

LIVING WITH PURPOSE

THE LIFE COURSE

*CAREER PREPARATION BEGINS WITH
A SOLID UNDERSTANDING OF THE
CHALLENGES HUMANS FACE
ACROSS THE LIFE CYCLE*

EXTRAORDINARY CONSCIOUSNESS

*One woman's gift changes the
field of social work forever*

FIELD PLACEMENTS FAR AND WIDE

*Students benefit from learning
opportunities as varied as the
Philadelphia region*

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

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LIVING WITH PURPOSE

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

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

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

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

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

HELPING PEOPLE HELP THEMSELVES

Corrie Tice, MSS '13, interned with the Unitarian Universalist House Outreach Program, a grassroots agency that assists older adults in Northwest Philadelphia with living independently.

Tice worked with one client, Evangelist, on developing and maintaining a realistic monthly budget. Together the two women applied for utility assistance programs and in-home services offered through the Philadelphia Corporation for Aging, ultimately getting Evangelist the help she needed to remain in her home.

Evangelist helped Tice develop a deeper understanding of the needs of older adults, many of whom stretch fixed incomes to balance competing priorities—housing and healthcare. The experience stirred her interest in public health, particularly health education and the prevention and management of chronic diseases. Through Bryn Mawr’s dual-degree program with Thomas Jefferson University, Tice will simultaneously earn a Master of Social Service and a Master of Public Health.



EXTRAORDINARY CONSCIOUSNESS

ONE WOMAN'S GIFT CHANGES THE FIELD OF SOCIAL WORK FOREVER

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

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

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

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

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

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

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

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

At Bryn Mawr's GSSWSR Woerishoffer's extraordinary consciousness of the "oneness of man" lives on.



Photo of an unidentified woman, Shirtwaist Strike of 1909. Courtesy of Cornell University, Kheel Center.

FAST FACTS ABOUT BRYN MAWR TODAY*

The employment outlook of social workers is expected to grow by **25%** from 2010 to 2020, faster than the average for all occupations.**



235 students attend Bryn Mawr College's Graduate School of Social Work and Social Research.



The average age of graduate students in the GSSWSR is **34** years old.

52.3% of graduate students attend Bryn Mawr full-time

47.7% attend Bryn Mawr part-time, often while working and raising families

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



*2013-2014

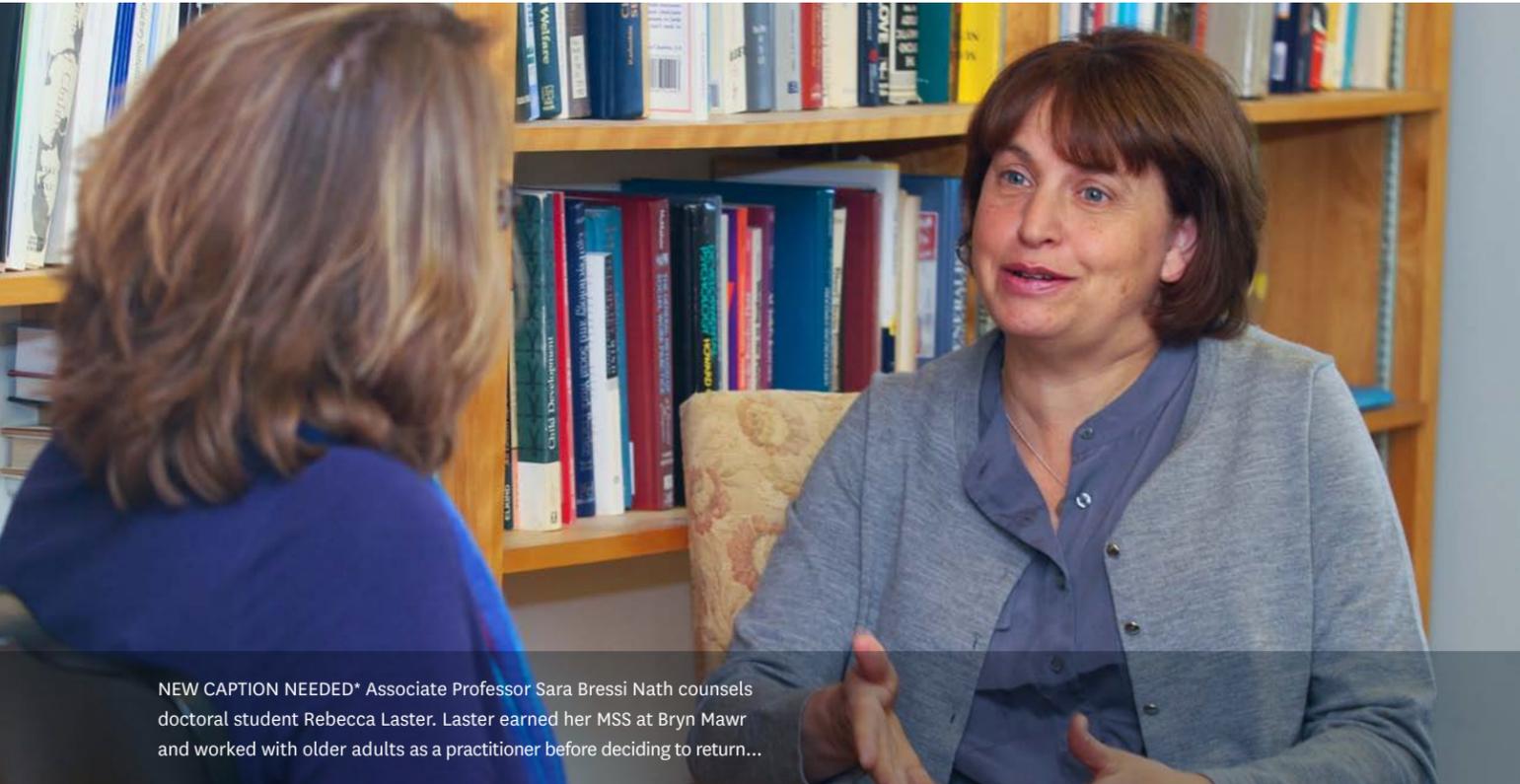
**Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Social Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited August 23, 2012).

A CENTURY OF DOING GOOD

1911	1915	1919	1920	1936	1939	1943	1947	1970	1987	2000	2004	2012	2015
Social worker and activist Carola Woerishoffer dies in a car accident at the age of 26, leaving a \$750,000 bequest for the establishment of a graduate program in social work at Bryn Mawr College. At the time the bequest is the largest in Bryn Mawr College's history and equivalent to \$17 million today.	Bryn Mawr College's Board of Trustees establishes the Carola Woerishoffer Graduate Department of Social Economy and Social Research. They appoint Susan Kingsbury to be the department's first director.	The department becomes one of six charter members of the Association of Training Schools of Professional Social Workers, the predecessor of today's Council on Social Work Education (CSWE).	Bryn Mawr College makes history when it becomes the first institution of higher education in the nation to award a Ph.D. degree in social work. Two degrees are issued to graduate students Agnes Mary Hadden and Gwendolyn Hughes.	Director Susan Kingsbury convenes the first regional meeting of schools of social work, hosted by Bryn Mawr College.	The first men are admitted to the graduate department.	Professor Hertha Krauss leads the department's first Summer Institute on International Relief Aid.	Instead of a two-year professional certificate in social work, the department awards the first Master of Social Service (MSS).	The Carola Woerishoffer Graduate Department of Social Economy and Social Research becomes the Graduate School of Social Work and Social Research. Bernard Ross becomes the School's first dean and the School sees a rapid increase in enrollment and funding.	The GSSWSR establishes a continuing education program for social workers and allied health professionals.	The School introduces a first-of-its-kind pre-application course called An Introduction to Social Work Education, intended to help career-changers determine if the social work profession is where they belong.	In direct response to the needs of social and human service agencies, the GSSWSR launches the Nonprofit Executive Leadership Institute (NELI), to provide high-level, specialized leadership training to senior social work professionals.	Recognizing the connection between one's mental and physical well-being, the School announces the establishment of a partnership between the GSSWSR and Thomas Jefferson University. Together they offer a dual-degree program for students who wish to earn both a Master of Social Service and a Master of Public Health.	Bryn Mawr College's Graduate School of Social Work and Social Research celebrates 100 years of promoting social justice and social change through academic programs that enhance students' understanding of human need.

THE LIFE COURSE

CAREER PREPARATION BEGINS WITH A SOLID UNDERSTANDING OF THE CHALLENGES HUMANS FACE ACROSS THE LIFECYCLE



NEW CAPTION NEEDED* Associate Professor Sara Bressi Nath counsels doctoral student Rebecca Laster. Laster earned her MSS at Bryn Mawr and worked with older adults as a practitioner before deciding to return...

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

"We recognize that we have to train students to have a flexible set of skills because they're going to have a variety of different types of jobs over the course of their careers," said Janet Shapiro, a professor of social work and director of the Center for Child and Family Well-Being.

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

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

THE EARLY YEARS

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

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

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

THE MIDDLE YEARS

What Shapiro is to childhood, Professor Jim Martin is to mid-life.

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

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

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

THE LATER YEARS

In the general population 20 percent of people over 65 are taking antidepressants. The issues of loss and grief that influence the mental well-being of aging adults are among the many topics that Sara Bressi Nath explores in the classroom. In her research Nath

focuses on the effects of chronic mental illness—longstanding diagnoses of psychotic disorders and mood disorders—on the same population.

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

"I'm interested in people's access to health and mental health services and how the nature of the health system and health policy promotes positive outcomes for these people," said Nath.

AN INTEGRATED APPROACH

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

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

FINDING THE RIGHT RESOURCES FOR VETERANS IN RURAL COMMUNITIES

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

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

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

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



FIELD PLACEMENTS FAR AND WIDE

STUDENTS BENEFIT FROM LEARNING OPPORTUNITIES AS VARIED AS THE PHILADELPHIA REGION



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

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

- H. 30TH STREET STATION
- I. PENN BEHAVIORAL HEALTH, UNIVERSITY OF PENNSYLVANIA HEALTH SYSTEM**
- J. PHILADELPHIA VETERANS AFFAIRS MEDICAL CENTER**
- K. PHILADELPHIA MUSEUM OF ART
- L. FRIENDS HOSPITAL**
- M. BUCKS COUNTY CHILDREN & YOUTH**
- N. ROBERT INDIANA'S LOVE SCULPTURE AT JOHN F. KENNEDY PLAZA

- O. ACHIEVING REUNIFICATION CENTER, CHILDREN & YOUTH SERVICES, PHILADELPHIA DEPARTMENT OF HUMAN SERVICES**
- P. READING TERMINAL MARKET
- Q. MAZZONI CENTER**
- R. FAIRMOUNT PARK
- S. JUVENILE LAW CENTER**
- T. PHILADELPHIA EAGLES STADIUM
- U. LIBERTY BELL AT INDEPENDENCE HALL

Field Placements offer Bryn Mawr GSSWSR students an opportunity to apply social work theory to practice in agency-based settings. Under the supervision of a Field Instructor, students acquire skills essential to their professional development in a range of private and public agencies across the greater Philadelphia region. Each student completes two field placements: in the first year, students are in the field setting 2 days/week; in the second year, time spent in the field increases to 3 days/week. The School's Field Education Office works with each student to identify appropriate placements based on their interests and professional goals, and helps students consider their field learning objectives. In some instances, students have found post-graduate employment at their GSSWSR field placement.

SUPPORTING WOMEN ON THEIR JOURNEYS TO MOTHERHOOD

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



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

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

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

During her second-year field placement, Perez will work under the supervision of Reggie Jones, MSS '01, in Bryn Mawr College Counseling Services. There she will provide therapeutic services, assisting students with all facets of their personal wellbeing and development.

"My dream would be to continue working with young adults and one day merge my interests into a private practice that focuses on trauma, women's health and birth justice," Perez said.

REUNITING FAMILIES

Clarence Jasper, MSS '13, worked for Philadelphia's Department of Human Services for 15 years before he applied for Pennsylvania's Child Welfare Education for Leadership (CWEL) grant, available to full-time employees of the state's child welfare agencies. When Jasper received the grant, it meant a graduate degree at Bryn Mawr was within his grasp.

Jasper has always been interested in fatherhood and how it influences child development. His first job at the agency was with the emergency placement unit, securing homes for unwanted, abandoned and runaway children. So many of them, Jasper noticed, lacked a present father.

"I chose to attend graduate school because my curiosity to learn more—and do more—for this particular community, this demographic, got the better of me," said Jasper. "I chose to attend Bryn Mawr because their professors all bring something different to the table, which helps me step back and see the whole mosaic that is social work."

Jasper's most recent field placement has been at the Achieving Reunification Center (ARC), a program that gives parents whose children are in out-of-home placements the tools they need to ultimately reunite their families. In particular, he worked for a fatherhood initiative that helps absent fathers re-establish relationships with their children.



THE RIGHT PROGRAM

MULTIPLE ENTRY POINTS MAKE A CAREER IN SOCIAL WORK ACCESSIBLE

MASTER OF SOCIAL SERVICE

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

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

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

CLINICAL SOCIAL WORK

Over 80 percent of graduate students who attend Bryn Mawr's GSSWSR do so with the intention of becoming clinical practitioners. Clinical social workers provide direct help to individuals, families and groups. They may provide individual or group counseling within hospitals, nursing homes, hospices, public or non-profit agencies or private clinics. Clinical social workers make careful assessments, formulate and implement treatment plans and evaluate the effectiveness of their approaches, always considering the importance of human

relationships and the value of self-determination. Bryn Mawr has a long history of preparing clinicians for the workplace, and the majority of the faculty has clinical experience that informs their teaching.

COMMUNITY PRACTICE, POLICY AND ADVOCACY

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

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

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

ADVANCED STANDING

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

and students graduate with their MSS in either May or September of the following year.

To learn more about Bryn Mawr's Advanced Standing program, visit: brynmawr.edu/socialwork/degrees/mss/

MASTER OF SOCIAL SERVICE/MASTER OF PUBLIC HEALTH

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

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

To learn more about Bryn Mawr's Master's dual-degree in Social Service and Public Health, visit: brynmawr.edu/socialwork/degrees/mph/

DOCTOR OF PHILOSOPHY IN SOCIAL WORK

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

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

To learn more about Bryn Mawr's Doctor of Philosophy in Social Work, visit: brynmawr.edu/socialwork/degrees/phd/

ACADEMIC TRANSITION COURSE

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

ADDITIONAL RESOURCES

CAREER DEVELOPMENT SERVICES

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

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

GSSWSR GRADUATE STUDENT ASSOCIATION

Students find that their peers are a huge component of their social work education. The GSSWSR's Graduate Student Association (GSA) allows students to formally organize and take their education to the next level. Advised by the Dean and the assigned faculty advisor, GSA organizes special events, including Community Conversations which invites students, faculty and staff to learn about a variety of topics of professional interest. GSA also assists in the selection of students to serve on school-wide committees. Other special events organized by GSA include: annual visits to Harrisburg for Social Work Advocacy Day, Social Work at the United Nations and participation in a regional celebration of social work month. In April 2012 a contingent of Bryn Mawr students was invited to join the student delegation as part of the Global Summit of Nobel Peace Laureates. The Dalai Lama, President Jimmy Carter and a host of other laureates and dignitaries were in attendance.

LEARN MORE

CAREER CHANGERS PROGRAM

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

Led by Bryn Mawr faculty, this mini-course is divided into four evening sessions that introduce students to many of the same foundational topics they will see during their first year in the Graduate School of Social Work and Social Research. Participants gain a better understanding of the program and the field, meet some of the faculty members who will be their professors and advisors and get to know other applicants who are struggling with the same decisions and may ultimately be their classmates. Please visit: http://www.brynmawr.edu/socialwork/degrees/mss/Career_Changers.html

INFORMATION DAYS

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

APPLY NOW

The Graduate School of Social Work and Social Research's website is the best place to find application timelines, admission requirements and information on financial aid. Please be aware that application deadlines are much earlier for students applying for advanced standing than for all other applicants. For more information or to apply to any of the programs offered through the Graduate School of Social Work and Social Research at Bryn Mawr College, please visit: <http://www.brynmawr.edu/socialwork/admissions/apply.html>

MOBILIZING THE NEXT GENERATION OF COMMUNITY BUILDERS

A native of Ghana, **Aba Daniels, MSS '14**, spent the majority of her career working to empower women in her home country. As a student and community developer, Daniels researched and worked on projects related to maternal health and mortality, women living with HIV/AIDS and water and sanitation.

“Educating women to advocate for themselves and their communities is something I’m very connected to, and being able to put topics out there through research is so important,” Daniels said. “But I was ready to be more involved in the change process, working with people in a practical way, a way that directly helps.”

Daniels decided to pursue graduate education in social work in the U.S. She sought out internationally-focused, women-centered programs that would give her hands-on experience, and Bryn Mawr was her top choice.

During her field placement in the Bryn Mawr Civic Engagement Office, Daniels facilitated service-learning courses that provide Bryn Mawr students with the opportunity to engage in their own communities via reciprocal relationships with community partners. Daniels developed and led four programs, all with an international component. Her programs facilitate partnerships that involve students translating journals from women in the Congo for an online digital media network; a conversation exchange between students and French-speaking immigrant families; a buddy program that pairs international students at Bryn Mawr with elementary students from the same countries; and an international cultural showcase for a senior center.

“The students have such innovative ideas and gain as much as they give from their experiences in the community,” Daniels said. “Everything has come full circle for me - I’m mobilizing the next generation of community builders.”

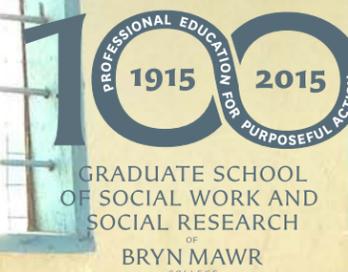


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CELEBRATING 100 YEARS

OF PROFESSIONALS FOR PURPOSEFUL ACTION

2015 marks the 100-year anniversary of the establishment of the Bryn Mawr Graduate School of Social Work and Social Research. During this time of reflection and celebration, we recognize the extraordinary achievements of our alumni. Through diverse and successful careers, the featured professionals in this piece represent the positive social change and impact our students, faculty and alumni make with individuals and within society.

For a schedule of centennial events, visit brynmawr.edu/socialwork.

CELEBRATING 100 YEARS

OF PROFESSIONALS FOR PURPOSEFUL ACTION



100
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GRADUATE SCHOOL
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BRYN MAWR
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FOSTERING LGBTQ EQUALITY IN SEATTLE

As the associate director in Seattle University's Office of Multicultural Affairs, Neem builds bridges across the campus community to support students of color and LGBTQ students at the private Jesuit Catholic university.

"I'm in a position to shift a larger institutional culture and build a healthy campus climate," Neem said. "We're working to create the environment they want to be part of, in an institutional setting that historically was not designed with them in mind."

In the spring of 2012, Neem mentored students involved in the Diversity and Equity Education Program as they led the campus community in organizing the "Amplify Voices: A Queer Justice Rally." Letters to the university's president, petitions and symbolic events highlighted support for inclusion of LGBTQ students on campus, including marriage equality in a Catholic context.

Within the larger Seattle community, Neem co-chairs the city's LGBT Commission, representing the concerns of LGBTQ citizens to the mayor, city council and city departments. In 2013, she spearheaded the effort to kick off the Seattle Pride Celebration by raising the Pride flag at City Hall, showing the city's support of the LGBTQ community. During this time, she also advocated in solidarity with workers for the Seattle Space Needle to settle a fair labor contract and fly the Pride flag.

"Throughout my career, I've always felt a deep sense of interconnect- edness, and I've tried to embody the position as advocate – for indi- viduals and communities," Neem said. "Bryn Mawr is where I learned to articulate the difference between altruism and solidarity."

"In my life and in my career, I want to actively create the kind of world I want to wake up in every day – a world without all of this inequality," said Sabina Neem, MSS/MLSP '07.

Photo credit: Nate Gowdy Photography

TWENTY-FIVE YEARS OF HELPING FAMILIES GET OFF TO THE RIGHT START

As the oldest of four girls and a lifelong participant in Girls Scouts, **JoAnne Fischer, MSS '73**, always considered herself a leader, a feminist and someone interested in the development of girls and women.

Her time at Bryn Mawr, however, exposed her to a wider world and helped set the course that would ultimately become her life's work. During Fischer's second-year field placement, she worked directly with Walter Lear, a physician and community activist who was also the regional health commissioner for the Pennsylvania Department of Health.



"It was such a non-traditional placement," Fischer said. "Walter [Lear] taught me about the political economy of healthcare, and I taught him about feminism."

Lear would later hire Fischer as a consultant to kick-start the women's health movement in Pennsylvania, which ultimately led to Fischer working at the Maternity Care Coalition (MCC), an organization Lear helped found in 1980.

MCC improves maternal and child health and wellbeing through re- search, advocacy and services for families. More than 5,000 families are served every year through initiatives that include the state's largest Early Head Start program, Cribs for Kids and MOMobile program.

Now celebrating her 25th year as executive director, Fischer has helped MCC grow from a staff of three with a budget of \$116,000 to a staff of 100 with a budget of more than \$7.5 million, but there's much work to be done.

"So many women are just out there on their own during such a trans- formational time in their lives and their children's lives," Fischer said. "It's really very urgent and critical to get families off to a good start earlier, and there's so much we can do if we just make this a social priority."

INTERNATIONAL CLINICAL WORK REVOLVES AROUND SEEING PEOPLE IN ENVIRONMENTAL CONTEXT

"In Kuwait, one of the most important things is to get married and have a good job," said **Nicholas Scull, MSS '02**. "There's such a stigma surrounding mental health services, so if word got out that you were seeking services, it could have a devastating impact on your personal and professional life."

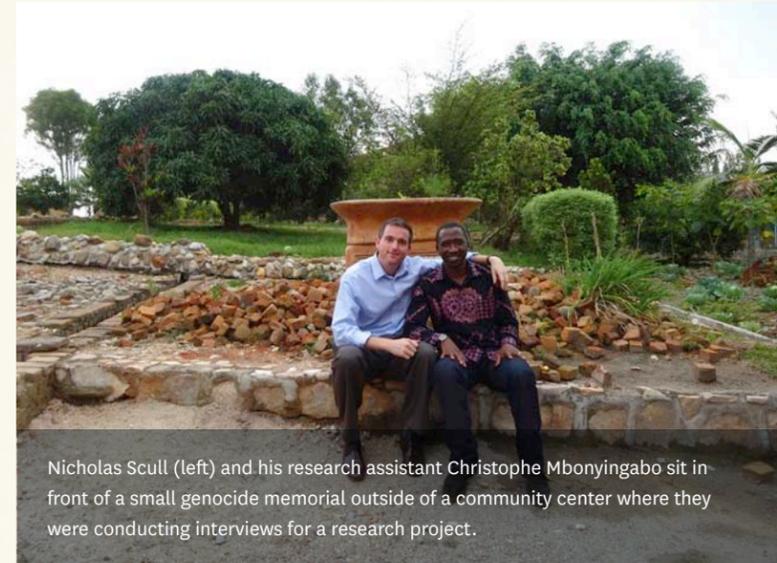
Scull moved to Kuwait to serve as the clinical director for the Fawzia Sultan Rehab Institute, the only nonprofit health clinic in Kuwait and one of the only providers of community mental health services in a region of 3 million people.

"We do a lot of work in the community trying to educate people about mental health services and mental health topics including anxiety and depression," Scull said. "People have been incredibly courageous in seeking services, which is why we've grown to a staff of six clinicians serving more than 400 people a month."

In addition to his clinical work, Scull serves as the assistant dean of the College of Arts and Sciences for American University of Kuwait and pursues research related to the Rwandan genocide in 1994. On his most recent trip to Rwanda, Scull interviewed imprisoned Hutu perpetrators about their motivation for killing their Tutsi neighbors.

"Bryn Mawr opened my eyes to how social work can be applied in international settings," Scull said. "As a clinician, it's easy to focus on

the individual, but Bryn Mawr was incredibly transformative in terms of helping me to see people in the context of their environment and to focus on the macro-level to affect the greatest change."



Nicholas Scull (left) and his research assistant Christophe Mbonyingabo sit in front of a small genocide memorial outside of a community center where they were conducting interviews for a research project.

A CHAMPION OF LITERACY AND EDUCATION IN AFRICA

If every child received an education, 171 million people would be lifted out of poverty.

As the girl's education program advisor for Room to Read, a non- profit organization that focuses on child literacy and gender equality in education in Asia and Africa, **Kyra Turner-Zogbekor, PhD '13**, advises the organization's strategy in Tanzania. She helps train staff and implement life skills and academic support programs for teen- age girls in the country.

"When I applied to Bryn Mawr's doctoral program in social work, I was very direct with what I wanted to do," Turner-Zogbekor said. "I wrote that I wanted to work with nonprofit organizations in Africa to build capacity to relieve educational inequality, so everything I set out to do, I'm doing with Room to Read."

Turner-Zogbekor was uniquely prepared for this position. After earning a master's degree in social work, she joined the Peace Corps and spent two years volunteering for a girls' education and empow- erment program in the West African nation of Togo.

As a doctoral student at Bryn Mawr, she received several awards, in- cluding a Fulbright to Ghana, to study how adult education benefits women and their communities.

"Bryn Mawr allowed me to pursue what I was interested in from the very start," Turner-Zogbekor said. "Through my Fulbright, inde- pendent study and dissertation, I found an environment that was incredibly supportive. The next step for me is building on the work I'm doing now to facilitate multiple organizations working together to improve education for all children."



Photo credit: Courtesy of Room to Read

LEADING CHILD WELFARE OVERSIGHT AND POLICY TO PROTECT MOST VULNERABLE CHILDREN



As the Southeast regional director for the Pennsylvania Department of Public Welfare's Office of Children, Youth and Families, **Raheemah Shamsid-Deen Hampton, MSS '02**, leads the oversight of public and private child welfare agencies for six counties. She supervises a staff of 25, oversees close to \$1 billion in child welfare funding and is responsible for more than 100,000 children receiving in-home, placement and prevention services.

"I'm doing the work I'm meant to do – it's my life's calling to listen, take it all in and make the right decisions for children and families," Shamsid-Deen Hampton said. "But because I have so much responsibility and oversee so many services that impact children, I always

say that the day this work is no longer in my heart, is the day I walk away."

Shamsid-Deen Hampton didn't initially intend to work in child welfare. Two years after earning her bachelor's degree in communication arts, she took a job as a line staffer in the Philadelphia Department of Human Services, working within the foster care system to connect clients with services and monitor at-risk families.

"In doing that work, I realized that this is where I was supposed to be, and I wanted the formal training to continue advocating for children and addressing the very real issues families were facing," Shamsid-Deen Hampton said.

She was selected to participate in the Child Welfare Education for Leadership program, a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, the Pennsylvania Child and Youth Administrators and eleven accredited schools of social work in Pennsylvania, including Bryn Mawr. The program provides educational funding for public child welfare personnel in an effort to strengthen child welfare services.

"When I looked around at my supervisors, the people in leadership positions in child welfare, all of those people went to Bryn Mawr," Shamsid-Deen Hampton said. "Bryn Mawr was my first choice and the best decision I ever made. It gave me the confidence and validation I needed to work on the policy, research and analysis side and see how it all comes together to protect vulnerable children in Pennsylvania."

PROVIDING A SOCIAL WORK CURRICULUM FOR NEW DOCTORS

Maria Hervada-Page, MSS '84, has always been drawn to the medical environment. As an undergraduate student at St. Joseph's University, she worked in a hospital and was able to see a variety of professionals in action. But amidst all of the physicians, nurses and administrators, Hervada-Page was drawn to the support social workers provided to patients.

Now the assistant residency director at Thomas Jefferson University Department of Family & Community Medicine, Hervada-Page is in charge of the behavioral science curriculum for residents in family medicine.

Based in a primary care outpatient setting with more than 75,000 patient visits a year, Hervada-Page works with residents to include the biopsychosocial model in their health evaluations and helps them to improve their interviewing, communication and cultural competency skills.

"My role is not a traditional social work role, but that's the beauty of the social work profession – there are so many different things you can do with it."

Hervada-Page also serves as the Thomas Jefferson University program director for Bridging the Gaps, a seven-week interprofessional

community health internship that pairs health science and social work students with 15 community agencies. She has also provided clinical supervision for social work students for the past 20 years.

"The social work students I see today are pursuing this profession for the same reasons I did – a commitment to social justice, client advocacy and working with underserved populations," Hervada-Page said. "The core values haven't changed, and that's refreshing."

