

KUTZTOWN | Millersville UNIVERSITY | University

DOCTOR OF SOCIAL WORK

LEADERSHIP AND EDUCATION

KUTZTOWN UNIVERSITY OF PENNSYLVANIA
MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

Student Handbook

1.3

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Disclaimer: The Handbook evolves as the program grows. When/if changes become necessary, they will be announced and posted in an online version.

SOCIAL WORK PROGRAMS

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ORGANIZATIONAL CONTEXT

Kutztown and Millersville universities of Pennsylvania are institutions of higher education offering programs of study leading to the Baccalaureate, Master's, and Doctoral degrees; they are members of the Pennsylvania State System of Higher Education.

Doctor of Social Work (DSW) Program Vision

The Kutztown University-Millersville University (KU-MU) collaborative Doctor of Social Work, with a focus on Leadership and Education, prepares graduates for innovation and leadership in social work theory, practice, and education.

DSW Program Mission

The KU-MU DSW program will provide advanced preparation for practice and teaching. Graduates will create, implement, and evaluate social work interventions as well as teach.

ROLES

Student: The Doctor of Social Work student is engaged in the process of completing the DSW degree. The student is an active learner, helping to shape educational learning experiences to fit educational goals and interests. Goals should include, but not be limited to, developing mastery of program competencies.

Instructor: The instructor is responsible for structuring student learning experiences to provide opportunities for students to attain each course's learning objectives. Instructors should facilitate the active learner's combination of professional interests and course learning objectives when requested. The instructor is also responsible to be available for consultation either in person or through some other medium to address individual student needs. Instructors are responsible for assessing student achievement of learning objectives and assigning a grade for each course.

Dissertation Committee Chair: The Dissertation Chair, selected by the student in consultation with the academic advisor, is responsible for guiding the student through the completion of an independent research study. The Chair is a regular full-time, tenure-track faculty member at either Kutztown or Millersville University, within their social work program.

Dissertation Committee Member: The Dissertation Committee Member provides the student with input throughout the dissertation completion process, particularly as it relates to that member's area of expertise. The members are selected between the student and Dissertation Chair.

Academic Advisor: The identified advisor at university of original application (usually the program director) guides students through identification and selection of electives that will enhance students' knowledge and skills related to area of practice and/or dissertation.

Program Director: A faculty member within the university of original application responsible for providing ongoing collaboration with his or her counterpart at the sister University; facilitating the development, articulation, and dissemination of program policy manuals and procedures; coordinating the development and evaluation of curricula; assisting in marketing and recruitment activities; managing community-based program advisory board; and coordinating admission procedures, comprehensive examinations, and advising; coordinating residency experiences and tracking graduate clearances.

Faculty Praxis Instructor: A faculty member at the university of original application who guides and monitors the praxis experience and communicates with the student weekly to facilitate integration of learning and guide self-reflection. The Faculty Praxis Instructor also serves as contact for Praxis Mentor.

Praxis Mentor: A professional who is in a leadership and/or academic role and helps student identify a praxis project.

Advisory Board Members: Advisory board members play several integral roles in the program including keeping the administrators informed of the community's current needs as well as ongoing program improvement.

PROGRAM DESIGN

Degree Requirements

DSW degree requirements include a 48 credit curriculum with two field praxis experiences and an independent dissertation within seven years of enrollment.

Curriculum Overview

- Total credits: 48
- Format: Online, cohort model with intensive weekend residency each semester (fall, spring, summer)
- Courses per semester: 2 (fall, spring, summer)
- Time to completion: 3 academic years
- Semesters attending:
 - Year I: fall, spring, summer
 - Year II: fall, spring, summer
 - Year III: fall, spring

Course Offerings

DSW courses include four theory-based courses in Leadership, Education, and Teaching; four research courses; two semesters of Leadership and/or Teaching Praxis; a comprehensive seminar and a dissertation seminar. Each course is specifically developed to provide student learning experiences that allow graduates to demonstrate mastery of the program's learning outcomes.

ROLE OF RESEARCH IN THE CURRICULUM

The doctoral dissertation is the culminating project of the program. Research is a key component of the curriculum, supported by all of the coursework, including the theory-based and the research-related courses.

The DSW Dissertation

An independent dissertation, including a literature review, is required. In accordance with the mission of the KU/MU DSW program—to *prepare graduates for innovation and leadership in social work theory, practice, and education*—the aim of dissertation research should be development of evidence-based, best practices in applied knowledge that will be relevant to the social work profession and prepare the student to be capable of conducting independent research in the future.

Definition of a Research Question

A question that can:

a. pose a puzzle to the field at a theoretical, methodological, or policy level

The research question should reflect the mission of the social work profession to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW, 1996).

b. make analytical demands for solutions, rather than mere cataloging or descriptive demands

Empirical studies will fulfill the aim of developing and applying knowledge by developing research question(s) that are answered in the form of quantitative design, qualitative design, or mixed methods design.

c. lead to a reasonable research methodology

Research methodologies include but are not limited to: survey research, secondary analysis, meta-analysis, systematic review, intervention research, program evaluation, case study, and practice theory development with practical or translational applications for diverse populations.

The Comprehensive Paper

Purpose

The Comprehensive Paper is the basis for assessing whether doctoral students have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should:

- demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and
- indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work.

Using a grading rubric, two faculty members will evaluate the Comprehensive Paper and assess the extent to which the Paper meets assignment criteria. Students are urged to consult the grading rubric for assessment criteria and guidelines. Participating faculty members will be assigned by the Doctoral Program Co-Directors.

Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. Students will receive immediate oral feedback following the oral defense.

___ Pass

___ Pass with Revisions

___ Not Pass

Pass or Pass with Revisions: required in order to enter the dissertation phase of the program (Fall Semester of the Third Year); student has met all requirements but the dissertation in the DSW program and has entered candidacy (ABD).

Not Pass: student will receive feedback on what remedial work is required, which must be addressed and completed by the end of the summer before the Fall Semester of the Third Year. The original committee will review the remedial work and determine, in consultation with Program Co-Directors, whether the student is able to proceed to the dissertation phase.

Dissertation Policy

Students should refer to the dissertation guidelines/handbook of their home campus.

Dissertation Proposal

The final dissertation will follow the reporting standards in general of the American Psychological Association. The dissertation proposal will include these elements:

- Proposal Components (all must be included in order to defend the proposal)
- Title Page
- Introduction (Problem Statement and Research Question; theory or other conceptual framework that provides perspective on the work)
- Literature Review
- Method (detailed procedures that will be used to carry out the proposed study; how results will be analyzed; theory or other conceptual framework that provides perspective on the work)
- References
- Appendix of measures and forms that may be used in data collection (these will be submitted along with your proposal for review by the Institutional Review Board)

Theory/Conceptualization

Students will be expected to incorporate theory on, or linkages to, leadership and education in the research. Theory is often defined as a systematic explanation for a set of facts. However, note that in social work research, research may also be driven by:

- conceptualization in the form of a well-developed conceptual framework
- accumulated practice wisdom
- deductive reasoning using scientific method
- framework
- hypothesis
- model
- perspective
- proposition
- school of thought
- set of principles
- values of social work Code of Ethics (NASW, 2008)

Network for Social Work Management

In partnership with the Network for Social Work Management, an international organization focused on strengthening and advancing social work management within health and human services, DSW students may apply for the Post-Graduate Certificate in Human Services Management, which prepares students for administrative and leadership roles. Students can apply to receive the certificate during the last semester of the program. There is a \$50 certificate processing fee. Application form and other information can be obtained by contacting Dr. Laura Brierton Granruth (Millersville University School of Social Work) at Laura.Granruth@millersville.edu or Dr. Sharon Lyter (Kutztown University Department of Social Work) at lyter@kutztown.edu.

Course Descriptions

SOWK700 / SWK700 Social Work Leadership I

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined. 3 s.h. 3 c.h. Prerequisite: Acceptance into the DSW program or permission of the chair of the department.

Students will:

- Understand selected theories of organizational functioning
- Utilize strategies and methods available to influence organizational behavior
- Recognize leadership approaches and their application to organizational contexts
- Facilitate organizational change toward innovative practice

SOWK701 / SWK701 Social Work Leadership II

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political changes, and workforce challenges. 3 s.h. 3 c.h. Prerequisite: SOWK/SWK700 Social Work Leadership I or permission of the chair of the department.

Students will:

- Incorporate historic and current theories of management into administrative practice
- Identify management tasks within varied organizational environments
- Develop an understanding of relevant administrative practices and principles
- Recognize the role of management in producing and implementing change within an agency
- Understand the values and ethics involved in managing human service organizations
- Become familiar with managerial challenges within a political environment
- Apply management concepts and skills to a variety of situations

SOWK704 / SWK704 Social Work Teacher-Scholar I

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching. 3 s.h. 3 c.h. Prerequisite: Acceptance into the DSW program or permission of the chair of the department.

Students will:

- Categorize and discriminate among seminal and contemporary theories of education in social work
- Critically examine and appraise theories of social work relative to the Code of Ethics of the National Association of Social Work
- Demonstrate the beginnings of the process of adopting the professional identity of the social work scholar-practitioner in part through adoption of the attributes of the life-long learner and the conscious use of the professional self

SOWK705 / SWK705 Social Work Teacher-Scholar II

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings. 3 s.h. 3 c.h. Prerequisite: SOWK/SWK704 The Social Work Teacher-Scholar I or permission of the chair of the department.

Students will:

- Identify, articulate, and synthesize theories of social work education for their own practice
- Design, effectively deliver, and evaluate curricula for diverse learners consistent with evidence-based teaching practice
- Demonstrate self-reflection to assess and continuously improve teaching effectiveness in the context of a mentoring relationship
- Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy
- Apply setting-appropriate accreditation standards to curriculum development

SOWK710 / SWK710 Research Methodology

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods and techniques will be examined. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research. While qualitative and mixed methods will be covered, the major emphasis of the course will be on quantitative approaches and analytical techniques. Knowledge and skill learned in this course will constitute the building block for subsequent research related coursework in the DSW program and the completion of a successful dissertation.

Students will:

- Critically review and synthesize knowledge.
- Locate, adapt and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Understand information collection, storage and manipulation

SOWK715 / SWK715 Multivariate Analysis

Doctoral students will practice descriptive, univariate and bivariate inferential statistics, and multiple regression. Further, students will gain a foundation in repeated measures analysis, logistic regression, and multivariate analysis of variance. Students will use multivariate analysis to conduct meta-analysis of literature and the evaluation of programs.

Students will:

- Critically review and synthesize knowledge.
- Apply multivariate statistical analysis for research and evaluation
- Use multivariate statistical analysis to initiate and carry out evaluation of process, outcome, and continuous improvement

SOWK720-721 / SWK720-721 Leadership/Teaching Praxis I, II

This experiential, two-semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by a faculty member to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis.

Students will address eight of the following:

- Carry out ethical decision making for leadership
- Conduct strategic planning
- Develop advanced strategies and skills for engagement and change with simple and complex client systems
- Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership, fundraising, grant writing, budgeting, and cost-benefit analysis.
- Develop innovative programming with input from all levels of staff and stakeholders.
- Facilitate policy development and implementation to meet community needs
- Facilitate organizational change toward innovative practice.
- Locate, adapt and apply evidence-based interventions to specific settings/client populations
- Carry out clinical team leadership
- Critically review and synthesize knowledge.
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage and manipulation
- Conceptualize and construct social work theory for teaching and leadership
- Use qualitative research methodology and grounded theory to develop social work practice theory
- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Design curricula for a diversity of learners and learning styles consistent with evidence-based teaching practice
- Categorize and discriminate among seminal and contemporary theories of education in social work.
- Critically examine and appraise theories of social work relative to the NASW Code of Ethics.
- Synthesize, justify, and internalize selections of theories of social work education for practice.
- Effectively deliver curriculum using such techniques of adult learning as constructive and collaborative learning, distance education and technologically-enhanced education
- Demonstrate effective instructional techniques including the use of self-reflection to assess and continuously improve teaching effectiveness.
- Apply CSWE EPAS to implicit and explicit curriculum development
- Evaluate course efficacy

- Understand career progression in the academy
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand teaching, scholarship and service responsibilities in the academy

SOWK725 / SWK725 Intervention Research

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

Students will:

- Critically review and synthesize knowledge
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt, and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage and manipulation

SOWK730 / SWK730 Qualitative Research

This course prepares doctoral students to understand the core process of qualitative study including the study design, data analysis techniques, and ethics. The students will study strategies of qualitative research including designs such as case study and ethnography along with data analysis methods such as narrative and grounded theory. The course design provides opportunities to learn the tools to enhance and critically evaluate the rigor of a qualitative study as well as to write research proposals, report findings, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

Students will:

- Critically review and synthesize knowledge.
- Initiate and carry out qualitative evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change using qualitative data and analysis
- Assess organizations for readiness for change using qualitative data and analysis
- Locate, adapt and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems for qualitative data
- Use current qualitative research software for information processing
- Understand qualitative information collection, storage and manipulation

SOWKXXX/SWKXXX Comprehensive Seminar

TBA by fall of 2019.

SOWK775/SWK775 Dissertation Seminar

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators.

Students will:

- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand the professional and civic responsibilities of the social work leader and scholar

SOWK776-777 / SWK776-777 Dissertation I, II

Students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval for the conduct of their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues.

Students will:

- Complete an independent dissertation including a publishable, stand-alone literature review
- Publish and/or present one component of the dissertation in at least one refereed venue

Social Work Electives

Students will complete two electives throughout the program. These electives will be selected in consultation with their DSW Director. In general, electives should have a direct connection to research/dissertation interests. In order for the elective to count as credit, it must be at the graduate level and can be taken within the social work program at either University or from another Master's or Doctoral level program, with permission from the program and Director.

Students have three options for completing the required elective courses within the DSW program:

1. They can enroll in any graduate level elective offered by any graduate program at their home university.
2. Students can take any graduate level elective offered by any graduate program within the PASSHE system and enroll as a visiting student.
3. Students can take any graduate level elective offered by any graduate program outside the system but must first get it approved by the Graduate Dean from their home university.

Course Progression: 48 Credits

(note that curriculum review can result in modifications as needed)

	Fall	Spring	Summer
Year I	700 Social Work Leadership I 710 Research Methodology	704 Social Work Teacher-Scholar I 715 Multivariate Analysis	730 Qualitative Analysis 725 Intervention Research
Year II	701 Social Work Leadership II 705 Social Work Teacher-Scholar I	7XX Comprehensive Seminar 720 Leadership/Teaching Praxis I	721 Leadership/Teaching Praxis II 775 Dissertation Seminar
Year III	Dissertation Graduate Elective	Dissertation Graduate Elective	

Learning experiences and instructional methods

- Students will experience the curriculum as part of a cohort that is characterized by cooperative and collaborative learning as well as mutual support.
- Students' learning experiences will include online, face-to-face, and individualized instruction. Classes are online with a combination of synchronous and asynchronous sessions.
- Students will experience a program residency period in which they attend class face-to-face once each academic semester: in August, January and June. These intensive weekends (Friday at 6:00 p.m. through Sunday noon) will function to provide face-to-face teaching, closure for the previous semester and planning for the current semester. In addition, these intensive weekends will provide the opportunity for the program to engage in a complete program assessment and continuous improvement process. The residencies will alternate between campuses. This plan is purposefully designed to allow students to develop professional identification with both campuses. The agendas for intensive weekends appear in the table below.

Intensive Weekend Residency Schedule and Agendas

Weekend	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort
August	<ul style="list-style-type: none"> • Program Orientation • Face-to-face Instruction of Fall Courses 	<ul style="list-style-type: none"> • Face-to-face Instruction of Fall Courses 	<ul style="list-style-type: none"> • Face-to-face Proposal Defense
January	<ul style="list-style-type: none"> • Face-to-face Instruction of Spring Courses • Program Assessment Participation 	<ul style="list-style-type: none"> • Face-to-face Instruction of Spring Courses • Program Assessment Participation 	<ul style="list-style-type: none"> • Face-to-face Instruction of Spring Courses • Program Assessment Participation
May	<ul style="list-style-type: none"> • Face-to-face Instruction of Summer Courses 	<ul style="list-style-type: none"> • Face-to-face Instruction of Summer Courses • Complete Comprehensive Paper 	

Program structure/administration

For each cohort, the program lasts three academic years, from fall of Year I to spring of Year III. Students enroll in two courses per semester: fall, spring, summer.

Universities will share responsibility for providing electives, supervision of Leadership/Teaching praxis experiences, and supervision of individualized dissertation experiences. In addition to those, there are ten core courses. Each University will be responsible for teaching four courses in the program. The Dissertation Seminar will be co-taught.

The DSW program will be housed within the Department of Social Work at Kutztown University and the School of Social Work at Millersville University. Each university will provide a program director. He or she will be a faculty member within the department/school. Program directors will be responsible for providing ongoing collaboration with his or her counterpart at the sister University; facilitating the development, articulation, and dissemination of program policy manuals and procedures; coordinating the development and evaluation of curricula; identifying and coordinating faculty mentors for the Leadership/Teaching Praxis; assisting in marketing and recruitment activities; managing community-based program advisory board; and coordinating admission procedures, comprehensive examinations, and advising; coordinating residency experiences and tracking graduate clearances. Ongoing academic advising will be provided for each student by the program director.

Program directors will be familiar with each student's learning needs. Individualized dissertation support will be provided by doctoral faculty. In the case of a dissertation advisor's absence or sabbatical leave, the program director will assume that responsibility.

PROGRAM COMPETENCIES

The Doctor of Social Work comprises an outcome-based curriculum. The curriculum, including coursework, praxis, and residencies, is continuously evaluated based upon the students' ability to demonstrate a series of competencies. These competencies are operationalized via specific practice behaviors and are evaluated using multiple measures.

Student Learning Outcome	Student Learning Experience
Carry out ethical decision-making for leadership	Social Work Leadership II; Intervention Research; Leadership/Teaching Praxis I, II; Dissertation Seminar
Conduct strategic planning	Social Work Leadership I; Praxis Experience
Develop advanced strategies and skills for engagement and change with simple and complex client systems	Social Work Leadership I; Praxis Experience
Develop innovative programming with input from all levels of staff and stakeholders	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Facilitate policy development and implementation to meet community needs	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Locate, adapt and apply evidence-based interventions to specific settings/client populations	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar
Facilitate organizational change toward innovative practice	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Manage stakeholder relationships	Social Work Leadership II; Praxis Experience
Carry out clinical team leadership	Social Work Leadership II; Praxis Experience
Define and evaluate setting-specific cultural competence, social justice, and safety policies for personnel and service recipients	Social Work Leadership II; Praxis Experience
Produce differential models blending advanced leadership and practice theory	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar
Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership board management and development, fundraising, grant writing, budgeting, and cost-benefit analysis	Social Work Leadership I; Social Work Leadership II; Praxis Experience

Student Learning Outcome	Student Learning Experience
Understand uses of information management systems	Social Work Leadership II; Praxis Experience; Multivariate Analysis; Dissertation I; Dissertation II; Intervention Research; Dissertation Seminar
Use current software for information processing	Praxis Experience
Understand information collection, storage and manipulation	Social Work Leadership I; Social Work Leadership II Praxis Experience; Dissertation Seminar; Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar
Use agency mission and goals to guide the creation of logic models that inform management information systems	Social Work Leadership I; Praxis Experience
Critically review and synthesize knowledge	Social Work Leadership I; Social Work Leadership II; Praxis Experience; Dissertation Seminar; Multivariate Analysis; Dissertation I; Dissertation II;
Articulate context-specific current state of knowledge	Social Work Leadership I; Praxis Experience; Dissertation I; Dissertation II; Dissertation Seminar
Apply multivariate statistical analysis for research and evaluation	Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar; Praxis Experience
Develop and utilize evidence-based practice innovations	Social Work Leadership II; Praxis Experience
Locate, adapt, and apply evidence-based interventions to specific populations/challenges consistent with social work values as articulated by the National Association of Social Workers	Social Work Leadership II; Praxis Experience

Initiate and carry out evaluation of process, outcome, and continuous improvement	Intervention Research; Social Work Leadership II; Praxis Experience; Qualitative Analysis
Differentially select appropriate research designs and types of data for collection, selection, and analysis	Intervention Research; Dissertation Seminar; Dissertation I; Dissertation II; Praxis Experience; Multivariate Analysis; Qualitative Analysis
Demonstrate skills for advanced quantitative and qualitative data analysis	Multivariate Analysis; Dissertation I; Dissertation II; Dissertation Seminar; Intervention Research; Qualitative Analysis; Multivariate Analysis; Praxis Experience
Interpret findings for program decision-making	Intervention Research; Dissertation I; Dissertation II; Dissertation Seminar; Multivariate Analysis; Qualitative Analysis; Praxis Experience
Assess community readiness for change	Multivariate Analysis; Qualitative Analysis; Praxis Experience
Assess organizational readiness for change	Social Work Leadership I; Social Work Leadership II; Praxis Experience
Critically evaluate and deconstruct theories of social work practice	Intervention Research; Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Conceptualize and construct social work theory for teaching and leadership	Social Work Teacher-Scholar II; Social Work Leadership II; Praxis Experience
Demonstrate understanding of the history and philosophy of the social work profession	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Use qualitative research methodology and grounded theory methods to develop social work practice theory	Qualitative Analysis; Praxis Experience
Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making	Dissertation I; Dissertation II; Dissertation Seminar; Praxis Experience

Design curricula for diverse learners consistent with evidence-based teaching practice	Social Work Teacher-Scholar II; Praxis Experience
Effectively deliver curricula using techniques such as constructive and collaborative learning, and technologically-enhanced education	Social Work Teacher-Scholar II; Praxis Experience
Demonstrate effective instructional techniques	Social Work Leadership II; Social Work Teacher-Scholar II; Praxis Experience; Dissertation Seminar; Intervention Research; Qualitative Analysis;
Apply Council on Social Work Education's Educational Policy and Accreditation Standards to curriculum development	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Social Work Leadership I; Social Work Leadership II; Praxis Experience
Evaluate course efficacy	Social Work Teacher-Scholar II; Praxis Experience
Understand career progression in the academy	Social Work Teacher-Scholar II; Praxis Experience
Adopt attributes of the life-long learner	Social Work Teacher-Scholar I; Praxis Experience; Dissertation Seminar
Use self-reflection to assess and continuously improve teaching effectiveness	Social Work Teacher-Scholar I; Social Work Teacher-Scholar II; Praxis Experience
Integrate mentoring experiences into academic development	Social Work Teacher-Scholar II; Praxis Experience
Understand teaching, scholarship, and service responsibilities in the academy	Social Work Teacher-Scholar II; Praxis Experience
Demonstrate all competencies in field setting	Field Praxis Experience
Articulate specialized knowledge in either social work leadership or education	Dissertation Seminar; Dissertation I; Dissertation II

Credit for Personal and Life Experience

The KU-MU DSW program recognizes that many students have life and work experiences that give them unique insight into advanced education and/or leadership. Therefore, the program welcomes student contributions to discussions related to their experiences. However, students should note that doctoral level social work education requires the ability to build on coursework to develop the skills necessary to teach in higher education, to lead organizations, and to independently complete research toward the theory development and program evaluation needed to further the profession. For this reason, no academic credit will be accepted for professional work or life experience.

Leadership/Teaching Praxis

This experiential, two-semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by a faculty member to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis.

Praxis Clearances

Students will secure clearances if needed for Praxis

ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Grade Definition

Students should refer to the Graduate Student Policies at the university to which you applied. Questions should be directed to your program director.

Students' Appeal and Grievance Procedures

Students must follow University grievance procedures when filing an appeal:

Kutztown University <https://www.kutztown.edu/thekey>

Millersville University: <https://tinyurl.com/MU-Academic-Appeals>

Leadership/Teaching Praxis I & II

Catalog Description with Prerequisites:

This experiential two semester course is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess student's progress related to the leadership and/or teaching praxis.

Prerequisites: SWK/SOWK 701: *Social Work Leadership II*; SWK/SOWK 705: *The Social Work Teacher-Scholar II*

COURSE OBJECTIVES:

The praxis is an individualized opportunity for the student to synthesize learning from the first year's pedagogy and leadership courses into a semester-long self-designed (but instructor guided) learning experience. As such, the learning objectives will be individualized. Below, the student will find a comprehensive list of the 32 course objectives from the first four courses in pedagogy and leadership from the first year of study in the DSW program. The student need not address every objective from this list in the course of the semester-long praxis. Rather, this list is offered as a guide. The student, in concert with the faculty praxis instructor, a faculty member who is matched with the student in collaboration with the DSW Program Director, will be expected early in the course to develop a

list of 8-10 praxis objectives incorporating the theoretical foundations, specific strategies, developmental trajectories, and assessment techniques that the student plans to incorporate to ensure the student's successful integration of learning from the first year of study into the second-year praxis experience:

- Carry out ethical decision making for leadership
- Conduct strategic planning
- Develop advanced strategies and skills for engagement and change with simple and complex client systems
- Create and apply advanced differential models/approaches to leadership and supervision, including volunteer leadership, fundraising, grant writing, budgeting, and cost-benefit analysis.
- Develop innovative programming with input from all levels of staff and stakeholders.
- Facilitate policy development and implementation to meet community needs
- Facilitate organizational change toward innovative practice.
- Locate, adapt and apply evidence-based interventions to specific settings/client populations
- Carry out clinical team leadership
- Critically review and synthesize knowledge.
- Initiate and carry out evaluation of process, outcome, and continuous improvement
- Assess communities for readiness for change
- Assess organizations for readiness for change
- Locate, adapt and apply evidence-based interventions to specific populations/biopsychosocial challenges consistent with social work values as articulated by the National Association of Social Workers
- Understand uses of information management systems
- Use current software for information processing
- Understand information collection, storage and manipulation
- Conceptualize and construct social work theory for teaching and leadership
- Use qualitative research methodology and grounded theory to develop social work practice theory
- Demonstrate mastery of one selected social theory: critically evaluate empirical data, inform professional decision-making
- Design curricula for a diversity of learners and learning styles consistent with evidence-based teaching practice
- Categorize and discriminate among seminal and contemporary theories of education in social work.
- Critically examine and appraise theories of social work relative to the NASW Code of Ethics.
- Synthesize, justify, and internalize selections of theories of social work education for practice.
- Effectively deliver curriculum using such techniques of adult learning as constructive and collaborative learning, distance education and technologically-enhanced education
- Demonstrate effective instructional techniques including the use of self-reflection to assess and continuously improve teaching effectiveness.
- Apply CSWE EPAS to implicit and explicit curriculum development
- Evaluate course efficacy
- Understand career progression in the academy
- Adopt attributes of the life-long learner
- Integrate mentoring experiences into academic development
- Understand teaching, scholarship and service responsibilities in the academy

Course Overview:

This two-semester course is designed to allow each student to take the knowledge he/she has learned in this program's first year courses and put it to practical application. The goal of the course is to allow each student to implement the knowledge and skills they have learned within a real-world situation.

The course is designed so that each student will either set his/her own goals and objectives, or will be working with a faculty or another approved individual to set goals for the course.

Self-reflection and evaluation are key to ongoing professional development for those in leadership roles and in the academy. Therefore, students will be expected to maintain a journal that chronicles their goals and objectives, their accomplishments, their challenges, and their lessons learned. Students will be expected to share this information during weekly sessions with praxis mentor to foster ongoing professional development.

Task Examples

Praxis Examples for Education

- teaching
- develop lesson plans
- program development
- research project on education/teaching
- curriculum mapping
- review/refine assignments across the curriculum
- literature review for sequence development
- promote student retention
- sequence development:
 - research
 - policy
 - practice
 - HBSE
- program accreditation
- modify program materials to conform with CSWE EPAS
- assessment systems
- student manuals
- field manuals
- field instructor training
- faculty development
- research institute development
- field (director) administration
- systems of information management

Praxis Examples for Leadership

- management information systems
- evidence-based practice development
- outcome based practice development
- training programs for staff development
- professional development programs
- personnel evaluation systems
- research project on leadership
- collaborative projects with academe
- grant writing development

ROLES

1. Academic Advisor: identified advisor at university of original application (usually the program director); provides first-line approval of the “Pre-Approval for Praxis Experience” form and provides suggestions for identifying the Faculty Praxis Instructor; signs and approves the final Praxis Proposal.
2. Faculty Praxis Instructor: a faculty member at the university of original application who guides and monitors the praxis experience and meets with the student weekly to facilitate integration of learning and guide self-reflection. The Praxis Mentor may be the same person as the Faculty Praxis Instructor. If not, the Faculty Praxis Instructor also serves as contact for Praxis Mentor.
3. Praxis Mentor: a professional who is in a leadership and/or academic role and helps student identify a praxis project.

PROCESS

1. By close of Spring term, submit “Pre-Approval for Praxis Experience” form to Academic Advisor for approval. This deadline must be observed in order for a Faculty Praxis Instructor to be assigned.
2. In consultation with the Academic Advisor, identify a Faculty Praxis Instructor. Working collaboratively with the Faculty Praxis Instructor, discuss the design and structure of the Praxis Experience.
3. Introduce the Praxis Instructor and the Praxis Mentor if they are two separate individuals.
4. If the Praxis Mentor is a different person, discuss the project and seek approval/signature from field-based Praxis Mentor on the “DSW Praxis Proposal” form.
5. Finalize the plan with the Faculty Praxis Instructor and seek approval/signature on the “DSW Praxis Proposal” form.
6. Submit to the Academic Advisor and seek approval/signature on the “DSW Praxis Proposal” form.
7. Within the first week of the course, further refine the “DSW Praxis Proposal” by establishing: Description of Praxis Process, Program Competencies to be addressed (identify 8), and Description of Deliverables with Timeline. This will establish Learning Outcomes of the praxis. These Learning Outcomes include specific goals and objectives and how they will be operationalized in the praxis experience (i.e., course requirements).
8. Submit the entire document to Academic Advisor for final approval by the end of the third week.

SWK/SOWK 720/721: Leadership/Teaching Praxis I & II Forms

Pre-Approval for Praxis Experience Form

This form contains information needed to match the student with a Faculty Instructor/Mentor in order to complete the Praxis experience. Upon completion, forward your application to the DSW Program Director at your home institution.

Name

Address

Telephone

Email

What type of Praxis Experience do you want? (either or both can be checked)

Leadership

Teaching

Project Description (define your project/interest and how it aligns with your goals in the DSW Program):

Contact Person (if applicable): _____

Telephone _____

Email _____

Type of agency/teaching institution: _____

KU/MU DSW PRAXIS PROPOSAL

Student: _____
Semester/Academic Year: _____

Description of Deliverables with Timeline (list items will complete as part of the Praxis Project):

Deliverable	Timeline	Competency

Description of Praxis Process (list steps will take to complete the Praxis):

Program Competencies Addressed:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Praxis Mentor (if applicable):

Name and Credentials: _____

Organization/Agency: _____

Email Address: _____

Approvals (Dates should appear in chronological order)

Student Signature: _____ Date: _____

Praxis Mentor Approval: _____ Date: _____

Faculty Praxis Instructor Approval: _____ Date: _____

Academic Advisor Approval: _____ Date: _____

Professional Ethics

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Workers (NASW). All behavior in the program must meet the standards detailed in the Code. (See *Code of Ethics*, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>)

Further, the KU-MU DSW Program reserves the right to refuse continued enrollment to any student, who—in the judgment of the program director in consultation with relevant faculty members—exhibits behaviors which could be detrimental to the host institution, university, and/or the persons served who exhibits such irresponsible behavior as to preclude confidence in the student’s continuation/completion of the degree.

Student Code of Conduct and Judicial Affairs

Social Work students are expected to adhere to the University Code of Conduct. Violations to this code may also be violations to the NASW Code of Ethics and as such, special consideration and attention is given.

Please review the University policy:

Kutztown University: <http://www.kutztown.edu/StudentConduct>

Millersville University: <https://tinyurl.com/MU-Student-Code-of-Conduct>

Services for Students with Disabilities

If you have already disclosed a disability to the Disability Services Office or Office of Learning Services and are seeking accommodations, please speak with the instructor privately to discuss the specific situation as soon as possible. If you have an injury sustained during military service, including PTSD or TBI, you are also eligible for accommodations under the ADA and should contact the Disability Services Office. The offices provide resources and services to coordinate reasonable accommodations for students with documented disabilities.

Kutztown University: <http://www.kutztown.edu/about-ku/administrative-offices/disability-services.htm>

Millersville University: <https://tinyurl.com/MU-Accommodations-for-Student>

Academic Honesty Policy

Honest behavior is an expectation for all students in the Social Work Program. The purpose of this policy is to create and maintain an ethical academic atmosphere in keeping with our program’s mission. We hope to foster and encourage a desire in our students to contribute positively to our learning community and to become competent professionals and practice ethical behaviors in regard to academic and professional practice. Your Social Work professors understand and value the concept of intellectual property. We strive to teach students the ethics of responsibly documenting the ideas of others in all formats. To do so, we believe that we must not only teach the ethics and mechanics of documentation, but we must also hold students accountable for the ethical use of the ideas and words of others. Therefore, all professors will provide the instruction and scaffolding necessary for students to use materials ethically, and all students are expected to exercise good faith in the submission of research-based work and to document accurately regardless of how the information is used (summary, paraphrase, and quotation) or regardless of the format used (written, oral, or visual). Plagiarism, in any form, is unethical and unacceptable and may result in a grade of “fail” and/or dismissal from the program as determined by the program directors in conjunction with relevant faculty members.

The Kutztown Academic Honest Statement/Policy can be found online at:

<http://app.kutztown.edu/policyregister/policy.aspx?policy=ACA-087>

The Millersville Academic Honesty Policy can be found online at:

<https://tinyurl.com/MU-Academic-Honesty-Policy>

Doctor of Social Work Faculty

Bethel, Joyous C. (At MU since 2011). BA (in Social Work), University of Oklahoma, 1981; MSW, University of Oklahoma, 1982; Ph.D., Barry University, 1997.

Assistant Professor of Social Work; Gerontology Minor Coordinator

Interest Areas: practice, HBSE, diversity, field instruction, spirituality; complicated mourning.

Major Teaching Areas: Gerontology, Social Work and Aging, Encounters in Human Diversity, Human Behavior in the Social Environment, Field Instruction, micro/mezzo practice

E-Mail Address: Joyous.Bethel@millersville.edu

Conahan, John (At KU since 2002) BS (in Industrial Management), Belknap College, 1972; MSW, Marywood College, 1979; Ph.D. (in Human Development), Marywood University, 2005.

Associate Professor of Social Work

Interest Areas: substance abuse therapy, macro issues in substance abuse treatment

Major Teaching Areas: Poverty and Social Policy, Micro and Mezzo Social Work Practice,

E-Mail Address: conahan@kutztown.edu

Felizzi, Marc V. (At MU since 2011) BA, Glassboro State College, 1978; MSW, Delaware State University, 1995; Ph.D., Widener University, 2010.

Associate Professor of Social Work

Interest Areas: practice, policy, human behavior, and trauma.

Major Teaching Areas: Social Work Practice, Micro/Mezzo SOWK Practice, Emergency Mental Health and Trauma, Family Violence.

E-Mail Address: Marc.Felizzi@millersville.edu

Foels, Leonora E. (At MU since 2009). BS, Webber College, 1988; MSW; Simmons College, School of Social Work, 1993; Ph.D., Barry University, School of Social Work, 2007.

Associate Professor of Social Work

Interest Areas: school social work, mental health, social work education, diversity, international social work

Major Teaching Areas: Micro/Mezzo Practice, Diversity, School Social Work, Global Social Issues

E-Mail Address: Leonora.Foels@millersville.edu

Frank, Jennifer (At MU since 2010). BA, Social Work, Millersville University, 1999; MSW, Millersville University, 2009; PhD, Social Work, Bryn Mawr, 2017.

Assistant Professor of Social Work

Interest Areas: homelessness and poverty and the lived experience of marginalized populations, program development/implementation, program/staff supervision, and community work

Major Teaching Areas: Poverty, Micro/Mezzo Practice, Human Behavior and the Social Environment

E-Mail Address: Jennifer.Frank@Millersville.edu

Gasker, Janice (At KU since 1996) BSW, Cedar Crest College, 1987; MSW, Marywood College, 1989; DSW University of Pennsylvania, 1995.

Professor of Social Work

Interest Areas: teaching effectiveness, curriculum development, accreditation, generalist practice

Major Teaching Areas: Generalist Social Work Theory, Micro and Mezzo Practice.

E-Mail Address: gasker@kutztown.edu

Girvin, Heather L. (At MU since 2006) BA, Dickinson College, 1992; MSS, Bryn Mawr College Graduate School of Social Work & Social Research, 1995; Ph.D., Bryn Mawr College Graduate School of Social Work & Social Research, 2002.

Assistant Professor of Social Work, MSW Program Co-Coordinator

Interest Areas: child welfare, research, diversity

Major Teaching Areas: Child Welfare, Human Behavior & the Social Environment, Diversity, Family Violence, Writing for Social Work Practice

E-Mail Address: Heather.Girvin@millersville.edu

Granruth, Laura Brierton (At MU since 2013) BA, Fordham College, 1984; MSW, Virginia Commonwealth University, 2001; Ph.D. Catholic University, 2009.

Assistant Professor of Social Work and DSW Program Director

Interest Areas: social policy, advocacy, social justice, social work in healthcare; applied community research

Major Teaching Areas: Health Care, Human Behavior & the Social Environment, Social Policy, Writing for Social Work Practice.

E-Mail Address: Laura.Granruth@millersville.edu

Hanna, Edward (At KU since 2008) BA Sociology (Colby College, 1971); MSW (University of Pennsylvania, 1976); DSW (University of Pennsylvania, 1993)

Associate Professor of Social Work

Interest Areas: mental health, substance abuse, critical thinking in social work education

Major Teaching Areas: Micro and Mezzo Practice, Generalist Social Work Practice, Professionalism, Family Behaviour in the Social Environment

E-Mail Address: ehanna@kutztown.edu

Johnson, David H. (At MU since 2009). BA Mus., Mars Hill College, 1979; MSW, The University of Southern Mississippi, 2005; Ph.D., The University of Texas at Austin, 2009.

Associate Professor of Social Work

Interest Areas: health care policy, history of federal policy initiatives, mental health, mediation and alternate dispute resolution, homelessness, and social work with persons having HIV/AIDS

Major Teaching Areas: Social Welfare Policy-Law and Economics, Human Behavior and the Social Environment, Research Methods, and Mediation

E-Mail Address: David.Johnson@millersville.edu

Kim, Yoon Mi (At KU since 2013) BA (Social Welfare), SungKyunKwan University; MSW, California State University; Ph.D., University of Pittsburgh.

Associate Professor of Social Work

Interest Areas: acculturation, child/youth identity development, education policy, educational achievement, ethnic diaspora, secondary post-traumatic stress, long-term care policy, and elder abuse.

Major Teaching Areas: Research Methods, Social Welfare Policy, Program Evaluation

E-Mail Address: yokim@kutztown.edu

Lyter, Sharon (PASSHE since 2004, KU since 2006) BA (Spanish), East Stroudsburg State College, 1973; MSW, Temple University, 1977; Ph.D. (major in Social Work; minor in Psychopathology), Rutgers University, 1986.

Professor of Social Work, DSW Program Co-Director

Interest Areas: cultural competence and social work practice, integration of field and practice in social work education, social work supervision and constructive criticism, social worker safety, home visiting, & risk management, addictions and parenting practices, impaired social workers, application of the DSM in social work practice

Major Teaching Areas: Micro and Mezzo Social Work Practice, Field Seminar, Family-in-Environment, Psychopathology

E-Mail Address: lyter@kutztown.edu

Ogongi, Wanja (At MU since 2016). BA, University of Nairobi; MSW, West Chester University; PhD Social Work, Widener University.

Assistant Professor of Social Work

Interest areas: International human rights (focus on women and children), child welfare, Refugees and unaccompanied minors, medical social work

Major Teaching Areas: Research, HBSE, Social work practice

E-Mail Address: Wanja.Ogongi@millersville.edu

Proctor, Curtis (At MU since 2014) BS, University of Oklahoma, 1989. MSW University of Iowa, 1992. Ph.D., Case Western Reserve University, 2005.

Assistant Professor of Social Work

Interest Areas: LGBT Youth, Indian Child Welfare Act, attachment, social work and the arts

Major Teaching Areas: Cultural Competency, Research, Human Behavior in the Social Environment, Advanced Generalist Practice, Statistics

E-Mail Address: Curits.Proctor@millersville.edu

Redcay, Alex. (At MU since 2016). BA, Truman State University, 2001; MSW, Southern Connecticut State University, 2008; PhD. Rutgers University, 2016.

Assistant Professor of Social Work

Interest Areas: mental health, substance abuse and LGBT issues.

Major Teaching Areas: Macro & Micro Practice, Diversity, Research

E-Mail Address: Alexandra.Redcay@millersville.eduRice, Karen M. (At MU since 2006). BA, Millersville University, 1991; MSW, Temple University, 2000; PhD. University of Maryland, School of Social Work, 2011.

Associate Professor of Social Work, School of Social Work Chairperson

Interest Areas: child welfare, research, statistics, diversity, international social work

Major Teaching Areas: Social Work & Child Welfare, Social Work Research, Advanced Research Methods, Social Work Statistics, Encounters in Human Diversity, Global Perspectives in Social Work.

E-Mail Address: Karen.Rice@millersville.edu

Sharma, Yasoda, (At KU since 2012) BA Psychology and a Master's degree in Social Work with a specialization in Psychiatry and Social Medicine from India; Ph.D. (in Social Work), University of Texas.

Assistant Professor of Social Work

Interest Areas: HIV/AIDS, violence against women, reproductive health, mental health, international social work

Major Teaching Areas: Social Work Practice, Research and Qualitative Methods, Human Behavior and Social Environment, Mezzo Social Work, Social Welfare Policy

E-Mail Address: sharma@kutztown.edu

Stoeffler, Stephen W. (At KU since 2014) BSW, Shippensburg University, 2014; MSW, Temple University, 2008; Ph.D., Widener University, 2015.

Assistant Professor of Social Work.

Teaching interests: Poverty and Social Work, Organizations and Communities, Social and Economic Justice, Diversity

Research Interests: Inclusion of poverty curriculum in Social Work education. Macro Social Work interventions, Social Work professional identity, Race Relations, Spirituality and Social Work, Community Empowerment

Member: Macro Curricular Guide National Task Force Work Group, Association for Community Organization and Social Administration (ACOSA)

E-Mail Address: stoeffler@kutztown.edu

Svistova, Juliana, (At KU since 2015) Bachelor's in Social Work from University of Latvia, Master's and Ph.D. in Social Work from University at Albany, State University of New York.

Assistant Professor of Social Work.

Teaching Interests: Social Work Practice with Communities and Organizations, Community Building, International Social Work and Social Development, Qualitative Research, Introduction to Research Methodology

Areas of Scholarship: Community practice and development, All forms of participatory action research (CBPR and critical-emancipatory PAR), Disasters and disaster recovery, Global social development, Civic engagement of oppressed individuals and communities, Participatory pedagogy, Qualitative inquiry

E-Mail Address: svistova@kutztown.edu

Vafeas, John (At KU since 1999) BA Sociology (Winthrop University, 1979); MSW (University of Pennsylvania, 1981); DSW (University of Pennsylvania, 1987)

Chair of the Department of Social Work

Interest Areas: information technology in human services, poverty, social work practice and program evaluation, training-program and curricular design

Major Teaching Areas: Social Welfare Policy, Social Research Methodology, Information Technology in Human Services, Methods of Program Evaluation

E-Mail Address: vafeas@kutztown.edu

Walsh, Kathleen M. (At MU since 2007). BSW, University of Maryland Baltimore, 1996; MSW, University of Maryland, 1997; Ph.D., University of Maryland, School of Social Work, 2006.

Associate Professor of Social Work, BSW Program Coordinator

Interest Areas: predictors of salary in social work, workforce and occupational issues including career choice, social work ethics, social work administration/management, technology and social service delivery

Major Teaching Areas: Social Work Practice, Social Work History, Social Policy, Macro and Micro Practice, Program Management and Supervision

E-Mail Address: Kathleen.Walsh@millersville.edu

Wei, FangHsun (At KU since 2013) Bachelor's and Master's, Kaohsiung Medical University, Taiwan; Ph.D. (in Social Work), University of Texas.

Associate Professor of Social Work

Interest Areas: health behavior, mental health, reproductive health, social and economic development, international social work, medical malpractice

Major Teaching Areas: Research Methods, Social Work Introduction, Social Work Statistics, Program Evaluation

E-Mail Address: wei@kutztown.edu

Weller, Mary Rita (At KU since 2008) Bachelor of Arts Degree was earned at the State University College of New York Master of Social Work from Temple University; Doctor of Education Degree with a concentration in Human Sexuality from Widener University

Assistant Professor of Social Work

Interest Areas: intellectual disability, sexology/sexuality

Major Teaching Areas:

E-Mail Address: weller@kutztown.edu

Yeboah, Barth K. (At KU since 1991) BSW, Jamia Millia Islamia University, New Delhi, India, 1974; MSW, University of Delhi, India, 1976; DSW, University of Pennsylvania, 1988.

Interest Areas: domestic violence, immigration, social work practice in Africa.

Major Teaching Areas: Human Behaviour in the Social Environment, Micro and Mezzo Social Work, Social Welfare, Social Work Practice

E-Mail Address: yeboah@kutztown.edu

DSW Program Co-Directors

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Department/School Chairs

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