



# Widener University

Center for Human Sexuality Studies  
2012 Graduate Catalog



# Widener University Information

## UNIV. POLICY

---

It is the policy of Widener Univ. 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 Univ. will provide the following information upon request: (a) copies of documents pertinent to the univ.'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 Univ. Advancement, Widener Univ., One Univ. 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 Univ., One Univ. Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener Univ., P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid, scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in univ. programs and activities. In compliance with Title IX, the univ. prohibits discrimination and harassment based on sex in employment, as well as in all programs and activities. The univ.'s Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX or those who wish to file a complaint of noncompliance may contact the univ.'s Title IX coordinator. The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html).

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 univ., 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 univ. 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 univ. any student at any time if it is deemed by the univ. to be in the best interest of the univ., the univ. 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 Univ..

## ACCREDITATIONS & MEMBERSHIPS

---

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

Widener Univ.'s graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), Accreditation Commission of ABET (School of Engineering), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (School of Law), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Division of Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Division of Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Division of Education).

Widener Univ.'s graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of Univ. 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), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (School of Law), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

# Center for Human Sexuality Studies 2012 Graduate Catalog

## GRADUATE PROGRAM DIRECTORY

---

### ARTS AND SCIENCES

#### Stephanie Schechner

610-499-4346 • saschechner@widener.edu

### BUSINESS

#### Penelope Sue Greenberg

610-499-4475 • psgreenberg@widener.edu

### CRIMINAL JUSTICE

#### William E. Harver

610-499-4554 • weharver@widener.edu

### EDUCATION

#### John C. Flynn Jr.

610-499-4490 • jcflynn@widener.edu

### ENGINEERING

#### Rudolph Treichel

610-499-1294 • rjtreichel@widener.edu

### HOSPITALITY MANAGEMENT

#### John Mahoney

610-499-1114 • jfmahoney@widener.edu

### HUMAN SEXUALITY STUDIES

#### Don Dyson

610-499-4263 • dadyson@widener.edu

### LIBERAL STUDIES

#### Stephanie Schechner

610 499-4346 • saschechner@widener.edu

### NURSING

#### MSN CNS Program: Donna M. Callaghan

610-499-4208 • dmcallaghan@widener.edu

#### MSN FNP & DNP Programs: Shirlee Drayton-Brooks

610-499-4213 • Smdrayton-brooks@widener.edu

#### PhD Program: Barbara Patterson

610-499-4222 • bjpatrickson@widener.edu

### PSYCHOLOGY

#### Sanjay R. Nath

610-499-1214 • snath@widener.edu

### PHYSICAL THERAPY

#### Robin Dole

610-499-1277 • rdole@widener.edu

### PUBLIC ADMINISTRATION

#### Gordon Henderson

610-499-4358 • gphenderson@widener.edu

### SOCIAL WORK

#### John Poulin

610-499-1150 • jepoulin@widener.edu

## GENERAL DIRECTORY

---

### INFORMATION LINE

610-499-4600

### BOOKSTORES

Main Campus, 610-876-7300

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

### BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

### CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

### FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

### LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

### REGISTRAR

Main Campus, 610-499-4141

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

## CONTENTS

---

Widener Univ. Information.....	2
School of Human Service Professions Information .....	4
Master of Education Program.....	8
Doctor of Philosophy Program.....	11
Human Sexuality Education (HSED) Courses .....	13
The Council for Relationships (PCED) Courses .....	16
Faculty .....	17

# School of Human Service Professions Information

## GRADUATE PROGRAMS

---

### Center for Human Sexuality Studies

Master of Education (MEd)  
Doctor of Philosophy (PhD)

### Center for Social Work Education

Master of Social Work (MSW)  
Doctor of Philosophy (PhD)

### Institute for Graduate Clinical Psychology

Doctor of Psychology (PsyD)

### Institute for Physical Therapy Education

Doctor of Physical Therapy (DPT)

## PHILOSOPHY AND PURPOSE OF THE PROGRAMS

---

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

Graduate students may withdraw from a course up to four weeks prior to the last day of classes for the semester and receive the grade of W. 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:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)*	0.0
AU (Audit—no credit)	0.0

*\*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. 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 univ. and may not apply for admission into another division of the univ.. Please see the section entitled "Standards for Academic Integrity."

## STANDARDS FOR ACADEMIC INTEGRITY

---

### ACADEMIC INTEGRITY STATEMENT

Widener Univ. strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener Univ. community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of univ.

policy. Widener Univ. expects all students to be familiar with univ. policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

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

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

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

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

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

#### **DEFINITION OF PLAGIARISM**

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

#### **STATEMENT ON PLAGIARISM**

PLAGIARISM—passing off the work of others as your own – is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized - must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

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

##### **Informal Process**

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

##### **Formal Process**

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

##### **PENALTIES**

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



- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the univ..

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

## **ACADEMIC REVIEW BOARD**

---

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

## **ACADEMIC GRIEVANCE APPEAL PROCEDURE**

---

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

## **GRADUATION REQUIREMENTS AND AWARDING OF DEGREES**

---

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

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The univ. 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 a course of study in the physical therapy program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the physical therapy program may register for more than 18 credits a semester only with approval from the director. Half-time enrollment is defined as a minimum of 6 credits per semester.

## **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.

## **FINANCIAL AID**

---

Widener Univ. offers a wide range of financial aid programs. Financial information is available on the univ.'s website and on CampusCruiser.

## **ACADEMIC CALENDAR**

---

At the start of each semester, students should check CampusCruiser for academic calendar and deadline information.

## **CAMPUS SAFETY**

---

Widener is committed to the safety and security of all members of the Widener Univ. community. The univ.'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, univ. 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 univ., 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 univ.'s policies on portable electrical appliances, smoking, and open flames in student housing facilities, the univ.'s procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics (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/campusafety](http://www.widener.edu/campusafety). The annual security reports for the Delaware and Harrisburg Campuses are available online at [www.law.widener.edu](http://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 HUMAN SEXUALITY STUDIES INFORMATION**

---

### **MATRICULATION**

A matriculated student is one who has been officially admitted to an approved program leading to a graduate degree.

### **SPECIAL STATUS**

A “special status” student is a nonmatriculated student. Special status students typically register for courses for professional development. While a student in this category can take an unlimited number of courses, a student must become matriculated in order to pursue a degree through the Center for Human Sexuality Studies. Courses completed under special status will not automatically transfer toward a degree program. No more than three credits should be taken before matriculating.

### **GRADUATE ASSISTANTSHIPS**

A limited number of graduate assistantships are available each year for graduate students. Students receive tuition remission for course work and a stipend based on 20 hours of work per week. Graduate assistants work with the center’s faculty and administration on special research and administrative projects. For further information, contact the director of the Center for Human Sexuality Studies.

### **GRADING AND DISMISSAL**

Graduate students in the Center for Human Sexuality Studies are expected to maintain satisfactory rates of progress toward their graduate degree. The graduate record for students begins with the first course in which they enroll and includes all subsequent courses.

Students who earn a grade of less than B in courses totaling six semester hours will be subject to academic dismissal. If a student earns a grade of B– or below, the course may 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. 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. To graduate, students must achieve an overall GPA of 3.0 on a standard 4.0 system. No student will graduate from HSS programs with an incomplete grade.

Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is grounds for dismissal from the program.

### **PASS/NO PASS**

Almost all graduate courses in human sexuality will give standard letter grades. Occasionally, the special nature of some courses will require that they be graded on a pass/no pass basis. The decision to grade on a pass/no pass basis will be included on the course syllabus and will apply to only that course. This is not an option for any course except one in which the instructor has determined this to be the appropriate form of grading.

### **ADMISSION**

Application for admission to the MEd or PhD in human sexuality should be made to:

Committee on Graduate Admissions  
Center for Human Sexuality Studies  
Widener Univ.  
One Univ. Place  
Chester, PA 19013.

Admission is based on a deadline rather than rolling admissions process, which includes:

- Two annual deadlines (fall and spring) for applications.
- Interview days for invited applicants.
- Standard timetable for notification (i.e., April for fall and October for spring).

The following procedures and requirements must be met for admission:

- For MEd: a bachelor's degree from an accredited institution of higher learning with a GPA of 3.0 or higher.
- For PhD: a master's degree from an accredited institution of higher learning with a GPA of 3.5 or higher.
- Complete the application form.
- Have an official transcript sent from **all** previous graduate and undergraduate programs.
- Submit a résumé or curriculum vitae that indicates professional and/or volunteer experience as a record of work in the field.
- Submit a personal and professional goals essay statement and an autobiographical essay. These are evaluated as a writing sample.
- Submit three letters of recommendation: two academic and one professional/volunteer.
- Submit scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT).

A personal or group interview will be scheduled after receipt of the completed application and all required documentation.

No decision will be made on an application for admission until all of the appropriate forms and transcripts have been received and filed with the Center for Human Sexuality Studies. A faculty committee makes admission decisions based on a combination of all admissions information and the interview.

Once admitted, the student must meet with the assigned advisor to prepare a program of study.

### **International Students**

International students should consult the International Student Services web page at [www.widener.edu](http://www.widener.edu) for international graduate student guidelines or contact the Office of International Student Services at Widener Univ., One Univ. Place, Chester, PA 19013; phone: 610-499-4499.

### **TRANSFER CREDIT**

Students who have been officially admitted to the MEd in human sexuality program may transfer a maximum of six semester hours of graduate course work. PhD transfer credit decisions rest with the CHSS faculty. A grade of A, B, or Pass (only if taken on a Pass/No Pass grading system) must be achieved if transfer credit is to be awarded, and the course work must be recent (within seven calendar years). For this transfer process to occur, students must file official transcripts from all other graduate institutions in which course work was completed and must meet with their advisor for a transcript analysis. Under no circumstances will an in-service education credit awarded through a

state education department or professional association be transferred as graduate credit. Research courses can only be approved for transfer credit by a faculty member who teaches that course following a syllabus review.

### ADVISORS

Matriculated students have assigned advisors and *must* contact their advisors for advising plans.

### TRACKS/DEGREES

There are a number of tracks and degrees available to students in the graduate programs. These include:

- MEd Human Sexuality, Education
- MEd Human Sexuality, Clinical\*
- MEd/MSW Dual Degree
- MEd/MSW Advanced Standing Dual Degree
- PhD Human Sexuality, Education<sup>†</sup>
- PhD Human Sexuality, Clinical<sup>†,\*</sup>
- PhD/MSW Dual Degree<sup>†</sup>

\*Students in the clinical tracks must already possess a licensable clinical degree.

<sup>†</sup>Students in this track must already have a master's degree in another discipline.

## MASTER OF EDUCATION IN HUMAN SEXUALITY

The master of education (MEd) in human sexuality program provides knowledge, skills, and experience needed to become an AASECT certified sexuality educator, counselor, or therapist. Some students apply to this program already having a clinical master's degree and are seeking specialization in sex therapy to enhance their knowledge and practice. Students holding a clinical degree typically pursue the clinical track. Those who do not hold a clinical degree and are primarily interested in sexuality education take the educational track. The educational track allows students to focus their studies toward educational philosophy, teaching methodology, and curriculum development. The MEd is an ideal degree for practitioners.

### DEGREE REQUIREMENTS

To qualify for the MEd in human sexuality, the candidate must complete all the degree requirements within a total of six calendar years from the date of matriculation.

### CURRICULUM

#### MASTER OF EDUCATION IN HUMAN SEXUALITY sem. hours

##### Research (3 semester hours)

HSED 510 Applications of Educational Research . . . . . 3

##### Foundations (6 semester hours)

Six hours from the following:

ED 502 Politics of Education . . . . . 3  
 ED 505 Alternative Educational Models . . . . . 3  
 ED 509 Curriculum Theory . . . . . 3  
 HSED 501 Sexuality & Society in a  
 Cross-Cultural Perspective . . . . . 3  
 HSED 594 History & Ethics in Human Sexuality . . . . . 3  
 SW 501 Human Behavior & the Social Environment I 3  
 SW 504 Sociocultural Dimensions of Social Work . . . 3

### Professional Core (30 semester hours)

Thirty hours from the following:

ED 513 Classroom Management & School Discipline 3  
 ED 517 Psychology of the School Age Child . . . . . 3  
 ED 518 Adolescent Psychology . . . . . 3  
 ED 519 Early Childhood Development:  
 From Birth to the Early School Years . . . . . 3  
 ED 544 Multicultural Education . . . . . 3  
 ED 555 Current Issues in Elementary &  
 Secondary Education . . . . . 3  
 ED 583 The Education of Adults from a  
 Developmental Perspective . . . . . 3  
 ED 652 Group Process & Dynamics . . . . . 3  
 ED 682 Health Education Curriculum & Methods . . . 3  
 ED 693 Women—Learning & Leading in Education . . 3  
 HSED 562<sup>†</sup> Sex Therapy I . . . . . 3  
 HSED 570 Sexuality & Technology . . . . . 3  
 HSED 571 Clinical Issues in Transgender Communities . 3  
 HSED 588 Special Topics in Human Sexuality  
 (Master's Level) . . . . . 3  
 HSED 592<sup>†,\*</sup> Concepts in Human Sexuality . . . . . 3  
 HSED 593<sup>†,\*</sup> Behavioral Foundations in Human Sexuality . 3  
 HSED 624<sup>†</sup> Education & Training Methods for Clinical  
 Sexologists . . . . . 3  
 HSED 625<sup>†,\*</sup> Human Sexuality for the  
 Education & Counseling Professional I . . . . 3  
 HSED 626\* Human Sexuality for the  
 Education Professional II . . . . . 3  
 HSED 643\* Theories of Development & Education  
 in Human Sexuality . . . . . 3  
 HSED 644<sup>†,\*</sup> Biological Foundations of Human Sexuality . 3  
 HSED 645 Sexual Minorities . . . . . 3  
 HSED 662<sup>†</sup> Sex Therapy II . . . . . 3  
 HSED 718\* Teaching Sensitive Issues in Human Sexuality 3  
 HSED 719<sup>†</sup> Sensitive Issues in Clinical Sexology . . . . . 3  
 HSED 750 History & Policy of Religious  
 Belief Systems . . . . . 3  
 HSED 751 Sexuality & Chronic Illness/Disabilities . . . . 3  
 HSED 762<sup>†</sup> Sex Therapy III . . . . . 3  
 HSED 788 Special Topics in Human Sexuality  
 (Doctoral Level) . . . . . 3  
 SW 672 Women's Issues . . . . . 3

### Practicum (3/6 semester hours)<sup>††</sup>

HSED 690 Practicum in Human Sexuality Education . . . . 3  
 HSED 695 Practicum in Clinical Sexology I . . . . . 3  
 HSED 696 Practicum in Clinical Sexology II . . . . . 3

**TOTAL** **42/45**

\*Required core courses for education track.

<sup>†</sup>Required core courses for clinical track.

<sup>††</sup>Students must meet with the coordinator of field experience to determine the appropriate practicum depending on their needs, interests, and goals. The practica are part of the fulfillment of the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) requirements for certification.



**DUAL DEGREE: MASTER OF SOCIAL WORK and  
MASTER OF EDUCATION IN HUMAN SEXUALITY**

**YEAR ONE**

---

**Fall Semester**

HSED 592	Concepts in Human Sexuality
SW 501	Human Behavior & Social Environment I
SW 503	Interpersonal Processes
SW 540	Social & Economic Justice I

**Spring Semester**

HSED 510	Applications of Educational Research
<i>or</i>	
SW 520	Methods of Social Work Research
HSED 593	Behavioral Foundations in Human Sexuality
HSED 594	History & Ethics of Human Sexuality
HSED 644	Biological Foundations of Human Sexuality

**Summer Session**

SW 502	Human Behavior & the Social Environment II
SW 522	Quantitative & Qualitative Data Analysis

**YEAR TWO**

---

**Fall Semester**

HSED 562	Sex Therapy I
SW 505	Foundation Generalist Social Work Practice
SW 541	Social & Economic Justice II
SW 550	Field Practicum I

**Spring Semester**

HSED 662	Sex Therapy II
SW 506	Foundation Social Work Practice with Individuals, Families, & Groups
SW 551	Field Practicum II
SW 636	Advanced Policy & Program Development

**Summer Session**

SW 635	Social Work Practice with Groups
Elective	

**YEAR THREE**

---

**Fall Semester**

HSED 695	Practicum in Clinical Sexuality I
HSED 762	Sex Therapy III
SW 630	Social Work Practice with Individuals
SW 633	Social Work Practice with Families
SW 657	Field Practicum III

**Spring Semester**

HSED 625	Human Sexuality for the Education & Counseling Professional I
HSED 696	Practicum in Clinical Sexuality II
HSED 751	Sexuality & Chronic Illness/Disabilities
SW 639	Advanced Social Work Practice Seminar
SW 658	Field Practicum IV

**Graduate with the MSW degree**

**Summer Session**

HSED 645	Sexual Minorities
HSED 719	Sensitive Issues in Clinical Sexology

**Graduate with the MEd degree**

**DUAL DEGREE: ADVANCED STANDING MASTER OF SOCIAL  
WORK and MASTER OF EDUCATION IN HUMAN SEXUALITY\***

**YEAR ONE**

---

**Summer Session**

SW 502	Human Behavior & the Social Environment II
SW 503	Interpersonal Processes
SW 600	Foundations for Clinical Social Work Practice

**Fall Semester**

HSED 510	Applications of Educational Research
HSED 592	Concepts in Human Sexuality
HSED 593	Behavioral Foundations in Human Sexuality
SW 633	Social Work Practice with Families

**Spring Semester**

HSED 562	Sex Therapy I
HSED 594	History & Ethics of Human Sexuality
HSED 644	Biological Foundations of Human Sexuality
SW 636	Advanced Policy & Program Development

**YEAR TWO**

---

**Summer Session**

SW 635	Social Work Practice with Groups
Elective	

**Fall Semester**

HSED 662	Sex Therapy II
HSED 695	Practicum in Clinical Sexuality I
HSED 751	Sexuality & Chronic Illness/Disabilities
SW 630	Social Work Practice with Individuals
SW 657	Field Practicum III

**Spring Semester**

HSED 624	Education & Training Methods for Clinical Sexologists
HSED 696	Practicum in Clinical Sexuality II
HSED 762	Sex Therapy III
SW 639	Advanced Social Work Practice Seminar
SW 658	Field Practicum IV

**Graduate with the MSW degree**

**YEAR THREE**

---

**Summer Session**

HSED 645	Sexual Minorities
HSED 719	Sensitive Issues in Clinical Sexology

**Graduate with the MEd degree**

\* Students from an accredited BSW program are eligible to apply for advanced standing MSW admission through the Center for Social Work Education. Beginning with a summer session in May, advanced standing dual degree students can complete the program in a condensed period of time.

## DUAL DEGREE: MASTER OF EDUCATION IN HUMAN SEXUALITY and DOCTOR OF PSYCHOLOGY

In year one, the program requires students to take 15 doctoral clinical psychology credits per semester and does not allow registration for additional credits. In years two and three, the program requires students to take 12 doctoral clinical psychology credits per semester, although students may elect to take a greater number either within the program or outside. In years four and five, the program requires students to take a minimum of 9 doctoral clinical psychology credits per semester, although students must still choose either electives or courses outside clinical psychology (e.g., a joint degree course) to meet the minimum of 12 credits per semester. A student must have a cumulative 3.0 grade point average at graduation and pass all PsyD courses to graduate.

### YEAR ONE

---

#### Fall Semester

- DPSY 501\* Human Development
- DPSY 503\* Introduction to Cognitive Behavioral Therapy
- DPSY 504\* Basic Concepts of Psychodynamic Theory
- DPSY 505\* Introduction to Intellectual Functioning w/ Lab
- DPSY 887 Practicum Supervision

\*JD/PsyD students may substitute DPSY 735 Introduction to Law/ Psychology for one course.

#### Spring Semester

- DPSY 502 Child & Adolescent Psychopathology
- DPSY 506 Foundations of Clinical Personality Assessment
- DPSY 507 Introduction to Individual Dynamic Therapy
- DPSY 508 Basic Psychopathology
- DPSY 569 Consultation & Organizational Psychology
- DPSY 887 Practicum Supervision

### YEAR TWO

---

#### Fall Semester

- DPSY 513 Introduction to the Comprehensive System of Rorschach Scoring & Interpretation
- DPSY 514 Theories of Learning & Motivation
- DPSY 515 Introduction to Statistics
- DPSY 533 Professional Issues & Ethics
- DPSY 887 Practicum Supervision
- DPSY Elective

#### Spring Semester

- DPSY 509 Diversity
- DPSY 512 Introduction to Behavioral Research
- DPSY 517\* School Psychology
- DPSY 518 Introductory Personality Assessment Case Conference
- DPSY 887 Practicum Supervision
- DPSY Elective

\*School psychology students only.

### YEAR THREE

---

#### Fall Semester

- DPSY 538 Introduction to Neuropsychology
- DPSY 559 Social Psychology
- DPSY 568 Historical & Philosophical Foundations of Psychology
- DPSY 722\* DX & Treatment of Learning Disabilities
- DPSY 836\* Adv. Theory & Practice in School Psychology I
- DPSY 887 Practicum Supervision
- DPSY Elective(s)
- HSED 662 Sex Therapy II: Function, Dysfunction, Assessment, & Treatment

\*School psychology students only.

#### Spring Semester

- DPSY 566 Physiological Foundations of Behavior
- DPSY 698 Assessment Data Clinic
- DPSY 699\* Advanced Clinical Neuropsychology
- DPSY 837\*\* Advanced Theory & Practice in School Psychology II
- DPSY 887 Practicum Supervision
- DPSY 998 Introduction to the Dissertation
- DPSY ### Case Conference I
- DPSY Elective(s)

- HSED 627 Foundations of Clinical Sexology

\*Required for neuropsychology students.

\*\*School psychology students only.

### YEAR FOUR

---

#### Fall Semester

- DPSY 770\* Introduction to Neuroanatomy
- DPSY 863\* Practicum in Neuropsychological Appraisal
- DPSY 889 Internship Supervision
- DPSY 999 Dissertation Research
- DPSY Elective(s)

\*Neuropsychology students only.

#### Spring Semester

- DPSY 771\* Introduction to Neuropathology
- DPSY 777 Internship Seminar
- DPSY 850 Advanced Differential Diagnosis
- DPSY 864\* Neuropsychology Appraisal II
- DPSY 889 Internship Supervision
- DPSY 999 Dissertation Research
- DPSY ### Case Conference I or II
- DPSY Elective(s)

\*Neuropsychology students only.

### YEAR FIVE

---

#### Fall Semester

- DPSY 775\* Child Clinical Neuropsychology
- DPSY 833 Professional Supervision
- DPSY 875 Final Clinical Examination Preparation
- DPSY 889 Internship Supervision
- DPSY ### Case Conference I or II
- DPSY Elective(s)

\*Neuropsychology students only.

#### Spring Semester

- DPSY 773\* Interpretation of Halstead-Reitan Neuro. Test Battery
- DPSY 889 Internship Supervision
- DPSY 999 Dissertation Research
- DPSY ### Case Conference I, II, or III
- DPSY Elective(s)

\*Neuropsychology students only.

Note: Due to AASECT requirements for supervised hours for sex therapy certification, HSED students must complete two semesters of HSED Practicum.

Beginning in the spring semester of the third year, a minimum of one case conference is required each semester. Third year students are eligible to take only Level I case conferences while 4th and 5th year students are eligible to enroll in Level I or Level II case conferences. In completing the case conference requirements, students must take two Level II (Final Clinical Oral Exam Preparation) case conferences (one in assessment and one in therapy).

## **DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY**

---

Doctor of philosophy (PhD) students bring previous graduate study in a wide variety of fields, primarily in the social sciences and/or a clinical master's degree such as social work, marriage and family therapy, or counseling psychology. Many are mid-career professionals who are already practicing as sexuality educators, counselors, or therapists.

Those who already hold a clinical degree typically pursue the clinical track, while those who do not hold a clinical degree and are interested in education typically pursue the educational track.

This program is ideal for those interested in research and scholarship. The PhD in human sexuality places emphasis on qualitative and quantitative research design and methodology.

### **DOCTORAL CANDIDACY**

Doctoral candidacy occurs upon successful completion of the comprehensive examination and requires continuous enrollment.

### **LEAVE OF ABSENCE**

Those individuals who have achieved candidacy and are unable to remain continuously enrolled during any semester must petition the dissertation chair for a leave of absence. The "Petition for an Approved Leave of Absence" is available online. A petition must be submitted during any semester when a student is not continuously enrolled. A leave of absence may not exceed two years or four academic semesters. Exceptions may be granted only by the director of the Center for Human Sexuality Studies in consultation with the student's dissertation chair. Students who are on leave of absence shall have no access to professors or facilities. On returning from leave of absence, students must petition to be reassigned to a dissertation chair. Students should also know that in taking a leave, the currency of their dissertation study may be affected.

### **COMPREHENSIVE EXAMINATION**

Students must pass a comprehensive examination that will be administered following the completion of all required course work. The examination will be composed of written portions covering topics included in the program of studies in the field of human sexuality. Students must pass all parts of the examination. If a student fails to pass the examination or any portion thereof, he or she may retake the exam or portion of the exam one time. Two consecutive failures will result in dismissal from the program. Policies and procedures governing these examinations are available in the *Handbook for Doctoral Students*, which is available online. Doctoral students must have all grades of Incomplete changed to a course grade before petitioning to take the comprehensive examination.

### **FINANCIAL CLEARANCE**

Students must be financially cleared if they are to be advised during the dissertation process. Students who are not financially cleared by the census date set by the Registrar's Office forfeit continuous enrollment status. Such individuals may either (a) complete a "Petition for an Approved Leave of Absence," or (b) request retroactive reinstatement from the dean of the School of Human Service Professions through the director of the Center for Human Sexuality Studies. Students who have achieved candidacy must petition their dissertation chairs for a leave of absence.

## **DISSERTATION**

The dissertation experience requires a minimum of 18 semester hours. Students should enroll in HSED 901 (3 credits) immediately after successful completion of the comprehensive examination. The sequence of subsequent courses should be as follows: HSED 902 (3 credits), HSED 910 (6 credits), HSED 920 (6 credits). If a student has not defended the dissertation proposal in HSED 902, then the student must register for HSED 903 each semester until the proposal has been accepted. (See "Continuous Enrollment" section for additional information.) If the dissertation has not been completed, then the student must register for 3 credit hours of HSED 930 each succeeding semester. (See the *Handbook for Doctoral Students* for more information regarding dissertations.)

The scope of the dissertation project must be such that it will contribute to improved practice or theoretical understanding within the field and not be limited to an institutional problem. Students must complete their doctoral dissertations within four years of doctoral candidacy.

### **TRANSFER CREDIT**

Transfer credit will be considered on an individual basis. This decision will be made after the time of admission, by a student's academic advisor. A decision to award transfer credit will be based on the recency and similarity of courses required by a program of study. A grade of A, B, or Pass is required for transfer credit. All decisions regarding transfer credit rest with the Center for Human Sexuality Studies faculty. Research courses can only be approved for transfer credit by a faculty member who teaches that course following a syllabus review. The maximum amount of transfer credits varies by program and ranges from 15 to 24.

### **DEGREE REQUIREMENTS**

The minimum requirements for the doctoral degree are the completion of 78/81 semester hours of graduate credit, successful completion of the comprehensive examination, and completion of the doctoral dissertation. All required course work must be completed before a student can sit for the comprehensive examination. After passing all three parts of the comprehensive examination, the student may begin the doctoral dissertation. The doctoral dissertation phase includes a minimum of 18 credit hours of Dissertation Seminar and Dissertation Research related to the dissertation activity. Please note that a waiver of any requirement for the degree must be approved in writing by the student's academic advisor and the director of the Center for Human Sexuality Studies.

## DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY

---

### *Foundations (6 semester hours)*

Six hours from the following:

ED 502	Politics of Education
ED 505	Alternative Educational Models
ED 509	Curriculum Theory
HSED 501	Sexuality & Society in a Cross-Cultural Perspective
HSED 594	History & Ethics of Human Sexuality
SW 501*	Human Behavior & the Social Environment I
SW 504*	Sociocultural Dimensions of Social Work

### *Research (12 semester hours)*

HSED 510	Applications of Educational Research
HSED 714	Qualitative Research Methods in Education
HSED 850	Advanced Quantitative Research Methods I
HSED 851	Advanced Quantitative Research Methods II

### *Professional Core (30 semester hours)*

ED 652	Group Process & Dynamics
HSED 562†	Sex Therapy I
HSED 588	Special Topics in Human Sexuality (Master's Level)
HSED 592†*	Concepts in Human Sexuality
HSED 593†*	Behavioral Foundations in Human Sexuality
HSED 624†	Education & Training Methods for Clinical Sexologists
HSED 625*	Human Sexuality for the Education & Counseling Professional I
HSED 626*	Human Sexuality for the Education Professional II
HSED 643*	Theories of Development & Education in Human Sexuality
HSED 644†*	Biological Foundations of Human Sexuality
HSED 645	Sexual Minorities
HSED 662†	Sex Therapy II
HSED 718*	Teaching Sensitive Issues in Human Sexuality
HSED 719†*	Sensitive Issues in Clinical Sexology
HSED 750	History and Policy of Religious Belief Systems
HSED 751	Sexuality & Chronic Illness/Disabilities
HSED 762†	Sex Therapy III
HSED 831†*	Literature in Human Sexuality
HSED 832†*	Theoretical Underpinnings of Human Sexuality

### *Electives\*\* (9 semester hours)*

#### *Practicum†† (3/6 semester hours)*

HSED 690	Practicum in Human Sexuality Education
HSED 695	Practicum in Clinical Sexology I
HSED 696	Practicum in Clinical Sexology II

#### *Dissertation (18 semester hours)*

HSED 901	Dissertation Seminar I
HSED 902	Dissertation Seminar II
HSED 910	Dissertation Research (6 semester hours)
HSED 920	Dissertation Research (6 semester hours)

\* Required core courses for education track.

\*\* Electives can be taken from courses offered by the Center for Education and the Council for Relationships. Electives must be approved by the student's advisor.

† Required for clinical track

†† Students must meet with the coordinator of field experience to determine the appropriate practicum depending on their needs, interests, and goals. The practica are part of the fulfillment of the American Association of Sexuality Educators, Counselors and Therapists (AASECT) requirements for certification.

## DUAL DEGREE: ADVANCED STANDING MASTER OF SOCIAL WORK and DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY\*

### YEAR ONE

---

#### *Summer Session*

SW 502	Human Behavior & the Social Environment II
SW 503	Interpersonal Processes
SW 600	Foundations for Clinical Social Work Practice

#### *Fall Semester*

HSED 510	Applications of Educational Research
HSED 592	Concepts in Human Sexuality
HSED 593	Behavioral Foundations in Human Sexuality
SW 633	Social Work Practice with Families

#### *Spring Semester*

HSED 562	Sex Therapy I
HSED 594	History & Ethics of Human Sexuality
HSED 644	Biological Foundations of Human Sexuality
SW 636	Advanced Policy & Program Development

### YEAR TWO

---

#### *Summer Session*

HSED 850	Quantitative Research Methods I
SW 635	Social Work Practice with Groups

#### *Fall Semester*

HSED 662	Sex Therapy II
HSED 695	Practicum in Clinical Sexology I
HSED 751	Sexuality & Chronic Illness/Disabilities
SW 630	Social Work Practice with Individuals
SW 657	Field Practicum III

#### *Spring Semester*

HSED 624	Education & Training Methods for Clinical Sexologists
HSED 696	Practicum in Clinical Sexology II
HSED 762	Sex Therapy III
SW 639	Advanced Social Work Practice Seminar
SW 658	Field Practicum IV

#### *Graduate with the MSW degree*

### YEAR THREE

---

#### *Summer Session*

HSED 645	Sexual Minorities
HSED 719	Sensitive Issues in Clinical Sexology

#### *Fall Semester*

HSED 714	Qualitative Research Methods
HSED 831	Literature in Human Sexuality
HSED 851	Quantitative Research Methods II

#### *Spring Semester*

HSED 832	Theoretical Underpinnings of Sexuality Comprehensive Exams
----------	---

### YEAR FOUR

---

#### *Summer Session*

HSED 901/902	Dissertation Seminar I & II
--------------	-----------------------------

#### *Fall Semester*

HSED 910	Dissertation Research
----------	-----------------------

#### *Spring Semester*

HSED 920	Dissertation Research
----------	-----------------------

#### *Graduate with the PhD degree*

\*Students from an accredited BSW program are eligible to apply for advanced standing MSW admission through the Center for Social Work Education. By beginning with a summer session in May, students can complete the program in less time.



**DUAL DEGREE: MASTER OF SOCIAL WORK and DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY**

**YEAR ONE**

**Fall Semester**

HSED 592	Concepts in Human Sexuality
SW 501	Human Behavior & the Social Environment I
SW 503	Interpersonal Processes
SW 540	Social & Economic Justice I

**Spring Semester**

HSED 510	Applications of Educational Research <i>or</i> SW 520 Methods of Social Work Research
HSED 593	Behavioral Foundations in Human Sexuality
HSED 594	History & Ethics of Human Sexuality
HSED 644	Biological Foundations of Human Sexuality

**Summer Session**

HSED 714	Qualitative Research Methods in Education
SW 502	Human Behavior & the Social Environment II

**YEAR TWO**

**Fall Semester**

SW 505	Foundation Generalist Social Work Practice
SW 541	Social & Economic Justice II
SW 550	Field Practicum I
HSED 562	Sex Therapy I

**Spring Semester**

HSED 662	Sex Therapy II
SW 506	Foundation Social Work Practice with Individuals, Families, & Groups
SW 551	Field Practicum II
SW 636	Advanced Policy & Program Development

**Summer Session**

SW 635	Social Work Practice with Groups
HSED 850	Quantitative Research Methods I

**YEAR THREE**

**Fall Semester**

HSED 695	Practicum in Clinical Sexology I
HSED 762	Sex Therapy III
SW 630	Social Work Practice with Individuals
SW 633	Social Work Practice with Families
SW 657	Field Practicum III

**Spring Semester**

HSED 624	Education & Training Methods for Clinical Sexologists
HSED 696	Practicum in Clinical Sexology II
HSED 751	Sexuality & Chronic Illness/Disabilities
SW 639	Advanced Social Work Practice Seminar
SW 658	Field Practicum IV

**Graduate with the MSW degree**

**Summer Session**

HSED 645	Sexual Minorities
HSED 719	Sensitive Issues in Clinical Sexology

**YEAR FOUR**

**Fall Semester**

HSED 831	Literature in Human Sexuality
HSED 851	Quantitative Research Methods II

**Spring Semester**

HSED 832	Theoretical Underpinnings of Sexuality
----------	--

**Comprehensive Exams**

**DISSERTATION**

HSED 901	Dissertation Seminar I
HSED 902	Dissertation Seminar II
HSED 903	Dissertation Seminar III if needed, until proposal is approved
HSED 910	Dissertation Research (6 credits)
HSED 920	Dissertation Research (6 credits)
HSED 930	Dissertation Research (3 credits each additional fall and spring semester until completed)

**Graduate with the PhD degree**

**Courses**

**Human Sexuality Education (HSED) . . . . . 13**

**Human Sexuality/The Council (PCED) . . . . . 16**

**HUMAN SEXUALITY EDUCATION**

**HSED 501 SEXUALITY AND SOCIETY IN CROSS-CULTURAL PERSPECTIVE**

This course provides an anthropological approach to the norms and mores sanctioning and regulating human sexuality. It focuses on the extent to which sexual practices and beliefs are culturally determined and related to key symbols and key relationships that structure society. Sex and gender throughout the life cycle in a variety of traditional and complex societies are considered. *3 semester hours*

**HSED 510 APPLICATIONS OF EDUCATIONAL RESEARCH**  
Designed to help instructors read research and understand research methods so they can apply recent developments in their own environments. *3 semester hours*

**HSED 562 SEX THERAPY I: COUPLES AND RELATIONSHIP THERAPY**  
This is the introductory course on systems work in the context of sex therapy provision. Case presentations and role-playing are used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy are addressed. Prerequisite: HSED 593. *3 semester hours*

**HSED 570 SEXUALITY AND TECHNOLOGY**  
This course helps inform students about the populations in which they will be working in their own teaching and counseling/therapy. Students develop knowledge, resources, and critical thinking about contemporary issues involving sexuality and technology. This course explores how technology, most specifically the Internet, can provide tools for assisting people with socialization skill development, or sexual exploration, and will consider difficult issues pertaining to sex and technology. Emphasis is placed on the various populations in which the Internet and other technology can offer powerful, positive opportunities. *3 semester hours*

**HSED 571 CLINICAL ISSUES IN TRANSGENDER COMMUNITIES**  
This course informs students about the counseling/therapy process, as well as specific education skills necessary to understand when working with transgender/gender variant populations. Students develop knowledge, resources, critical thinking, and practical skills pertaining to contemporary issues specifically involving this community. *3 semester hours*

**HSED 588 SPECIAL TOPICS IN HUMAN SEXUALITY**

Topics that have special appeal to instructors and students because of their timely quality are periodically offered in the form of newly developed courses. Newly developed courses may be offered in this category prior to their formal approval and assignment of course numbers. *3 semester hours*

**HSED 592 CONCEPTS IN HUMAN SEXUALITY**

An overview of the concepts from current research in human sexuality. Students identify their own values, identify those of others, and become at ease discussing the many different topics of sexuality. This course is a prerequisite for all courses taken in the human sexuality program; students must have permission from the instructor to enroll in this course. *3 semester hours*

**HSED 593 BEHAVIORAL FOUNDATIONS  
IN HUMAN SEXUALITY**

An examination of human sexual behavior, including identity, roles, orientation, lifestyles, love, and relationships. Included are problems that can affect sexual behavior. Pre- or corequisite: HSED 592. *3 semester hours*

**HSED 594 HISTORY AND ETHICS OF HUMAN SEXUALITY**

This survey course traces sexual mores and concepts as expressed in the writings and art of various cultures and religions over time. Particular focus will be on the sexuality of the early civilizations of the Middle East, the beginnings of monotheism in Judaism, and the spread of Christianity across Europe and North America. These themes will be traced in the 19th, 20th, and 21st centuries here in the United States. Emphasis will be on identifying conflicting and changing sexual values concerning marriage, premarital and extra-marital sexuality, masturbation, fertility, contraception, gender roles, and homo-bi-heterosexuality over time. The birthing and history of the field of sexology and sexuality education will be placed in the broader historical events of the 20th and 21st centuries. Ethical codes of conduct for professionals in sexology will be compared to other codes of conduct. *3 semester hours*

**HSED 624 EDUCATION AND TRAINING METHODS FOR  
CLINICAL SEXOLOGISTS**

This course reviews theories and philosophies of education, such that students are prepared to develop interventions for use in psycho-education and professional training. Core content of the course includes community engagement, needs assessment, lesson planning, delivery, and evaluation/assessment techniques, and the development of rationale for educational decisions. Co-/prerequisite: HSED 662. *3 semester hours*

**HSED 625 METHODS IN SEXUALITY EDUCATION I**

The course prepares students to apply theoretical substrates to the development of lesson goals, objectives, and plans in sexuality education with explicit consideration of the rationale supporting all educational decisions. The course includes community engagement, needs assessment, lesson development, and delivery. Co-/prerequisite: HSED 643. *3 semester hours*

**HSED 626 METHODS IN SEXUALITY EDUCATION II**

The course prepares students to apply key concepts of lesson planning to the development of curricula in sexuality education, with explicit consideration of the developmental and cultural needs of learners. The course includes scope and sequence development, lesson adaptation, evaluation, and assessment of complete curriculum. Prerequisite: HSED 625. *3 semester hours*

**HSED 643 THEORIES OF DEVELOPMENT AND  
EDUCATION IN HUMAN SEXUALITY**

This course provides an overview of human development, sexual development, learning, and education theories. Content and assignments explore the intersections of these frameworks and theories. *3 semester hours*

**HSED 644 BIOLOGICAL FOUNDATIONS  
OF HUMAN SEXUALITY**

This course is an examination of the human reproductive system, including fertility control, pregnancy, prenatal development, and birth. Included will be adult sexual functioning, the response cycle, and problems that can affect the system. Prerequisite: HSED 593. *3 semester hours*

**HSED 645 SEXUAL MINORITIES**

This course covers homosexual and other sexual identities and how they have been the subject of speculation, misunderstanding, and, sometimes, violent attempts at “correction or elimination.” The topics include sexual orientation, gender expression, transsexualism, sexism, heterosexism, and homophobia. Prerequisite: HSED 592. *3 semester hours*

**HSED 662 SEX THERAPY II: SEXUAL DYSFUNCTIONS  
AND TREATMENT**

This course builds on the introductory courses HSED 592 and 593 and offers advanced understanding of assessment, diagnosis and treatment models for addressing various sexual dysfunctions. Students develop a solid understanding of the use of the systemic sex therapy in assessing and treating sexual dysfunctions. Assessment, diagnosis and treatment interventions will be explored using class lecture, discussions, guest speakers, videotape presentations and role plays. Prerequisite: HSED 562. *3 semester hours*

**HSED 690 PRACTICUM IN HUMAN SEXUALITY  
EDUCATION**

This practicum is designed to provide students with the opportunity to develop the skills and resources necessary to provide age-appropriate sexuality education in a variety of settings and with diverse populations. Course requirements include supervised hours in the field, regular class meetings with faculty and case presentations of work representing the practicum. *3 semester hours*

**HSED 695 PRACTICUM IN CLINICAL SEXOLOGY I**

This practicum is designed to provide students with the opportunity to develop the skills and resources necessary to provide age-appropriate, psychoeducational, individual or group intervention strategies, treatment goals, practice and evaluation for a variety of clinical cases in a variety of settings and with diverse populations. Course requirements include supervised hours in the field, regular class meetings with faculty, and case presentations of work representing the practicum. This is the first of two required practica for the clinical track. *3 semester hours*

**HSED 696 PRACTICUM IN CLINICAL SEXOLOGY II**

This practicum is designed to provide students with the opportunity to develop the skills and resources necessary to provide age-appropriate, psychoeducational, individual or group intervention strategies, treatment goals, practice and evaluation for a variety of clinical cases in a variety of settings and with diverse populations. Course requirements include supervised hours in the field, regular class meetings with faculty and case presentations of work representing the practicum. This is the second of two required practica for the clinical track. *3 semester hours*

**HSED 714 QUALITATIVE RESEARCH METHODS**

This course is designed to clarify and explain some of the different approaches and methods by which qualitative research is being conducted, and to develop a sense of what is meant by the term 'qualitative.' The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented—e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory. *3 semester hours*

**HSED 718 TEACHING SENSITIVE ISSUES IN HUMAN SEXUALITY**

This course emphasizes both process and practice in the communicating and teaching of very sensitive and controversial content. This is a capstone course in which students integrate past course work to better understand how to teach about sensitive issues in human sexuality. Students have an opportunity to take an active role in processing their own feelings, values, and attitudes regarding this content, as well as learning specific educational methodologies to teach these subjects. Prerequisite: HSED 626. *3 semester hours*

**HSED 719 SENSITIVE ISSUES IN CLINICAL SEXOLOGY**

Building on the foundational work completed in earlier courses, this course examines clinical responses to sensitive issues in sexual practice. Professional insight, experience, and research highlight that the psychotherapeutic relationship is the most significant factor of change. In addition, clients' value systems adjust to that of their therapists during treatment and remain so after termination. As a result, this course emphasizes countertransference dynamics and their effects on the psychotherapeutic relationship. Content areas may include abortion, bisexuality, HIV infection, homophobia, pedophilia, pornography, sexual assault, sexual harassment, sexual pleasure, and power. Prerequisites: HSED 625 and 627. *3 semester hours*

**HSED 750 HISTORY AND POLICY OF RELIGIOUS BELIEF SYSTEMS**

Sexuality, including marriage, monogamy, polygamy, celibacy, pre- and post-marital sexuality, orientation, cross-gender behaviors, reproduction, rape, and the like will be studied in review of Hebraic/Christian/Islamic religious texts and the policies and codes developed by organized religions over time. Students will be able to compare and contrast the policies of their own religious traditions and identify other traditions, as well as the values and principles of each change in policy. The sexual conduct of religious professionals will be studied comparing various professional and ethical codes of conduct. Prerequisite: HSED 593. *3 semester hours*

**HSED 751 SEXUALITY AND CHRONIC ILLNESS/DISABILITIES**

This course uses an integrative model of sexual health across the life cycle as the central reference when evaluating or treating special populations, such as persons with chronic illness or disabilities. Physiological factors, disease factors, and treatment factors are examined regarding their roles with sexual dysfunctions. The combination of sexual counseling with medical treatment is examined. Specific illnesses and injuries, including cardiovascular disease, cancer, diabetes, chronic pain, infertility, spinal cord injuries, and their impact on sexuality are reviewed. Special focus is placed on persons with mental illnesses or significant cognitive limitations. The roles of sexuality policies with vulnerable populations are reviewed, with special attention on consenting issues. The ethical implications of practice are central. Prerequisites: HSED 593 and 644. *3 semester hours*

**HSED 762 SEX THERAPY III: ADVANCED SKILLS WITH SPECIAL POPULATIONS**

This is a course on sexological approaches to understanding sexual dysfunctions/disorders that are related to special populations. It will include assessment and treatment considerations in providing sex therapy to special populations. This course is a blend of didactic, informational, and clinical sexology application. Prerequisite: HSED 662. *3 semester hours*

**HSED 788 SPECIAL TOPICS IN HUMAN SEXUALITY**

Topics that have special appeal to instructors and students because of their timely quality and the particular qualifications of the instructor are periodically offered. Newly developed doctoral level courses may be offered in this category prior to their formal approval and assignment of course numbers. *3 semester hours*

**HSED 831 LITERATURE IN HUMAN SEXUALITY**

A review of the literature in human sexuality with special emphasis on the critique of philosophical stances and research/evaluation are employed. Prerequisites: ED 510 and HSED 718. *3 semester hours*

**HSED 832 THEORETICAL UNDERPINNINGS OF SEXUALITY**

This course is designed to provide an appreciation of theory and its critical role in sexuality research, education, counseling/therapy, and healthcare. Since sexology embraces many disciplines, theories from a variety of these disciplines and their application in sexology will be examined. There is active and continuous writing, reporting, and restructuring in this course. Students analyze, debate, and discuss critical writing. In this process, students ultimately seek the bodies of literature that will support their doctoral research and exit with the tools and capabilities to write a critical review of the literature subtending the dissertation effort. Prerequisites: ED 510 and HSED 718. *3 semester hours*

**HSED 850 ADVANCED QUANTITATIVE RESEARCH METHODS I**

This course begins with the fundamental steps in the research process, including developing research questions and conducting literature review. It also provides an overview of basic research concepts, including sample and sampling approaches, validity and reliability of measurement results, and types of quantitative research designs. HSED 850 mainly focuses on non-experimental designs and survey research, as well as commonly used statistical methods for studies that utilize these designs. The course provides opportunities for students to learn statistical software such as SPSS. Prerequisite: 510. *3 semester hours*

**HSED 851 ADVANCED QUANTITATIVE RESEARCH METHODS II**

This course is the continuation of HSED 850. The class begins with a discussion of legal matters and ethics in research. The focus of the course is research methods and statistics that are used for group comparisons. Experimental studies along with causal-comparative studies are the research designs to be investigated. Statistics covered in this course are mainly parametric inferential statistics used for analysis of group comparison studies. This course also covers internal/external validity of research findings and control techniques of extraneous variables. The course provides opportunities for students to learn statistical software such as SPSS. Prerequisite: 850. *3 semester hours*

**HSED 901, 902 DISSERTATION SEMINAR I & II**

Students meet on a regular basis with their faculty advisors to develop appropriate research strategies, review ongoing research



ideas, and develop a formal proposal for the doctoral dissertation. Students enroll in this course for two consecutive academic semesters after they complete all course work and pass the comprehensive examination. *3 semester hours each*

**HSED 903 DISSERTATION SEMINAR III**

Students who have not successfully defended the dissertation proposal at the end of HSED 902 will maintain continuous enrollment in HSED 903 until their dissertation proposal has been accepted following a formal defense. *3 semester hours*

**HSED 910 DISSERTATION RESEARCH**

Students should enroll in this course the semester immediately after passing the dissertation proposal hearing. *6 semester hours*

**HSED 920 DISSERTATION RESEARCH**

This is the second course post-proposal hearing for students in the dissertation process. Students must have completed HSED 910. *6 semester hours*

**HSED 930 DISSERTATION RESEARCH**

After taking HSED 920, students enroll in this course each semester until they complete their dissertation defense. This course can be repeated each semester until completion of the dissertation defense. *6 semester hours*

## **THE COUNCIL FOR RELATIONSHIPS**

---

*Widener's human sexuality education program is affiliated with the Council for Relationships, which is a post-graduate certified training institute. The council is nationally accredited by the American Association of Marriage and Family Therapists (AAMFT).*

*Courses at the Council can be taken by human sexuality students as electives, with permission from their advisor. Tuition for these courses is paid directly to the Council for Relationships, with an additional fee charged for Widener credits by the Office of the Registrar.*

**PCED 530 SYSTEMS THEORY AND COUPLES THERAPY**

This course provides students with a basic understanding of the major theoretical schools of systems theory. *3 semester hours*

**PCED 531 MARRIAGE AND FAMILY COLLOQUIUM**

This course is taught by multiple instructors who each address a specific topic in couples therapy. The course presents a cross-sectional view of couples' relationships as they deal with various interpersonal crises. *3 semester hours*

**PCED 532 PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN SYSTEMS THEORY**

This course sensitizes the student to those professional and ethical issues common to a systems oriented therapy, as well as the legal liabilities inherent in such a professional practice. *3 semester hours*

**PCED 533 CHILD AND ADOLESCENT DEVELOPMENT AND PSYCHOPATHOLOGY**

This course provides students with basic information about child and adolescent development and psychopathology within a systemic framework. *3 semester hours*

**PCED 534 RACIAL AND GENDER ISSUES IN THERAPY**

This course develops the knowledge base and conceptual skills of a systems therapist to be able to initiate problem solving from ecological, systemic, and cultural perspectives. *3 semester hours*

**PCED 535 RESEARCH IN COUPLE/MARITAL AND FAMILY THERAPY**

The purpose of this course is to educate clinicians to the importance, usefulness, and accessibility of applied psychotherapy research and to foster an interest in collaborative efforts between researchers and clinicians. *3 semester hours*

**PCED 730 COUPLE DYNAMICS AND THERAPY**

This course provides students with basic information about theory and intervention strategies for couples and families. The course also has an experiential component. This component examines each participant's style and approach to marital and family therapy, particularly around joining, engaging, and establishing the therapeutic alliance. *3 semester hours*

**PCED 731 THEORY AND PRACTICE OF FAMILY THERAPY**

This course covers the history, major theories, and techniques of family therapy. Major umbrella concepts related to theories of change, family development, self in context, the nature of therapeutic reality, and the therapist's use of self are addressed. *3 semester hours*

**PCED 732 ADULT PSYCHOPATHOLOGY FROM A SYSTEMS PERSPECTIVE**

Students study how a diagnosis is made, based on examination, history, family history, and observation over time; how the Mental Status Examination is performed; the major disorder groupings laid out in the DSM-IV; and the basic understanding of the course of these disorders in the individual and the family and social system, including treatment options. *3 semester hours*

**PCED 733 ADULT DEVELOPMENT FROM A FAMILY SYSTEMS PERSPECTIVE**

In this course, each adult life cycle stage from an individual and family systems perspective is explored, including gender, ethnicity, and class, with investigation of how these factors alter the life cycle. *3 semester hours*

**PCED 734 SEX THERAPY I: CONCEPTS IN HUMAN SEXUALITY**

This course explores essential concepts of sexuality by examining the basic theory, principles, research, and practices regarding sexual issues for which clients seek understanding and treatment. Topics include sexual and reproductive anatomy and physiology, gender, religion, and other socio-cultural issues, sexual orientation, sexual trauma, sexual compulsivity, atypical sexual behaviors, chronic illness and disability, and sexual feelings in clinical practice. Students explore personal attitudes, values, and emotions as they relate to course material. This course also includes a mandatory one-day sexual attitude/values training experience. *3 semester hours*

**PCED 735 SEX THERAPY II: ASSESSMENT AND TREATMENT OF SEXUAL DYSFUNCTIONS**

This course builds on the introductory course and offers advanced understanding of assessment, diagnosis, and treatment models for sex therapy practitioners. Students learn and engage in the practice of these therapeutic modalities throughout the course. Specific attention is paid to learning the techniques of sex-related assessment, diagnosis, and treatment of the psychosexual disorders as described in the current edition of the DSM. Theory and methods of both psychological and medical interventions are explored. This course includes a mandatory one day "Advanced Sexual Attitude/Values" training experience. *3 semester hours*



### **PCED 738 FOUNDATIONS IN SYSTEMIC THERAPY**

While models of couple and family therapy are established on the foundation of theoretical concepts that support the practice of varied clinical approaches, there are clinical practices and theoretical formulations that are common to all systemic therapies. This course highlights and defines the common practices that are foundational to systemic practice. Didactic material, tapes of therapy, and in-class exercises help explicate both the overt meaning and experiential impact of these common clinical approaches to systemic therapy. Included in the class instruction is an intensive review of how to do genograms in couple and family therapy. Distinctions between process and outcome are reviewed with an emphasis on learning process-based interventions. The role of “questions” in clinical work is practiced. The common dimensions of systemic practice are explored via the analysis of taped therapy sessions and transcripts of therapy sessions. The study of the multidimensional nature of “change” fosters the exploration of fit between the therapist and treatment approaches. *3 semester hours*

### **PCED 739 CONTEMPORARY SYSTEMIC MODELS AND RELATIONSHIPS EDUCATION**

This course provides students with an overview and introduction to contemporary issues in the field of couple and family therapy. Building on a foundation of systemic practice from a historical perspective, this course highlights advances in clinical practice based on theory, practice, and applied research. This course provides a framework for comprehensive practice and clinical formulation that includes couple and family therapy, education, and enrichment. Specific attention is given to the elements of the intersystem model. The overview includes models such as Gottman’s *Marital Therapy: A Research-Based Approach*, emotionally focused couples therapy (Johnson and Greenberg), internal family systems (Schawartz), attachment-based family therapy (Diamond), systemically oriented cognitive/behavioral therapy, collaborative couples therapy (Wile), emotional intelligence in couples therapy (Atkinson), EMDR, and other affective/experiential models such as relationship enhancement (RE). Preventive approaches to couples therapy/education, such as PREP and PAIRS, are examined in terms of theoretical formulations that guide clinical practice. *3 semester hours*

## **FACULTY**

---

### **Betsy Crane**

*Professor*

BA, Nazareth College; MA, Univ. of Texas; PhD, Cornell Univ.  
(*human sexuality, relationships, gender equity*)

### **Donald Dyson**

*Associate Professor; PhD Program Director*

BA, Eastern Univ.; MSS, Bryn Mawr College; PhD, Univ. of Pennsylvania  
(*human sexuality, relationships, gender equity*)

### **Erika Evans-Weaver**

*Assistant Professor*

BA, West Chester Univ.; MA, LaSalle Univ.; MEd, PhD, Widener Univ.

(*human sexuality*)

### **Sabitha Pillai-Freedman, LCSW, CST**

*Assistant Professor*

BA, Holy Cross College; MSW, Madras School of Social Work; PhD, Bryn Mawr College

### **Philip Rutter**

*Associate Professor*

BA, Penn State Univ., MEd, PhD, Temple Univ.

(*human sexuality education, counseling, counselor education*)

### **Justin Sitron**

*Assistant Professor; Director of Master’s Programs*

BA, BS, Villanova Univ.; MEd, PhD, Widener Univ.

(*human sexuality*)

## **ADJUNCT FACULTY**

---

### **Michele Angello**

*Adjunct Assistant Professor*

BA, Indiana Univ. of Pennsylvania; MEd, Univ. of Pennsylvania; PhD, Institute for the Advanced Study of Human Sexuality

### **Carey Roth Bayer, RN, CSE**

*Adjunct Assistant Professor*

BSN, Xavier Univ.; MEd, EdD, Widener Univ.

### **Alison Bellavance, CSE**

*Adjunct Instructor*

BA, Temple Univ.; MEd, Widener Univ.

### **Carol Cobb-Nettleton**

*Adjunct Assistant Professor*

BA, Univ. of Minnesota; MA, Univ. of Minnesota; DSW, Univ. of Pennsylvania

### **Christopher Fariello**

*Adjunct Assistant Professor*

PhD, Univ. of Pennsylvania

### **Jennifer L. Foust, PhD, M.S., L.P.C.**

*Adjunct Assistant Professor*

BA, Millersville Univ.; MS, Northeastern Univ.; PhD, Widener Univ.

### **Jennifer Goldberg, LSW**

*Adjunct Assistant Professor*

BA, Univ. at Albany, State Univ. of New York; MSW, MEd, Widener Univ.

**Thomas M. Graves, LPC**

*Adjunct Assistant Professor*

BS, Eastern College; MS, Millersville Univ.; MEd, PhD, Widener Univ.

**David M. Hall**

*Adjunct Assistant Professor*

BA, Hampshire College; MEd, Univ. of Pennsylvania; PhD, Widener Univ.

**Amelia Matlack Hamarman**

*Adjunct Assistant Professor*

BA, Wittenberg Univ. ; MEd, Univ. of Pennsylvania; MS, Lehigh Univ.

**Linda A. Hawkins, LPC**

*Adjunct Assistant Professor*

BS, Univ. of Washington; MEd, Univ. of Pennsylvania; PhD, Widener Univ.

**Robert Heasley**

*Adjunct Assistant Professor*

**Susan Kellogg-Spadt**

*Adjunct Professor*

BSN, College of St. Theresa; MSN, Loyola Univ.; CRNP; PhD, Univ. of Pennsylvania

**Patricia B. Koch**

*Adjunct Assistant Professor*

BA, Indiana Univ. of Pennsylvania; MA, New York Univ., PhD, Penn State Univ.

**Michele M. Marsh**

*Adjunct Assistant Professor*

BA, Rosemont College; MEd, PhD, Univ. of Pennsylvania

**Konstance A. McCaffree, CSE, CFLE**

*Adjunct Professor*

BS, Univ. of Wisconsin; MS, State Univ. of New York; PhD, New York Univ.

**Michael J. McGee, CSE**

*Adjunct Assistant Professor*

BA, Empire State College, SUNY; MEd, PhD, Widener Univ.

**Ryan W. McKee**

*Adjunct Assistant Professor*

BA, Radford Univ.; MS, Virginia Commonwealth Univ.; MEd, Widener Univ.

**Brent Satterly**

*Associate Professor, Center for Social Work Education; Social Work/Human Sexuality Dual-Degree Liaison*

BA, Eastern College; MSS, Bryn Mawr College; PhD, Univ. of Pennsylvania

**Elizabeth Schroeder**

*Adjunct Assistant Professor*

MSW, New York Univ.; EdD, Widener Univ.

**Timaree L. Schmit**

*Adjunct Assistant Professor*

BA, Univ. of Nebraska-Lincoln; MEd, PhD, Widener Univ.

**William R. Stayton, LP**

*Adjunct Professor and Scholar in Residence*

BA, Univ. of Redlands; MDiv, Andover Newton Theological School; ThD, Boston Univ.; PhD, Institute for the Advanced Study of Human Sexuality

**Yolanda (Landi) Turner**

*Adjunct Assistant Professor*

BA, Bates College; MA, Hahnemann Medical Univ.; PhD, Widener Univ.

**Christopher S. White**

*Adjunct Assistant Professor*

PhD, New York Univ.

**Thomas N. Wood, LCSW, CSE**

*Adjunct Assistant Professor*

BS, MSW, PhD, Widener Univ.