years.

**DEGREE REQUIREMENTS**

**REGULAR ADMISSION**

Students enrolled in the regular admission MSW program must complete 30 credit hours of core foundation courses, 23 credit hours of concentration, and 9 credit hours of elective courses for a total of 62 credit hours.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Foundation Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SW 501  Human Behavior &amp; the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 502  Human Behavior &amp; the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 504  Sociocultural Dimensions of Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 505  Foundation Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 506  Foundation Social Work Practice with Individuals, Families, &amp; Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 510  Social Welfare Policy: History &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SW 520  Methods of Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 535  Social Work Practice with Communities</td>
<td>3</td>
</tr>
<tr>
<td>SW 550  Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SW 551  Field Practicum II</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SW 630  Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SW 632  Social Work Practice with Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SW 633  Social Work Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 635  Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 639  Advanced Social Work Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SW 650  Field Practicum III</td>
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<tr>
<td>SW 651  Field Practicum IV</td>
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<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Credits</th>
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<tr>
<td>Two free elective courses</td>
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<tr>
<td>One research elective course</td>
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**REGULAR ADMISSION CURRICULUM SEQUENCE**

**CHESTER CAMPUS FULL-TIME PROGRAM**

**YEAR ONE**

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>SW 501   Human Behavior &amp; the Social Environment I</td>
<td>3</td>
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<tr>
<td>SW 505   Foundation Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 510   Social Welfare Policy: History &amp; Analysis</td>
<td>3</td>
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<tr>
<td>SW 520   Methods of Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 550   Field Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SW 502   Human Behavior &amp; the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 504   Sociocultural Dimensions of Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 506   Foundation Social Work Practice with Individuals, Families, &amp; Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 535   Social Work Practice with Communities</td>
<td>3</td>
</tr>
<tr>
<td>SW 551   Field Practicum II</td>
<td>3</td>
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**YEAR TWO**

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>SW 630   Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SW 632   Social Work Practice with Organizations</td>
<td>3</td>
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<tr>
<td>SW 633   Social Work Practice with Families</td>
<td>3</td>
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<tr>
<td>SW 650   Field Practicum III</td>
<td>4</td>
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<tr>
<td>One free elective</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 635   Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 639   Advanced Social Work Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SW 651   Field Practicum IV</td>
<td>4</td>
</tr>
<tr>
<td>One free elective</td>
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<td>One research elective</td>
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<tr>
<td>REGULAR ADMISSION CURRICULUM SEQUENCE</td>
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<td>SW 501 Human Behavior &amp; the Social Environment I</td>
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<tr>
<td>SW 510 Social Welfare Policy: History &amp; Analysis</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>SW 504 Sociocultural Dimensions of Social Work</td>
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<tr>
<td>SW 520 Methods of Social Work Research</td>
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<td><strong>YEAR TWO</strong></td>
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<tr>
<td>SW 502 Human Behavior &amp; the Social Environment II</td>
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<tr>
<td>SW 505 Foundation Generalist Social Work Practice</td>
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<tr>
<td>SW 550 Field Practicum I</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>SW 506 Foundation Social Work Practice with Individuals, Families, &amp; Groups</td>
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<tr>
<td>SW 535 Social Work Practice with Communities</td>
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<tr>
<td>SW 551 Field Practicum II</td>
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<td><strong>Summer</strong></td>
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<td>SW 632 Social Work Practice with Organizations</td>
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<td>SW 635 Social Work Practice with Groups</td>
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<td><strong>YEAR THREE</strong></td>
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<td><strong>Fall</strong></td>
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<td>SW 630 Social Work Practice with Individuals</td>
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<td>SW 633 Social Work Practice with Families</td>
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<td>SW 650 Field Practicum III</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>SW 639 Advanced Social Work Practice Seminar</td>
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<tr>
<td>SW 651 Field Practicum IV</td>
<td>One research elective or one free elective</td>
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<tr>
<td><strong>Summer</strong></td>
<td>Two free electives or one free elective and one research elective</td>
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<tr>
<th>REGULAR ADMISSION CURRICULUM SEQUENCE</th>
<th>HARRISBURG CAMPUS PART-TIME PROGRAM</th>
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<td><strong>YEAR ONE</strong></td>
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<tr>
<td>SW 501 Human Behavior and the Social Environment I</td>
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<td>SW 520 Methods of Social Work Research</td>
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<td><strong>Fall</strong></td>
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<td>SW 502 Human Behavior and the Social Environment II</td>
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<td>SW 505 Foundation Generalist Social Work Practice</td>
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<td>SW 550 Field Practicum I</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>SW 506 Foundation Social Work Practice with Individuals, Families, and Groups</td>
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<td>SW 535 Social Work Practice with Communities</td>
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<td>SW 551 Field Practicum II</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>SW 635 Social Work Practice with Groups</td>
<td>One research elective or one free elective</td>
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<td><strong>YEAR THREE</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>SW 630 Social Work Practice with Individuals</td>
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<td>SW 633 Social Work Practice with Families</td>
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<td>SW 650 Field Practicum III</td>
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<td>SW 639 Advanced Social Work Practice Seminar</td>
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<td>SW 651 Field Practicum IV</td>
<td>One research elective or one free elective</td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>SW 632 Social Work Practice with Organizations</td>
<td>One research elective or one free elective</td>
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</tbody>
</table>
ADVANCED STANDING ADMISSION

Students enrolled in the Advanced Standing program must complete 29 credit hours of required courses and 9 credit hours of elective courses for a total of 38 credits.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
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<tr>
<td><strong>Advanced Standing Core Courses</strong></td>
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<tr>
<td>SW 502 Human Behavior &amp; the Social Environment II</td>
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<tr>
<td>SW 600 Foundations for Clinical Social Work Practice</td>
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<tr>
<td>SW 630 Social Work Practice with Individuals</td>
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<tr>
<td>SW 632 Social Work Practice with Organizations</td>
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<tr>
<td>SW 633 Social Work Practice with Families</td>
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<td>SW 635 Social Work Practice with Groups</td>
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<tr>
<td>SW 639 Advanced Social Work Practice Seminar</td>
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<td>SW 650 Field Practicum III</td>
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</tr>
<tr>
<td>SW 651 Field Practicum IV</td>
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</tbody>
</table>

**Elective Courses**

Two free elective courses 
One research elective course

ADVANCED STANDING CURRICULUM SEQUENCE
CHESTER CAMPUS FULL-TIME PROGRAM

YEAR ONE

**Summer (Preceding Fall)**

SW 502 Human Behavior & the Social Environment II
SW 600 Foundations for Clinical Social Work Practice

**Fall**

SW 630 Social Work Practice with Individuals
SW 632 Social Work Practice with Organizations
SW 633 Social Work Practice with Families
SW 650 Field Practicum III

**Spring**

SW 635 Social Work Practice with Groups
SW 639 Advanced Social Work Practice Seminar
SW 651 Field Practicum IV

**YEAR TWO**

**Fall**

SW 630 Social Work Practice with Individuals
SW 632 Social Work Practice with Organizations

**Spring**

SW 635 Social Work Practice with Groups
One research elective or one free elective

ADVANCED STANDING CURRICULUM SEQUENCE
HARRISBURG CAMPUS PART-TIME PROGRAM

YEAR ONE

**Fall**

SW 502 Human Behavior & the Social Environment II
SW 600 Foundations for Clinical Social Work Practice

**Spring**

SW 633 Social Work Practice with Families
One research elective or one free elective

**Summer**

SW 635 Social Work Practice with Groups
One research elective or one free elective

YEAR TWO

**Fall**

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

**Spring**

SW 639 Advanced Social Work Practice Seminar
SW 651 Field Practicum IV

**Summer**

SW 632 Social Work Practice with Organizations
One research elective or one free elective
ELECTIVE REQUIREMENTS

All students must complete 9 credit hours of electives. Six credit hours may be taken as free electives. A minimum of 3 credit hours must be satisfied by a course designated as a research elective. Students may fulfill elective requirements by taking social work electives or by taking approved electives in related disciplines.

Research electives are designed to strengthen students' skills in and appreciation of systematic approaches to problem exploration and solutions. A "research" designated elective may have either a methods or a substantive focus. Methods focused courses will concentrate on a single research method or on multiple methods. Those electives with a substantive focus will have substantial research methods content (at least 50 percent) integrated into the course and course assignments. Students must take at least one research elective.

RESEARCH ELECTIVES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 621</td>
<td>Practice Evaluation</td>
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</tr>
<tr>
<td>SW 622</td>
<td>Social Work &amp; the Environment</td>
<td>3</td>
</tr>
<tr>
<td>SW 623</td>
<td>Health &amp; Mental Health Issues: Qualitative Approaches</td>
<td>3</td>
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<tr>
<td>SW 624</td>
<td>Social Work &amp; the Aging: Research &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 625</td>
<td>Program Evaluation</td>
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<tr>
<td>SW 626</td>
<td>Biographical Timeline</td>
<td>3</td>
</tr>
<tr>
<td>SW 648</td>
<td>Current Issues in Child Welfare Practice &amp; Policy</td>
<td>3</td>
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<tr>
<td>SW 654</td>
<td>Social Work with People Who Have HIV/AIDS or Other Sexually Transmitted Diseases</td>
<td>3</td>
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<tr>
<td>SW 656</td>
<td>Social Work Practice with Men</td>
<td>3</td>
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<tr>
<td>SW 660</td>
<td>Advanced Social Work Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 673</td>
<td>Relational Perspectives in Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Free electives offered by the Center for Social Work Education address social work practice domains (e.g., populations, policy, service delivery), social work practice models (e.g., issues, applications), or human behavior and the social environment (e.g., issues, interventions).

FREE ELECTIVES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SW 642</td>
<td>Social Work Practice with Children &amp; Adolescents</td>
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<tr>
<td>SW 649</td>
<td>Social Work Practice in Mental Health</td>
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<tr>
<td>SW 653</td>
<td>Social Work Practice with Couples</td>
</tr>
<tr>
<td>SW 655</td>
<td>Social Work with People Who Have Developmental Disabilities</td>
</tr>
<tr>
<td>SW 663</td>
<td>Social Work Practice with Addicted Persons &amp; Their Families</td>
</tr>
<tr>
<td>SW 664</td>
<td>Treating Trauma</td>
</tr>
<tr>
<td>SW 665</td>
<td>Structural Family Therapy: Practice &amp; Applications</td>
</tr>
<tr>
<td>SW 667</td>
<td>Brief Treatment</td>
</tr>
<tr>
<td>SW 668</td>
<td>Clinical Supervision</td>
</tr>
<tr>
<td>SW 669</td>
<td>Cognitive Behavioral Interventions</td>
</tr>
<tr>
<td>SW 670</td>
<td>Grief &amp; Loss Across the Life Cycle</td>
</tr>
<tr>
<td>SW 671</td>
<td>Human Sexuality for Social Workers</td>
</tr>
<tr>
<td>SW 672</td>
<td>Social &amp; Cultural Issues of Gender: Clinical Implications</td>
</tr>
<tr>
<td>SW 674</td>
<td>Spirituality &amp; Social Work</td>
</tr>
<tr>
<td>SW 679</td>
<td>EMDR—Eye Movement Desensitization &amp; Reprocessing Training</td>
</tr>
<tr>
<td>SW 680</td>
<td>Comparative Social Work &amp; Social Welfare: International Study Abroad</td>
</tr>
</tbody>
</table>

JOINT DEGREE PROGRAMS

JOINT MSW/HOME AND SCHOOL VISITOR CERTIFICATION PROGRAM

Students interested in becoming school social workers in Pennsylvania can complete their MSW degree in clinical social work while pursuing the Pennsylvania Department of Education Home and School Visitor Certification (HSVC). Students planning to pursue employment in school social work in other states should research the specific requirements of the state.

In addition to course requirements, students pursuing a HSVC must have one year of field instruction within a school setting under the supervision of a MSW social worker certified as a home and school visitor with at least three years of experience. This field instruction requirement is typically completed in conjunction with the second year of field instruction (SW 650 and 651). Regulations governing HSVC by the Pennsylvania Department of Education are subject to change and may result in changes in the requirements described here.

Because of limited availability of field placement settings that meet the Pennsylvania Department of Education's requirements, the Joint MSW/HSVC program limits the number of students admitted each year. Currently, six students are admitted annually. When additional appropriate field placements are available, the number may increase.

Criteria used for selecting students for the joint degree/certification program include current graduate GPA, performance in first-year field instruction courses (SW 550 and 551), and career goals. Students must be currently enrolled in the MSW program and must apply to the director of the Joint MSW/HSVC program. If admitted and accepted by an approved school placement site, the student then applies for admission to the Center for Education in the spring semester, prior to the student's second year of field instruction.

PENNSYLVANIA HOME AND SCHOOL VISITOR CERTIFICATION: EDUCATION COURSE REQUIREMENTS

ED 516 Social Work in the Schools: An Integrative Approach (offered fall semester only)
ED 551 Introduction to Special Education
ED 553 Curriculum, Instruction, and Assessment (offered spring semester only)

Students may take any of the courses listed above as two free electives required for completion of the MSW course requirements. The remaining course can be taken while enrolled in the MSW program or after completing the MSW degree.

Home and School Visitor Certification Procedures

Students seeking the approval of the Center for Education for a HSVC by the Pennsylvania Department of Education must have:

- completed the requirements for the MSW degree and the education course requirements described above, achieving satisfactory grades (B or better) in all required courses.
- received a formal recommendation to be certified by the Certificate Committee of the Center for Education.
- completed the official PDE 4511 form signed by the certification officer of the Center for Education.
- remitted a nonrefundable fee of $15 in the form of a money order payable to the Commonwealth of Pennsylvania.
- achieved acceptable standards of written fluency in English (the equivalent of a score of 5 on a holistic scale of writing assessment, or written discourse that is relatively free of syntactical and mechanical errors in English).
Master's Program Courses

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

SW 501  HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
This course offers an ecosystems framework and a method of inquiry for assessing human behavior within the context of personal, family, group, and community resources. The focus is upon a normative strengths perspective. Emphasis is placed on understanding and tolerance of variant family forms, lifestyles, and life choices. Students are encouraged to develop a value system that respects difference as well as the social work code of ethics. Using a biopsychosocial theoretical framework, basic concepts of human development are introduced, with the life cycle serving as an organizational focus. Using a multitheoretical framework, the course considers how ethnicity, age, culture, race, social class, gender, sexual orientation, spirituality, genetics, and the social environment impact upon human development. These frameworks are used to understand the functioning of individuals as members of families, groups, communities and larger social organizations in order to intervene effectively at microsystem, mezzosystem, and macrosystem levels. Course objectives are achieved through use of didactic presentations, experiential exercises, class discussions, films, outside speakers, and field trips, which encourage students to develop skills in critical thinking. 3 semester hours

SW 502  HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
This course builds on conceptual frameworks covered in SW 501, with emphasis on the biological, psychological, and environmental influences on social and emotional disturbances. Community and family factors, which contribute to emotional and behavioral functioning, will also be examined. The course considers diagnosis and assessment within the framework of culture and life cycle changes. The student will acquire a working knowledge of the DSM-IV-R and its uses in identifying and classifying mental disorders. Students will also be encouraged to view such disorders through other conceptual lenses: a strengths-based developmental-adaptive lens, a political economic lens, a sociocultural lens, a neurobiological lens, and a situational environmental lens. Some attention will be given to both psychosocial and pharmacological approaches to the treatment of emotional and behavioral dysfunction. Prerequisite: SW 501. 3 semester hours

SW 504  SOCIOCULTURAL DIMENSIONS OF SOCIAL WORK
This course focuses on the social and cultural factors that influence the development of our values, self-concepts, perception of difference, and behavior. Expressions of diversity related to race, socioeconomic class, ethnicity, gender, sexual orientation, and physical characteristics will be examined. How these affect interpersonal and community processes will be studied. Attention will be given to how our cultural attitudes about diversity have evolved and are manifested in American institutions, social policies, communities, cross-cultural relationships, and everyday life. Students will be asked to examine and address their personal and professional values regarding issues of diversity in order to define a framework for a socially and culturally sensitive approach to social work practice. Prerequisite: SW 501. 3 semester hours

SOCIAL WORK PRACTICE

SW 505  FOUNDATION GENERALIST SOCIAL WORK PRACTICE
This course provides the student with the conceptual framework and techniques of the strengths-based approach to assessing client systems and developing appropriate social work interventions. Critical thinking and experiential learning are emphasized throughout the course. Class discussions, readings, exercises, and assignments are directed at developing a range of social work skills, including (1) analyzing and resolving ethical dilemmas, (2) developing and sustaining helping relationships with clients systems, (3) conducting assessments of various sized client systems, (4) selecting and implementing appropriate intervention strategies with individual, family, small group, organizational, and community client systems, (5) working with diverse populations, and (6) monitoring and evaluating social work practice interventions. Corequisite: SW 550. 3 semester hours

SW 506  FOUNDATION SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS
This course focuses on the theoretical basis of direct social work practice with individuals, families, and small groups and on developing students’ repertoire of direct practice skills. Students explore and develop strategies for engaging, assessing, and evaluating social work interventions with individual, family, and group client systems and with ethnically and culturally diverse populations. Solution-focused, cognitive-behavioral, and psychodynamic interventions are highlighted. Various service systems are also explored. Critical thinking and experiential learning are emphasized throughout the course. Class discussions, readings, small group exercises, role-plays, and assignments will be directed at developing the students’ capacities to critically assess and evaluate their direct practice skills. Prerequisites: SW 505 and SW 550. Corequisites: SW 535 and SW 551. 3 semester hours

SW 535  SOCIAL WORK PRACTICE WITH COMMUNITIES
Social Work Practice with Communities seeks to enhance student’s appreciation of community as both context and client. It also seeks to enhance students’ development of macro practice skills with communities. Recognizing that the source and solution...
to many social/personal problems are rooted in community, and that much professional effort both in direct service organizations and in policy-planning agencies is focused toward working with local communities, this course focuses on identifying the context for macro practice and community social problems and assets, organizing and building relationships with communities, and planning for community and change. Activities associated with this field of practice include organizing and mobilizing communities, coalitions, and task forces; planning and implementing needs and asset assessments; developing programs and policy strategies; and managing organizations. The course contains a “Designated Assignment” for the evaluation of Curriculum Objective F.6. Corequisite: 506. 3 semester hours

**SW 600 FOUNDATIONS FOR CLINICAL SOCIAL WORK PRACTICE**

This course is designed to provide the advanced standing student with the knowledge base and skills needed for these courses: SW 630 (Social Work Practice with Individuals), SW 633 (Social Work Practice with Families), and SW 635 (Social Work Practice with Groups). The course builds upon the generalist social work practice perspective. Students explore the beginning, middle, and ending stages and the skills needed for creative and effective use of self with individuals, families, and small groups. Attention is given to ethnicity, race, gender, and sexual preference. Students also develop knowledge of theory, including ecological systems, family life cycle, and ego psychology. Class discussions, role-playing, demonstrations, audio/video recording, assigned readings, and written assignments are directed at integrating the theoretical basis and developing a range of skills. 3 semester hours

**SW 630 SOCIAL WORK PRACTICE WITH INDIVIDUALS**

This course is designed to help students with a generalist background in social work practice refine and deepen their conceptual and technical knowledge of clinical social work practice with individuals. The student continues to consider principles and assumptions learned in the first year with the goal of achieving synthesis on a more advanced level of knowledge, attitude, skill, and method. The clinical processes of engagement, biopsychosocial assessment, worker-client relationship, intervention, the evaluation of practice effectiveness, and termination are considered with an aim toward greater precision of application. A variety of more complex case situations is explored with heavy emphasis on use of the student's own field experience. Throughout the semester, attention is given to issues of gender, sexual orientation, and ethnic, racial, and cultural diversity. Prerequisites: SW 506 and SW 551. Corequisite: SW 650. 3 semester hours

**SW 633 SOCIAL WORK PRACTICE WITH FAMILIES**

Focusing on social work practice with families, this course introduces a systemic framework with emphasis on the ecosystemic, psychodynamic, Bowenian, narrative, communication, contextual, structural, and solution-focused models of family treatment. Using these models and their related theories, students gain a broad overview of assessment and intervention in understanding the family's relationship with the environment, the family's historical context, and the family's current structure and process. In addition to exploring the tasks of the family life cycle, students also look at issues of class, race, ethnicity, gender, sexual orientation, and changing family structure. Students integrate theory into practice through experiential exercise, role-plays, case presentation, discussions, and videotapes. The course contributes to the MSW curriculum objectives related to preparing social workers with knowledge and skills in social work practice with families, along with an understanding of the biological, psychological, sociological, and environmental factors that influence family functioning. The course helps students understand the intersection of individual and family growth and development in the context of the life cycle and gain an appreciation for the competencies and strengths that permit people to change themselves and their situations creatively throughout the life cycle. Prerequisites: SW 506 and SW 551. 3 semester hours

**SW 635 SOCIAL WORK PRACTICE WITH GROUPS**

This course exposes students to an array of major concepts, techniques, and skills underlying social work practice with groups. There is a lot of information; therefore, students will be expected to incorporate the information into their own practice base wherever they are in the process of learning how to "run groups." Readings, lectures, structured group exercises, and assignments are directed at exploring principles of group dynamics and group process, techniques of group formation and leadership, and models of social work practice with groups. The course also examines the impact of diversity on group interaction and the relevance of group work theory and models to organizational and community contexts. Prerequisites: SW 506 and SW 551. 3 semester hours

**SW 639 ADVANCED SOCIAL WORK PRACTICE SEMINAR**

This seminar is designed to build upon SW 630 (Social Work Practice with Individuals) by helping students extend their foundation knowledge of social work practice through refining and deepening their conceptual and technical knowledge of the clinical process in the context of agency-based social work practice. The course is focused around conceptualizing issues of agency-based social work practice, considering the dimension of time in terms of how it can be exploited to promote change (short-term treatment), and examining how principles of change are operationalized by social work practitioners applying psychodynamic, cognitive-behavioral, narrative, gestalt, and family systems theoretical orientations to various client populations. Whenever relevant, students examine how policy issues, particularly those related to managed care, affect clinical practice. As students become more familiar with alternative applications of the clinical process, they are expected to develop greater clarity about their own clinical skills, strengths, limitations, and interests. This increased professional self-awareness is intended to facilitate students' autonomy and creativity with diverse clinical populations. Throughout the semester, attention is given to issues of gender, sexual orientation, ethnic, racial, and cultural diversity, as well as to effects of oppression and discrimination upon clients. Through reading and written assignments, students use research knowledge to understand issues confronting them in their clinical work with clients and to examine and evaluate various intervention strategies with clients. Prerequisite: SW 630. Corequisite: SW 651. 3 semester hours

**SOCIAL POLICY**

**SW 510 SOCIAL WELFARE POLICY: HISTORY AND ANALYSIS**

This course provides conceptual frameworks for the examination of the historical, philosophical, and value base of social welfare policy and social work, and for the analysis of social policy. It is the foundation level policy course in the curriculum, and is designed to provide a variety of conceptual frameworks for understanding social policy choices and to develop generalist skills to influence and change policy. It also prepares the student for the development of a more advanced set of policy-changing
tools in SW 632. Topics include the social, economic, political and organizational factors, which affect the role and development of American social welfare policy, the legislative and policy formation process, the history of American social policy, frameworks for social policy analysis, the effect of policy on practice, beginning policy change techniques, and contemporary poverty policy provision in light of the principles of social and economic justice. Special emphasis is placed on U.S. federal social welfare policy. 3 semester hours

SW 632 SOCIAL WORK PRACTICE WITH ORGANIZATIONS
Social Work Practice with Organizations is the third course in the macro practice/policy domain. Building upon the concepts learned in the foundation practice and policy courses, this class presents theoretical and practical materials necessary for all aspects of practice affecting the social service agency. Conceptualizing agencies as the source from which most services emanate, this course prepares students to (1) effectively work within the organizational context as coworkers, managers, and administrators; (2) enhance organizational capacity through planning, program development, and funding; and (3) engage, assess, and intervene with the agency as a “client” when necessary. Course topics include organizational theory and assessment, management, the budgetary process, fundraising, program development, proposal writing, technology, and evaluation. This class can be used to fulfill the policy requirement for ED 506 for students seeking certification as a Home and School Visitor. Prerequisites: SW 510, SW 535, or advanced placement. 3 semester hours

FIELD INSTRUCTION

SW 550/551 FIELD INSTRUCTION I & II
These courses comprise the two-semester foundation-level field placement. Students work in a supervised social work setting for two days (16 hours) per week for a total of 480 hours for the year. Foundation field instruction provides students with the opportunity to apply basic knowledge and skills of agency-based social work practice from a generalist perspective. Students will apply knowledge gained in the foundation curricula to social work practice with individuals, families, small groups, organizations, and communities within an agency setting. Corequisites: SW 505 and SW 506. 3 semester hours each

SW 650/651 FIELD INSTRUCTION III & IV
These courses comprise the two-semester concentration-level field placement. Students work in a supervised social work setting for three days (24 hours) per week for a total of 720 hours for the year. Concentration field instruction provides the student with the opportunity to further examine and integrate the theories and skills of agency-based clinical social work practice with individuals, families, and small groups; develop and refine clinical assessment, intervention and evaluation skills; and to consolidate her or his own identity as a professionally disciplined and self-aware professional social worker. Concentration field instruction builds upon the generalist social work practice perspective introduced in the prerequisite foundation courses. Prerequisites: SW 505, SW 506, SW 535, SW 550, and SW 551. Corequisites: SW 630 and SW 639. 4 semester hours each

SOCIAL WORK RESEARCH

SW 520 METHODS OF SOCIAL WORK RESEARCH
This course focuses on general research methods and their applications to social work. The course introduces students to the scientific method, survey, experimental and quasi-experimental, and qualitative research designs, measurement, sampling, questionnaire construction, qualitative data collection methods, elementary data analysis, and SPSS computer software package. Specifically, the course prepares students to (1) apply research methods to social work research topics; (2) develop the ability to critically evaluate, consume, and produce social work research; (3) develop beginning skills in the evaluation of social work practice; and (4) implement procedures for using and producing ethical/culturally sensitive research. These areas of social work research are fundamental components of generalist social work practice with individuals, families, groups, and communities. 3 semester hours

RESEARCH ELECTIVES

The next course in the research sequence consists of a research elective, which is offered in either spring or summer. Research electives are designed to strengthen students’ skills in and appreciation of systematic approaches to problem exploration and solving. An elective designated as “research” may have either a methods or a substantive focus. Methods-focused courses concentrate on a single research method or on multiple methods. Those electives with a substantive focus have substantial research methods content (at least 50 percent) integrated into the course and course assignments.

SW 621 PRACTICE EVALUATION
This course focuses on practice research, practice effectiveness, and knowledge development in the field of social work. As a research elective, this course is designed to provide students with the advanced research knowledge and skills needed to monitor and evaluate their own social work practice. The course builds upon information learned in the first-year foundation research course on the scientific method, ethical issues, research designs, and statistical analyses. Students are introduced to methods of clinical practice investigation including qualitative research paradigms and single system design. Units of evaluation range from individual cases through couples, families, and groups to service programs and entire agencies. Students will also develop skills, which will enable them to engage in systematic inquiry of their own clinical practice using a multi-method approach. The course pays particular attention to emphasizing culturally sensitive approaches to social work research and integrating research with other areas in the MSW curriculum. Prerequisite: SW 520. 3 semester hours

SW 622 SOCIAL WORK AND THE ENVIRONMENT
This course is designed to prepare students for assessment and interventions in the increasingly important area of environmental health and safety. As a research elective, the course provides readings, lectures, and exercises that emphasize the importance of sound research into the complex biopsychosocial effects of environmental decay. The class investigates the global, national, and local causes and consequences of environmental problems, as well as ways that these issues impact upon clients. Topics include environmental problems, policy, epidemiology, lead poisoning, and the environmental justice movement. The capstone assignment for the course involves a semester-long project. Prerequisites: SW 510 and SW 520. 3 semester hours
SW 623  HEALTH AND MENTAL HEALTH ISSUES: QUALITATIVE APPROACHES
This course introduces students to qualitative methodologies for asking and answering "why" and "how" questions—particularly as they relate to health and mental health care services. Although social workers often feel intimidated by biological/medical material and by research, this class is designed to demystify both. The course begins by examining the different ways of knowing, from positivistic through intuitive through qualitatively empirical perspectives. The similarities and interfaces of quantitative and qualitative methods for social work research are discussed. Students examine how research questions are formulated and the various qualitative methodologies that surround those questions. Assignments enable students to focus on the development of a qualitative research project or on available research in a health or mental health care population. Ethical issues in qualitative research are highlighted as well, particularly in regard to working with marginalized populations. At the end of this course, students will understand the benefits and limitations of qualitative research methods in health and mental health care and have practiced skills associated with the method. Prerequisite: SW 520. 3 semester hours

SW 624  SOCIAL WORK AND THE AGING: RESEARCH AND PRACTICE
Social work with older adults is one of the fastest growing areas of practice in the 21st century. The graying of the baby boomer generation combined with improved medical technology has led an overwhelming number of individuals into the "third age." Despite the staggering demographic figures and future needs of the "senior boom," there continues to be a paucity of social work students interested in practice and research with older adults. This course provides students with a comprehensive overview of the field of gerontological social work practice from a research, clinical, and biopsychosocial perspective. Students completing this course are prepared to work with older adults and their informal/formal support systems. They are also prepared to use qualitative methods for the purpose of evaluating efficacy of practice interventions and building knowledge. The content includes theories of aging; biological, physical, and social changes; psychosocial adjustments to later life; conducting a biopsychosocial/research assessment; differential assessment and diagnosis; social work interventions and evaluation of their effectiveness; use of evidence-based practice; addictive disorders; suicide prevention; group work; spirituality; ethics, dying, bereavement, and advanced directives. Research instruction in qualitative methods and single-system design will be interwoven throughout the course. The requirement of conducting a life story research project or focus group will be used to emphasize the critical relationship between gerontological social work, human behavior, and research. Prerequisite: SW 520. 3 semester hours

SW 625  PROGRAM EVALUATION
This course provides students with a variety of tools used to evaluate social work programs and organizations. The course, as a research elective, builds on information learned in the first year foundation research course, including the scientific method, ethical issues, research designs, and statistical analyses. The course trains students how to apply research elements to program evaluation. To do this, the range of evaluation models and purposes are examined, and students are guided in the process of choosing both the appropriate model and research tools given the selected purpose. Evaluation purposes include process, outcome, impact, and benefit-cost. The units of evaluation targeted are service programs and entire agencies. The course pays particular attention to emphasizing culturally sensitive approaches to social work research and integrating research with other areas in the Widener MSW curriculum. Prerequisite: SW 520. 3 semester hours

SW 626  BIOGRAPHICAL TIMELINE
This course prepares students to use and integrate the biographical timeline as a multipurpose tool in their clinical social work practice. The tool can be used to understand how to better support a person with challenging behaviors holistically. As a therapeutic modality, it also functions as a team builder, an empathy builder for caregivers, and a systems change tool, as well as a data source for research. While the tool is highly applicable for all client populations, students focus on applying the timeline in their work with children in care, people with developmental disabilities or other vulnerabilities who might be less able to advocate for themselves. Research is a vital component of this course. Students develop their own research questions and design their approach to the timeline and analysis of the results in response to their questions. The class explores ways to develop evidence to support the efficacy of the biographical timeline as a tool to augment individual work as well as for social research. Qualitative and mixed research methods are highlighted. Prerequisite: SW 520. 3 semester hours

SW 648  CURRENT ISSUES IN CHILD WELFARE PRACTICE AND POLICY
This course will examine current issues in public and private child welfare practice and policy. Students will review a variety of innovative policy and practice approaches to working with children and families that are served by the child welfare system. The challenges inherent in practicing clinical social work with mandated clients and from within bureaucratic settings will be explored. Models for strengths-based approaches to providing clinical case management and supervision will also be examined. This course is designed to extend the knowledge base and skills of students who have worked in public or private child welfare practice. 3 semester hours

SW 654  SOCIAL WORK WITH PEOPLE WHO HAVE HIV/AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES
While providing opportunities for students to strengthen skills designing and conducting program evaluation, this course examines the AIDS epidemic and clinical implications. Specifically designed to prepare the clinician to work effectively and confidently with persons living with HIV/AIDS, this course addresses HIV infection, treatment, and intervention; at-risk populations; cultural factors; and ethical and societal issues. Students also review the literature regarding efficacy of intervention models for working with people who have HIV/AIDS and other sexually transmitted diseases, identify an intervention model, and design a program evaluation approach to evaluate the efficacy of the intervention model. Prerequisite: SW 520. 3 semester hours

SW 656  SOCIAL WORK PRACTICE, PROCESS, AND RESEARCH ON MEN'S LIVES
This course is organized around specific issues related to men's lives and social work. The course is designed to introduce students to the “masculine mystique” and various dimensions of human behavior, as well as practice and research related to the field of social work, examining issues that males face at different stages of their lives, including boyhood, adolescence, identity development, work, relationships, marriage, fatherhood,
mid-life crises, grandparenthood, retirement, and aging. Issues such as domestic violence, addictions, sexual orientation, employment/poverty, mid-life crises, cultural/ethnic diversity, communication, parenting, sexuality, health, and working with fathers and grandfathers in a range of social service systems will be explored. The overall goal for this course is to provide students with contemporary information about men that is often overlooked throughout social work curriculums. Students enrolled in this course will be introduced to methods of qualitative research and be required to carry out a qualitative research project on a topic related to themes listed above. Prerequisites: SW 501, SW 504, and SW 520. 3 semester hours

SW 660 ADVANCED SOCIAL WORK PRACTICE WITH FAMILIES

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

SW 673 RELATIONAL PERSPECTIVES IN SOCIAL WORK PRACTICE

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

FREE ELECTIVES

Free electives provide students an opportunity to pursue additional skills and knowledge about a particular area of practice or theoretical focus. Students are able to substitute free electives in social work with electives offered by other graduate level programs at the university with prior approval.

SW 642 SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS

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

SW 649 SOCIAL WORK PRACTICE IN MENTAL HEALTH

This course focuses on social work practice in mental health, including policy analysis and practice implications. A historical overview is presented from which current policies and trends in the delivery of services to those with serious and persistent mental illnesses are analyzed. The hospital and community-based service systems are examined as are best practice standards. Social work interventions are then explored for the mentally ill including special populations such as those with substance abuse, mental retardation, children, and the elderly. Prerequisite: SW 506. 3 semester hours

SW 653 SOCIAL WORK PRACTICE WITH COUPLES

This course introduces various theories and techniques of clinical social work with couples. Using concepts from systemic and psychodynamic theories, the seminar emphasizes practitioner decision-making in couple treatment. Theoretical approaches are examined in terms of their strengths and weaknesses, and means are considered for the evaluation of clinical effectiveness. The seminar will examine the ways certain variables such as gender, race, ethnicity, social class, and clinical orientation shape the mindset for the construction of partnering. Prerequisite: SW 506 and SW 633. 3 semester hours

SW 655 SOCIAL WORK WITH PEOPLE WHO HAVE DEVELOPMENTAL DISABILITIES

This course is intended to increase social workers' capacities to work effectively with individuals who have developmental disabilities (DD). The course will increase participants' understanding of many of the issues relating to people who have developmental disabilities and who exhibit challenging behaviors. Students will examine these issues through the lenses of positive approaches and explore person-centered planning, autism spectrum disorders, understanding the impact of trauma on individuals with DD, and working effectively with psychiatric needs. Prerequisite: SW 501. 3 semester hours

SW 663 SOCIAL WORK PRACTICE WITH ADDICTED PERSONS AND THEIR FAMILIES

This course introduces students to a broad range of theories about heavy drinking and addiction, provides an overview of commonly abused substances, and evaluates assessment and treatment strategies employed in work with individuals and families. The class examines psychosocial factors affecting both the identification and treatment of substance abusers. Prerequisite: SW 506. 3 semester hours

SW 664 TREATING TRAUMA

This course concentrates on the etiology and treatment of traumatic symptomatology. Students explore conditions that contribute to the development of acute stress disorder, post-traumatic stress disorder, borderline personality disorder, dissociative disorders, and other disorders of extreme stress. Co-morbid conditions, including substance abuse and self-mutilation, are considered. The intergenerational, sociocultural, and societal impact of trauma is explored. A strengths-based approach is emphasized. Readings orient students to the assessment of trauma symptoms, as well as to some generally applicable treatment approaches and to research on the psychobiology of trauma. Prerequisite: SW 506. 3 semester hours
SW 655  STRUCTURAL FAMILY THERAPY: PRACTICE AND APPLICATIONS
This course is designed as a skill-based seminar/practicum that will enhance each student's capacity to conduct effective family therapy. Participation is a crucial component, but by no means is expected to be homogeneous. If a principle goal of treatment is to create a context in which a client's unique strengths can prosper, then it follows that good preparation for doing treatment is an appreciative and accountable learning environment—one in which ideas and people can thrive. The class will address five, interconnected concepts of structural family therapy: joining/assessing, enactments, change, and applications (e.g., larger systems; couples, disengaged/grandparents). Prerequisite: SW 633. 3 semester hours

SW 667  BRIEF TREATMENT
This course focuses on how to use brief therapy to address client issues. The course addresses treatment issues such as assessment of the client, role of the social worker, and understanding the importance of time in the treatment relationship. A variety of theoretical approaches is discussed. Prerequisite: SW 506. 3 semester hours

SW 668  CLINICAL SUPERVISION
This course explores approaches to and skills associated with clinical supervision. Initially, students work in teams in experiential exercises during which they alternately take the role of supervisor and supervisee. These experiences are then examined in relation to assigned course readings and class discussions. The last sessions of the course require the students to again role-play identified supervisory tasks/functions—both as a supervisor and as a supervisee. The class concludes with large group discussion of those experiences. Prerequisite: SW 506. 3 semester hours

SW 669  COGNITIVE BEHAVIORAL INTERVENTIONS
This course acquaints students with theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of task and homework, coping skills, cognitive restructuring and problem-solving approaches to practice. Prerequisite: SW 506. 3 semester hours

SW 670  GRIEF AND LOSS ACROSS THE LIFE CYCLE
This course is taught in seminar style and focuses upon understanding losses and appropriate interventions for clients who endure loss across the life cycle. These losses include death, community disaster, and chronic illness. The following are addressed: perinatal loss (including SIDS), loss of a child and a child's reaction to loss, loss of an adolescent and an adolescent's reaction to loss (sibling, friend, parent), losses in early and middle adulthood (parental loss, spousal/partner loss, and loss of an adult child), loss in later life (including chronic illness and its affect on the individual and family), disenfranchised loss (domestic partners, gay and lesbian partners), the dying patient, end of life issues, community resources (including hospice), and support networks. Theoretical perspectives are drawn from both traditional and postmodern approaches to grief and loss. Issues of cultural diversity are addressed throughout the course. Prerequisite: SW 501. 3 semester hours

SW 671  HUMAN SEXUALITY FOR THE SOCIAL WORK PROFESSIONAL
Human sexuality is one of the basic foundations for life. From before birth, individuals are sexed, gendered, and bombarded with messages about who they are, who they should be, and how they are expected to behave. In adult life, whether individuals choose to date, to partner, or to remain single; to have children, adopt, or create other forms of family; sexuality is one of the central and organizing components of the human experience. Human sexuality is explored using the weekend course format in three separate sections from a biopsychosocial perspective. The first of these units addresses an overview of sexuality information and functioning. The second examines psychosocial issues as they exist within sexuality. Lastly, the manifestations of human sexuality as they occur within the social work context and subsequent practice issues are investigated. Prerequisite: SW 506. 3 semester hours

SW 672  SOCIAL AND CULTURAL ISSUES OF GENDER: CLINICAL IMPLICATIONS
The purpose of the course is to engage in a dialogue about the questions, dichotomies, uncertainties, and challenges that gender presents on a daily basis. Theories, assumptions, and stories that are relevant to the development of gender in North American society are examined. Issues of oppression, discrimination, social change, and implications for social work practice are addressed. Themes for the course include the historical underpinnings of the women's movement, the challenges of inclusion and diversity, the formation of gender identity, the challenges of aging in North America, the significance of relationships and sexual identity, the political impact of personal decisions and vice versa, the impact of economic status, and family and motherhood. Life cycle dilemmas with an emphasis on the effects on women are also addressed. Throughout the course, students examine how the female struggle and "women's place" in society have been constructed and defined through the interaction of social, political, economic, and psychological forces. The challenges of defining gender as they relate to race, sexuality, disability, and class are explored. Prerequisite: SW 506. 3 semester hours

SW 674  SPIRITUALITY AND SOCIAL WORK
This course provides students with an opportunity (1) to think through and emotionally experience the place of spirituality in social work practice, (2) to come to an understanding of the meaning and application of spirituality in each student's own social work practice, and (3) to explore the impact of religion and spirituality on social policy. This course is premised on the view that spirituality is a basic human need whether it is expressed in a formal institutional setting or takes a myriad of other forms. As social workers more and more encounter diverse belief systems, it is important that practitioners at all levels of practice have some understanding of how the adherence to different beliefs affects people's functioning. The course addresses the knowledge and skills needed to work within the spiritual and religious contexts of the "lived" world of clients. The course explores spirituality as a core dimension of human experience and addresses the need for social workers to understand their own beliefs and biases about spirituality and religion and have regard for their own spiritual growth. Prerequisite: SW 506. 3 semester hours

SW 680  COMPARATIVE SOCIAL WORK AND SOCIAL WELFARE: INTERNATIONAL STUDY
This course is designed to accompany the Widener Center for Social Work Education Travel Abroad expeditions. Faculty will lead students in an international study tour to compare domestic and international approaches to social work practice, social welfare, and social service systems. The class will visit a variety of service sites and meet with social work practitioners and educators. Discussions, readings, and assignments guide students in comparing domestic and international policies and systems. Prerequisite: SW 506, SW 510. 3 semester hours
DOCTOR OF PHILOSOPHY IN SOCIAL WORK

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

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

ADMISSION GUIDELINES
Admission guidelines are established by the PhD Program Committee in conjunction with the faculty and in compliance with university standards for graduate programs. A MSW from a program accredited by the Council on Social Work Education is the preferred credential; however, a master’s degree from a related discipline along with relevant post-master’s experience may be considered. Applicants will be evaluated with regard to:

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

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

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

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

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

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

The process for transferring graduate credit is as follows:

• An official request for transfer credit is submitted to the director of the doctoral program.
• A syllabus of each course for which transfer credit is being requested is submitted to the director of the doctoral program. This must be done before a disposition will be made regarding the granting of credits.
• Requests for transfer of graduate credit are approved upon recommendation of the associate dean.
• Applicants receive written notification of approved transfer credits along with written notification of admission into the program.

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

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

Students are expected to maintain a minimum 3.0 GPA. Only students with a 3.0 GPA or better will be eligible to graduate. Courses for which a student has received a grade of “C” or lower can be repeated only once. Both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the GPA. However, if a student earns a grade of “F” as a result of academic fraud, that student is prohibited from exercising the repeat-of-course option.
The PhD Program Committee will annually review the academic progress of each student in the program. If a student’s academic progress is unsatisfactory, the committee will make a recommendation regarding the student’s retention in the program. Recommendations may include dismissal from the program or academic probation with a plan to resolve the student’s academic difficulties. Any student who has been identified as having unsatisfactory academic performance or other performance issues will be notified by the director of the doctoral program of the committee’s recommendations. Students who have been placed on academic probation as a result of the recommendation of the PhD Program Committee must remediate their academic or interpersonal difficulties within two academic semesters.

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

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

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

### CURRICULUM

#### YEARS ONE AND TWO

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>SW 801</td>
<td>Methods of Inquiry &amp; Analysis</td>
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<td>SW 802</td>
<td>Using Qualitative Methods I</td>
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<td>SW 803</td>
<td>Using Quantitative Methods I</td>
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<td>SW 811</td>
<td>Deconstructing Clinical Theories &amp; Their Application</td>
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<td>Social Policy</td>
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<td>SW 813</td>
<td>Facilitating &amp; Evaluating Change Processes</td>
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<td>Philosophical Foundations of Social Work Practice</td>
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**YEAR THREE**

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<td>SW 950</td>
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**YEAR FOUR AND UNTIL DEFENSE OF THE DISSERTATION**

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<tr>
<td>SW999*</td>
<td>Dissertation Supervision</td>
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*Note—Student enrolls in SW999 each semester until the dissertation is defended successfully.

### COURSE SEQUENCING

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

#### YEAR ONE OR TWO

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#### YEAR TWO ONLY

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#### YEAR THREE

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#### YEAR FOUR, AND UNTIL DISSERTATION DEFENSE

SW 999 (Each semester until defense of the dissertation)

### DOCTORAL COURSES

#### SW 801 METHODS OF INQUIRY AND ANALYSIS

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

#### SW 802 USING QUALITATIVE METHODS I

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

#### SW 803 USING QUANTITATIVE METHODS I

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

SW 811 DECONSTRUCTING CLINICAL THEORIES AND THEIR APPLICATION
The focus of this course is on the change processes presumed to be at work by various clinical theories or models of intervention. This entails a critical conceptual analysis of the theoretical foundations for clinical practice, including the assumptions regarding human nature, change, and the intervention context, as well as their salience for diverse and historically oppressed client populations. Cognitive-behavioral, emotionally focused, narrative, and psychodynamic approaches are considered, as well as more recently developed eclectic blends such as dialectical behavior therapy, eye movement desensitization and reprocessing (EMDR), and solution-focused therapy. A combination of case analyses and critical analyses of both empirical studies and theoretical literature is used. 3 semester hours

SW 812 SOCIAL POLICY
The goal of this course is to examine the evolution of social welfare policy during the 20th century in order to acquire an understanding of how political, economic, and social forces shape the conception of social work practice in any given era, including our own. Special emphasis is placed on how these forces have affected diverse and historically oppressed populations. Methods of financing social work services and the interaction of influences from within the social work profession with those from the larger sociopolitical context are examined in an effort to discern how they support, impede, or initiate changes in practice. 3 semester hours

SW 813 FACILITATING AND EVALUATING CHANGE PROCESSES
This course approaches evidence-based practice from both a micro- and macro-analytic perspective. Questions regarding how people, organizations, and policies change and under what conditions are considered as a foundation for examining how a social worker can facilitate such processes. The impact of factors such as social and environmental contexts, oppression, poverty, difference, culture, and ethnicity on the change process is explored. Viewed as a recursive and reciprocal process, equal consideration is given to what can be considered evidence that change is occurring and how such evidence influences the change-facilitation process. A combination of case analyses and critical analyses of both empirical studies and theoretical literature is used. 3 semester hours

SW 814 PHILOSOPHICAL FOUNDATIONS OF SOCIAL WORK PRACTICE
This course examines the philosophical foundations for social work practice in the historical context of the development of the profession of social work and of social welfare policy in the United States. Then, contemporary epistemological foundations for knowing in social work are addressed through readings from a political, economic, sociological, and neurobiological perspective. Finally, a variety of dominant discourses embedded in social welfare policies and reflected in current theoretical approaches is examined along with the role of science in social work as a context for analyzing how practice decisions are made. 3 semester hours

SW 815 USING QUANTITATIVE METHODS II
This course is designed to further a student’s knowledge and skills with statistics. The course is taught using a combination of mathematical skill development, critical examination of existing quantitative research, and practical application of quantitative methods. The course begins with regression-based procedures such as multivariate analysis, path analysis, and discriminant analysis, and continues with additional tools for analysis including structural equation modeling, factor analysis, and non-parametric methods. 3 semester hours

SW 816 USING QUALITATIVE METHODS II
This course is designed to further a student’s knowledge and skills in the use of qualitative methods. The course is taught using a combination of critical examination of published qualitative research, practice using qualitative data analysis software, the application of qualitative methods in a project of the student’s own design and writing up the results. 3 semester hours

SW 818 SOCIAL THEORY
This course provides an overview of theoretical material from the social sciences relevant to social work. Students examine classic and modern social theory and the major paradigms relevant to social science research. Materials from other disciplines, including economics, philosophy, and political science are also incorporated. Students learn how this material can be applied to research questions, methodology, and their own theoretical ideas. 3 semester hours

SW 900 COMPREHENSIVE PAPER SEMINAR
This seminar is designed to guide students in their efforts to focus their substantive interests, formulate a research focus, and begin a review of the relevant theoretical and empirical literature in order to complete the required comprehensive paper. 6 semester hours

SW 957 THE ART AND SCIENCE OF SOCIAL WORK PRACTICE
The purpose of this seminar is to provide students with the opportunity to critically examine their own practice. While taking this seminar, students must be actively engaged in some form of social work practice—either with individuals, families, groups, organizations, or communities. Each student prepares a detailed case presentation and lead a class discussion of both the theoretical and empirical foundations for their interventions. In addition, the question of what constitutes evidence of effectiveness is addressed. The case presentations must be based on the student’s own work. 3 semester hours

ELECTIVES
Students must take one 3-credit elective course to complete the 54 credit hours required for completion of the doctoral program. Electives offered by the center’s faculty address a variety of models of interventions, focusing on the models’ theoretical foundations, application, and evaluation of effectiveness. Courses are also offered that address approaches to working with specific clinical populations. Students are encouraged to select courses from other disciplines that provide related content. Students pursuing joint degree options are able to use elective course credits to fulfill the requirements of approved joint degree programs.

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

Two faculty members read each paper and make an assessment. In the case of a difference in the two readers’ evaluations, a third reader is assigned. Students receive written feedback on their papers prior to the first doctoral class of the spring semester of the third year of study.

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

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

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

The dissertation proposal should not exceed 30 typewritten double-spaced pages, exclusive of a bibliography. Formal approval of the proposal by all dissertation committee members must be obtained by the end of the student’s third year in the program, be documented by the dissertation chair, and filed with the director of the doctoral program. However, actual work on the dissertation may not begin unless approval has been obtained from the university’s Institutional Review Board for the protection of human subjects. Otherwise, work on the dissertation may begin immediately after formal approval of the proposal. Exceptions to this timing must be approved by the PhD Program Committee. If a student has not submitted and/or obtained formal approval of the dissertation proposal within the specified time frame, the student is required to submit a written plan to the director of the doctoral program indicating the target date for completing this requirement. This plan must be approved by the PhD Program Committee.

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

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

ORAL DEFENSE OF DISSERTATION
In consultation with the chair of the dissertation committee, the director of the doctoral program appoints two independent readers for the dissertation and sets a date for the oral defense. Independent readers may be selected from Widener University faculty or another university’s faculty. It is the student’s responsibility to provide the independent readers with a copy of the dissertation in compliance with the format guidelines provided by the PhD Program Committee. The oral defense is attended by the associate dean, the director of the doctoral program, the dissertation committee, and the two independent readers. The dean of the School of Human Service Professions is also invited to
attend the defense. Additional attendees are determined by the director of the doctoral program in consultation with the chair of the dissertation committee.

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

**PUBLIC ATION OF THE DISSERTATION**

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

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MSS, Bryn Mawr College  
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MSW, Univ. of Pennsylvania  
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(research, mental health, HIV/AIDS, HBSE)

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MSS, Bryn Mawr College  
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MSS, Bryn Mawr College  
(school social work, diversity practice)

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MS, Chestnut Hill College  
(addictions)

Marla McCulloch, MSS  
MSS, Bryn Mawr College  
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MSW, Univ. of Utah  
(families, women’s issues)

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Eileen Starr, MSW  
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(family treatment)

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